

My view of the Nepal Administrative Staff College

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Abstract

The best way to improve the performance of an organisation is to train its people. Major countries and many smaller ones throughout the world have equipped themselves with Administrative Staff College to train public servants. This paper introduces the Nepal Administrative Staff College (NASC), outlines the historical background to its establishment, features information about its past twenty-five years, describes its current activities, and hopes for its future development. Dear readers will find it not only useful but helpful in figuring out what NASC is all about.

1. History of Staff Training in Nepal

The genesis of staff training in Nepal dates back to oligarchic Rana administration period when training was imparted to the administrators primarily through on-the-job training. A new hiree had to work as an apprentice under an experienced official for a certain period of time before he was formally inducted into the bureaucratic system. Modern system of formal training programme in Nepal is comparatively a recent phenomenon and it was initiated only after the advent of democracy in 1951.

After the historical political change of 1951, there was a great need for the civil servants to adjust to new knowledge, new skills and new attitudes. Training became the obvious means to fulfil such requirement and needs. Hence increasing importance was given to staff training in Nepal. In 1959 the Government of Nepal approved a proposal to set up a National Institute of Public Administration to provide pre-service and in-service training to government employees. But somehow or other, this institute could not come into existence. In 1962, however, an administrative board headed by a senior permanent secretary was created. One of the functions of the Board was to look after training of the civil servants. (A Long Term Strategic Orientation).

Until the Central Training Department was created in 1967, the Department of Public Administration was responsible for conducting administrative training for

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newly recruited gazetted Level III Officers. The Central Training Department conducted training courses for the Chief District Officers and Gazetted Level III Officers. Subsequently, three institutes were entrusted with the training of government employees. These three institutes were (i) the training wing of the Ministry of General Administration (ii) the Panchayat Training Centre under the Ministry of Panchayat and Local Development and (iii) the Centre for Economic Development and Administration (CEDA) of Tribhuvan University.

Later the Ministry of General Administration Training Wing trained the junior gazetted officers and all of the non-gazetted officers. The Panchayat Training Centre focused on civil servants and political workers involved in village and district panchayats. CEDA's training programmes remained geared towards the middle-level executives of the Nepal government and public enterprises.

During 1970's, many national development plans and programmes were implemented but their targets remained unfulfilled due to the shortage of trained manpower particularly in the civil service. It was recognized that the necessary manpower could only be produced by a continuous and coherent process of training provided by a permanent national level institution (NASC Brochures).

2. *Establishment of NASC*

The establishment of the Nepal Administrative Staff College (NASC) represents an important milestone in the history of administrative training in Nepal.

The origin of the College can be traced to the state visit of King Birendra to Britain in 1980 and to his subsequent address to the thirty second session of the Rastriya Panchayat (National Legislature) in 1981 when it was spelt out that concrete steps towards establishing a high level administrative training institute in the country would be undertaken. The British Government sent two experts to Kathmandu in May 1981 to make a study of Nepal's existing training institutes for public administration. They submitted a report in August 1981 recommending the establishment of the Nepal Administrative Staff College. (Institutional Profile)

The College was formally opened on July 16, 1982 under government management but subsequently became an autonomous institution on September 27, 1982 with the coming into effect of the Nepal Administrative Staff College

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Act 1982. The twenty seventh of September, since then, has become a significant date for NASC.

Since its establishment in 1982, NASC has conducted both pre-service, in-service and other specialized courses in several management disciplines including finance. The courses it has provided include both skill enhancement courses and management appreciation courses for junior, middle and senior level managers in the civil service and other public sector organizations. It also has contributed in preparing professionals in management development through trainers' training and other trainer development programmes.

On the 10th October 1991, the College also established under its umbrella the Assistant Staff Training Centre, formally the Assistant Staff Training Department (ASTD) for offering secretarial skills training to office assistants. The Centre is now running smoothly playing a major role in the country for assistant staff development. The nature of the training required for assistant level staff is indeed different from the management training needed by officer level staff. In view of this, the Assistant Staff Training Centre is entrusted with the task of conducting training programmes to develop skills necessary for assistant level staff of various levels in the civil service, public enterprises and other organizations.

In the initial years, the College established a solid base for developing its courses and its trainers. In its formative stage it focused more on general courses moving slowly into offering specialized courses. In the years that followed, the College dedicated itself to clinical analysis of mission and strategy to improve its efficiency for undertaking responsibility to impart specialised courses on specific topics or skill areas. Now it has evolved into a competent and professional training and consultancy provider for the public and non-public sectors in Nepal (NASC Annual Reports).

3. *NASC's Vision, Mission, Objectives, Roles and Strategies*

The specific objectives of NASC as per the Nepal Administrative Staff College Act 1982 are:

- To provide necessary training for the employees of the Government of Nepal and Public Enterprises;

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- To identify the measures for enhancing the capability of administration of the Government and Public Enterprises to contribute towards development programmes of the country; and
- To undertake problem-oriented research, consulting and information service programmes for preparing training materials and making training more useful.

As a Centre of Excellence, NASC has a vision of taking leadership in the facilitation of continuous improvements in governance and management capabilities to enhance the quality of services to the people. Its motto from the outset has been: Helping management be the best that it can be.

NASC has been in the process of redefining its mission in the changed context. It has already adopted the policy of providing training as well as consultancy to non-governmental agencies in order to strengthen their performance with a sense of mission.

The mission of NASC has been set as "Creating better opportunities for improvements in governance and management capabilities at both individual and organisational levels through training, education, research, consulting and information services.

The main role of NASC has been to enhance the performance of the public service, and thus improve the services provided to the people. The current policies of the Nepalese government indicate that NASC's role should be enlarged so that its training, consultancy and research services will be available to organisations in the Public Enterprise, I/NGOs, and Private Sectors also.

There is an urgent need to improve the performance of organisations which provide services to the public. In particular, these organisations need to have competent managers and appropriate management systems. NASC's management trainings and consultancy services have an important role in this respect.

A major role for NASC will, therefore, continue to be to contribute to improving the performance of the public service. This is particularly important now because the Nepalese government has embarked upon a programme of reforms in the public service, which will make extra demands on NASC's services. The College can make a greater contribution to this reform process by undertaking applied

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research which will provide needed information about the operation of the public service for policy makers.

The College also needs to identify training needs of the various ministries to ensure that its training courses are relevant to changing circumstances, and to market its consultancy services.

In addition to its contribution to public service reform and performance improvement, NASC is required to play the role of a facilitator in the process of bringing uniformity in the standard of other training centers by conducting "Training for Trainers" programme.

NASC has taken cognizance of the importance of the above mentioned facts and identified five main categories of institutional roles for devising strategies (A Framework of Strategic Plan):

- Management development roles
- Organisational development roles
- Training capacity development roles
- Policy research and information service roles
- Internal capacity enhancement roles.

NASC has adopted the following strategies to perform its roles and undertake appropriate activities for achieving the stated mission (A Framework of Strategic Plan);

- Strategy 1:* Delivery of management development services for improving core competency and specific area competency in public and other organisations.
- Strategy 2:* Creation of wide range of organisation development services as per clientele needs.
- Strategy 3:* Development of training capacity through trainer competency enhancement and other related provisions for improving the effectiveness of training providers.
- Strategy 4:* Undertaking of services related to policy analysis, research and information dissemination as per situational demand.
- Strategy 5:* Undertaking internal organization and management improvement to achieve the above four strategies.

4. Organisational Framework

The College is a government - funded, national level, autonomous institution. The basic objectives and financial rules and procedures of the college are laid down in the Act itself. The Act has provided for a high level Governing Council which is the apex body of NASC for formulating the general policies guiding the work of the College. It provides strategic direction to the College and is headed by the Minister for General Administration. Other members include the Chairman of the Public Service Commission, the Vice-Chairman of the National Planning Commission, the Vice-Chancellor of Tribhuvan University and three secretaries from principal ministries including Chief-Secretary. The Executive Director of NASC serves as Member-Secretary to the Governing Council and is appointed by the Government of Nepal.

The Act has also provided for an Executive Committee headed by the Executive Director. The Executive Committee composing of ten members oversees the smooth operation of the College and reports back to the Governing Council. It is mainly made up of secretaries from some of the principal ministries and three professional nominees of the Government of Nepal. A Deputy Executive Director of NASC is the Member-Secretary of the Executive Committee.

5. Internal Organisation Set-up

There are three departments: (i) General Training Department (ii) Consulting Services Department (iii) Management Services Department and five Centres: (i) Centre for Organisation Development (ii) Centre for Human Resource Management (iii) Centre for Development Policy and Planning (iv) Centre for Local Governance (v) Centre for Secretarial Skills Training as major units under the Executive Director to execute the programmes and manage daily affairs of NASC:

Each Department/Centre is headed by a Director and operational delegation is given to each of them. Each Department/Centre has been given a set of Terms of References (TOR) indicating its objectives, functions in terms of both functional and thematic streams, organization and staffing, and operational modalities.

The main objective of General Training Department (GTD) is to provide a wide range of training for honing of core competencies of individuals working at different levels in civil service and other public organisations. The main

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functions range from the undertaking of training need surveys and studies to the delivery of core courses, designing and organizing of various types of courses involving different subject areas and disciplines in one package and development of training materials.

The Consulting Services Department's main activities focus on management system improvement and organization development interventions. It offers multi-disciplinary consulting services to various clientele groups both in public and private sectors for improving their organisational and operational efficiency and effectiveness. The main functions for achieving such an objective consists of providing the clients with professional consulting services that include various subjects in one package, development of effective consulting approaches and procedures, development of systematic marketing strategies for promoting consulting services, extension of relationships with national and foreign consulting institutions etc.

The main focus of Management Services Department (MSD) is into a model of excellence in terms of administrative procedures which can be seen as an example to other public sector organizations so as to ensure the efficient and effective operation of NASC as a premier training and development institution within Nepal. It provides management services to other functional departments and Centres and Units of NASC through efficient and effective management of operation. Its main functions include management of annual planning and monitoring process, management of financial planning and operation, management of recruitment and all other staff development functions, management of documentation and information system (including computing services), management of logistic support system including finance and maintenance of physical properties.

The main objectives of each Centre are concerned with identifying training, consulting and research needs in its respective areas of specialization, developing training and consulting service packages, delivering services, designing and undertaking various research and case study packages, generating additional resources for NASC to enhance its earning capacity, providing an organisational set-up for challenging tasks and creative thinking, innovating or initiating better professional practices and presenting a role model for other functional units of NASC.

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The main functions of each Centre include all activities relating to training and development, consulting services, research and system development in specified subject areas to help managers develop their abilities to manage themselves, their performance, and the organizations they work in so that they can achieve organizational excellence in public management..

For streamlining activities of the College, several committees and unit are also in operation.

Training, Consulting and Research Committee (TCRC): Chaired by the Executive Director of NASC, Training, Consulting and Research Committee (TCRC) consists of Directors from all Departments/Centres and oversees and coordinates the smooth operation of institutional activities of the College through performance of the following functions:

1. To suggest measures for improvements in NASC's training approach, design and methods of training
2. To set criteria and norms for designing and implementing training programmes
3. To ensure the conformity of the design and the implementation of each course according to the set criteria and norms
4. To review and approve the final course design of all training programmes against the set criteria and norms
5. To advise on conducting the course as and when needed in order to improve the quality of trainings and make them relevant to the levels they are targeted at
6. To monitor the course being implemented as per the guidelines of the committee.

Trainee Evaluation Committee: NASC has a system to continuously and formally evaluate trainees attending courses of more than one month duration. The objective of Training Evaluation committees is to evaluate the participation and learning of trainees with regard to conceptual understanding of training and their involvement in training deliberations. The committee performs the following functions:

- To evaluate each training programmes delivery aspects, such as programme coordination, training materials, logistic support, trainees performance, trainer's performance etc.

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- To ensure fair and objective evaluation of trainees
- To make necessary arrangements for the evaluation of trainees and publish their results
- To conduct evaluation as well as impact study of training programmes conducted by NASC
- To provide necessary feedback on the training programmes to the NASC Executive Director.

There is 100 marks allotted for Trainee-Evaluation. Out of 100 for Trainee-Evaluation, 80 percent to 90 percent marks is allocated for Learning Evaluation and 10 percent to 20 percent is allocated for class-room participation.

Learning Evaluation is divided into knowledge tests and project works which include paper writing as Home assignment and organizational special studies.

Class-room Participation consists of grades from attendance, discipline and involvement in class-room discussions. (For details of Trainee Evaluation by level of trainees see Annex – I).

In the pass list giving the result of the evaluation, the successful participants are graded to have passed in the first division, second division and third division based on their total marks secured during the training period. There is a line of demarcation - 50% third division, 65% second division, and 80% first division. So far as the SEDP trainee – evaluation is concerned, there is merely the provision of classifying trainees as pass or fail, minimum percentage of marks for pass being 65% in the aggregate.

Procurement Unit: Procurement has been recognised as a critically important area by both public and non-public sector organisations and there is an ever increasing need for the professionals to enhance effectiveness and efficiency required for the procurement process. It is in cognizance of this fact that NASC has set up within it a "Procurement Unit" for strengthening the operational efficiency of public and other organisations through professional services like training and consultancy.

Corporate Development Cell: The Corporate Development Cell (CDP) has been set up to assist the Executive Director to strengthen corporate planning of the College for its institutional development.

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Internal Audit Unit: Set up to develop transparent internal auditing system, Internal Audit Unit coordinates all aspects of internal auditing necessary to ensure the successful running of NASC activities and operations.

6. Staffing

The Executive Director of the College is appointed by the Government of Nepal. The tenure of the post is five years. If deemed necessary, the same person could be appointed as the Executive Director for the second time

The College at present has Mr. Gopal Jung Rayamajhi appointed as NASC Executive Director on July 23, 2003 internally from amongst those in the College service (obviously the best of the lot). He has been the first Executive Director to be appointed so. All of his predecessors were civil servants, retired or otherwise.

The College at present has 112 duly qualified good quality staff comprising 51 officers/professionals and 61 support staff to strengthen its HRD frontiers. Senior professional staff are highly qualified and trained abroad, mostly in British universities in areas of general management, executive management, financial management, human resource management, public administration, development/project planning, trainer development etc.

A snapshot of academic qualification and number of the professionals is as follows:

Academic Qualifications	Number of Professionals
Ph.D	7
M.A./M.Com./M.B.A.	40
B.A./B.Sc./B.Com./B.B.A.	16
Others	49

NASC depends more on its own staff for conducting most of its training programmes. As and when needed, guest speakers are invited to handle sessions in the training programmes. The College also brings in relevant expert services through outsourcing to meet specific needs.

7. Institutional Infrastructure

The College has its own permanent accommodation on a spacious tranquil 3.8 hectare site at Jawalakhel, Lalitpur. Its building complex comprises one auditorium (capacity of 286 persons), three conference halls, 20 training rooms (capacity of 500 training participants), 27 syndicate rooms, one computer laboratory, two hostels (with 194 beds for trainees), two cafeterias (catering facilities for up to 230 people at one sitting) and a desktop publishing center with offset printing facilities for internal publication.

The NASC library houses the largest collection of administration and management related literature. It stands about 9000 volumes at present. Books are classified under Dewey Decimal Classification System. Regarding the borrowing system, open access for journals and closed access for books are in practice. The library hours are from 10 a.m. to 5 p.m. in summer and 10 a.m. to 4 p.m. in winter. The NASC library also has a very sound physical setting with plenty of space for reading and writing. The pleasant environment and well laid out trees and lawns make the library an ideal academic retreat for quiet reading clients.

Since publications help to make the training materials, research findings, case studies and organizational studies available for trainees as well as the authorities concerned and give expression of the experience and knowledge of those involved in training programme, NASC has a regular programme for publications.

The College's Journal entitled as "Administration and Management Review" has been in publication regularly twice a year since 1988. The Journal services as a forum for the exchange of information and idea on management and allied subjects. Besides the articles, it contains organisational studies, book reviews, viewpoints, interviews, etc. The contributors are distinguished research scholars, administrators, academicians and public servants from Nepal and abroad.

The College also brings out quarterly NASC Newsletter. This is mainly intended for the officers of the College and gives information about important happenings and developments in the College and covers matters of general interest in the field of training management.

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Apart from the regular publications, the College publishes every year a number of training brochures, reports, research papers, proceedings of seminars conducted by the College and important lectures delivered at the College by eminent personalities.

Over the years the College has evolved not only as the premier national provider of management training for the public sector, but also has promoted networking as a way to manage some of the necessary information linkages. It has established academic collaboration with a number of agencies for research and training programmes. Its senior staff officers are invited to participate in conferences, and meetings conducted by AMDISA, EROPA and other organisations. The College has made its presence felt in international forums as well.

8. Grant Assistance and Support

British DFID, formally the Overseas Development Administration (ODA) provided financial and advisory support to NASC for over a decade. It supported NASC since its inception until October 31, 1997 in various ways by appointment of Technical Cooperation Officers (TCOs) for professional expertise, renovation of the college building in Jawalakhel and the construction of a linked annex for permanent accommodation of the College, annual training awards, supply of equipments, books and journals and support of study tours etc.

UNDP/ILO has contributed to NASC's development in a project which has included consultancy skills development, financial management and performance appraisal systems. It was involved between 1989 and 1994 with the installation of computer hardware limited systems to support the "Central Administration" of NASC, installation of a computer skills teaching laboratory, development of management consultancy capabilities, development of a Senior Executive Development Programme (SEDP), support of study tours and transport and other equipment.

The European Commission has provided extensive physical infrastructure and supported the construction of New NASC buildings, hostel accommodation, canteen facilities, auditorium and offices in the mid 1980's. Other assistance has come from the Asian Foundation (books for the library) and indirectly through the World Bank, DANIDA, USAID and Australian Government.

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NASC has been funded by a direct grant from the government. This grant covers the salaries of staff, cost of running the premises and operational costs involved in the provision of regular training programmes for officers of the government of Nepal. In the past few years, there has not been any increment. Nor have there been any providers of development cooperation i.e. aid donors as in nineteen eighties and early nineties. The College, therefore, welcomes assistance of any kind from any source in its pursuit of professional advancement and development. A schematic presentation of government grant & NASC contribution vs. total recurrent expenses is as set out in the table I below:

Table 1: Government Grants, NASC Contribution and Total Operational Expenditure

Year	Fiscal Year	Govt. Grants in NRs.'000	NASC Contribution in NRs.'000	Operational Expenditure in NRs.'000
1982	39/40	3735	0	3735
1983	40/41	3512	0	2536
1984	41/42	3782	0	3496
1985	42/43	4149	0	3929
1986	43/44	4850	0	4070
1987	44/45	5333	0	4389
1988	45/46	5395	0	5074
1989	46/47	6103	0	5637
1990	47/48	6269	2908	9177
1991	48/49	9000	219	9219
1992	49/50	11000	0	10574
1993	50/51	11000	8645	19645
1994	51/52	14000	0	11788
1995	52/53	14800	547	15347
1996	53/54	15900	1541	17441
1997	54/55	16000	745	16745
1998	55/56	16500	3359	19859
1999	56/57	19000	2614	21614
2000	57/58	19500	4689	24198
2001	58/59	18500	5608	24108
2002	59/60	18000	6880	24880
2003	60/61	18600	8983	27583
2004	61/62	18500	8369	26869
2005	62/63	20600	16624	34956
2006	63/64	26000		

Source: Various Issues of Annual Report (NASC).

9. Institutional Programmes

9.1 Training & Education

NASC training activities range from induction training programme for new entrants in the civil service and training programmes to develop secretarial skills necessary for assistant level staff in the civil service, and public enterprises to specific in-service programmes for senior officers in order to equip them with recent concepts, practices and skills.

The College organises three categories of courses as follows:

- i) **Core Competency Development Courses:** These are the courses which help individuals/public officials develop core competencies (in terms of knowledge, skill, attitude) in order to perform their respective jobs efficiently and effectively.

The main courses for core competency development include senior Executive Development Programme for Class I Officers of the Nepalese Government and Senior Executive Officers of Public Enterprises, Advanced Course on Management and Development for Class II Officers of the Nepal Government, Professional Course on Management and Development for Class III Officers of the Nepal Government and Foundation Course (BAT) for newly recruited Class III Officers of the Nepal Government.

- ii) **Functional Competency Development Courses:** These are the course which help individuals/public officials develop functional competencies (in terms of knowledge, skill, attitude) to perform their functional duties and responsibilities efficiently and effectively.

The main courses for functional competency development include courses on Marketing Management, Human Resource Management, Financial Management, Supervisory Development etc. for officers working in government organisations and public enterprises. (Private Sector too can be included).

- iii) **Programme Specific Competency Development Courses:** These are the courses which help individuals/public officials develop programme specific competences to carry out specific programme related activities efficiently and effectively.

The main courses for programme specific competency development include courses on Local Institution Capacity Building, Performance Management, Quality Management, Resource Management, Strategic Management etc.

The above mentioned three categories of courses are designed on the basis of careful internal research on the needs leading to the courses and the objectives it is expected to achieve.

The Centre for Secretarial Skills Training conducts series of courses with core secretarial skills for the assistant (Non-Gazetted) staff not only at NASC in Jawalakhel but also in outlying districts through the deployment of mobile teams. The Centre has provided mobile training (as on 12 July 2007) for some 1556 assistant staff since its inception. The services offered by the mobile teams is of the same quality and carries the same credit as similar courses offered at NASC in Jawalakhel. Various district centers are singled out for the organization of such mobile trainings almost every year.

Given the fact that most office staff (Non-Gazetted) in the public service have not been trained in secretarial skills and there are very few in-house secretarial development provisions in public organizations, the need for mobile training can hardly be overemphasized.

Tailor-made training programmes designed in response to the request from specific organisations are provided on a fee-paying basis.

Depending upon the nature and level of the perspective participants, the duration of the training programmes at the college range from one day to three months. For new recruits at the gazetted Class III Officers, three month long Basic Administration Programme is run. The usual size of the classes is 25.

The Context for Training

Each Centre/Department prepares its training courses based on past experience as well as knowledge of the changed context in which the civil servants, public and non-public organization employees are working. This context involves placing a heavy emphasis on:

- Management rather than mere administration
- Defining clearly the purpose from the top downwards
- Concern with 'customers'
- Moving to a focus on outputs, outcomes, results and quality rather than only inputs
- Systems to achieve a given mission
- Line accountability and effective delegation
- Performance as the basis for judgments
- Control through line management, goal setting and performance measurement
- Management information to improve control mechanisms
- Open communication
- Good governance
- Change management.

Course Content

Without being exhaustive the following list is a guide to the sort of content that usually appears in the NASC courses depending on the nature of the course.

- ❖ Effective recruitment practices
- ❖ Acquisition of job knowledge and skills using up-to-date views on the best training and learning methods
- ❖ Effective performance and production of required results
- ❖ Promotional practices based on current performance and results and the capacity for accepting increased responsibility
- ❖ Accountability for results
- ❖ Implementation of best management practices
- ❖ Continuing personnel development both on and off the job
- ❖ Specific practice skill training in specialist areas like Finance, Accounting, Marketing, Personnel etc.
- ❖ Quality products and services and quality control of activities and

- ❖ Strategic planning for providing guidance to organizations in the medium to long term.

Course Planning and Implementation

With the above in mind, course designers consider the possibilities for incorporating the following ideas and practices in their course offerings:

- ❖ Course title should reflect the specific nature of the course rather than a generic title
- ❖ Course objectives should be spelled out in behavioural terms
- ❖ Courses should generally contain more practice, discussion and participation than lectures
- ❖ Use should be made of experienced practitioners from the field as trainers
- ❖ Responsibility for course preparation, administration, implementation and follow-up should be placed in the hands of one individual who heads the training and administration team for that particular course.

Innovative Method

No system of training is better than the people who manage it. Even with the best curriculum design and high quality instructional materials, training sometimes fail to be rewarding. The methodologies employed in conducting the programme is by far the most important factor in making training effective. For the development of appropriate training methodologies, a lot of substantial innovation and research is needed. Systematic studies are needed in order to understand interaction patterns and other aspects of the instructional milieu.

Training programmes at NASC aim at sharpening and widening managerial knowledge and skills of the participants and emphasize on learning pursuits by the participants themselves. Active and equal participation is intended as a principal characteristic of the training programmes conducted by the College. In its aim of promoting wide-ranging discussion and new ideas, the College has substantially reduced the use of lecturing as a method.

The trainees are brought together to identify the problems, discuss them and find their solutions. They are provoked to do so through syndicate discussions and plenary sessions. Through other forms of interaction too, the spirit of mutual

collaboration is promoted to solve the problems. It is on these lines of participatory style that the training programmes are conducted in the College.

Systematic Approach to Training

The College has a programme to identify the skills and attitudes required for the job; this is to make the training programme focused on the job for which a person is being prepared. Assessing training need is an important pre-requisite before deciding the aspects which the College wants to concentrate. In any case the College does not invent the needs. The needs come from the specific ministries or organization sectors.

To make training purposeful, certain procedural steps to course designing is resolutely followed in the College. The entire procedure of course designing involves the identification of training needs, the determination of course objectives, the selection and sequencing of course contents, the choice of training methods and visual aids etc.

It is hardly necessary to emphasize that training courses must meet specific operational requirements of work organizations. Each organization has its own problems characteristic of the situation in which it functions. The organization concerned must tell the training agencies what their problems are, how they have arisen, and what training courses are needed to be developed to help them deal with the problems.

During the preparation of course contents, the representatives of work organizations may be asked to sit on the academic council of the College so that they can take part in the formation of the course on the needs of the work organizations. Their observations are carefully noted and taken into consideration. Designing training course is not the sole responsibility of the College. It is the shared responsibility of the work organizations and the College. Work organisation's participation in designing training courses is a very important factor.

The course is continuously revamped on the basis of the review of the previous training course and discussion with resource persons. In some cases, during the implementation of the course itself, the course structure is modified based on the comments/feedback from the participants.

Targetted Groups and Subject Areas

The major training programmes offered by the College are targeted to all junior, middle and senior officers working at different levels in public and non public organizations. Major areas of training programmes are as follows:

- ❖ General management
- ❖ Public management (Governance)
- ❖ Public policy
- ❖ Development and project planning
- ❖ Human resource management
- ❖ Financial management
- ❖ Strategic management
- ❖ Project planning and management
- ❖ Environment and disaster management
- ❖ Gender perspective in development
- ❖ District administration
- ❖ Capacity building of local institutions
- ❖ Trainer development and training management
- ❖ Secretarial skills training

Public Management Education

In recent years the importance of public management education has increased immensely with the growing realization of making public sector capable of discharging quality services. In view of this realization, NASC's strategic plan – a three year perspective 2063 – has made provision for an initiative in the management education area.

The College has investigated the practicalities of extending its activities into management education. This represents a radical potential extension of NASC's services. It holds considerable promise both as a potential income earner to be financially self sufficient and in meeting a growing demand for post graduate/post experience managerial education in the country.

9.2 Consultancy

Consultancy is to provide practical and innovative assistance to managers faced with changing needs. It has an important functional role in the process of economic development of any country. Mobilisation and using more effectively all the available resources is central to any development aspiration.

We have before us the momentous task of development in the various sectors of our national life. Development does not come by itself. It entails hard work and persistent labour combined with innovativeness on the part of the people. Material resources, however abundant they may be, will take us no where if man with his skill and talents fails to exploit them for his own benefit.

Man is the prime mover of the development process for the further enhancement of his operational efficiency, improved system or procedures of performance must be devised.

Consultancy can provide the expertise required to evaluate present system, design improved plans and implement recommended systems. Proposals for organizational change must meet the changing needs of the organization. When we set up a new procedure, we have several possible options. The first thing is to determine whether it is justifiable to change the system we have. We must decide whether we should continue what we are doing or move on to the other system. If there is no good justification, it is not good to change the system since a lot of dislocation is involved in a system change.

In order to upgrade the organisational capabilities, the creative caliber and the potentials of the people in the organisation must first be improved. The quality of work represents indeed an asset to any organisation. The desire and enthusiasm for improvement must come from each individual.

As if governed by Newton's first law of gravitation, an institution elsewhere has a tendency to resist any change in its current direction. Obviously to change is to confront risk and uncertainty. Many people in our society have a change resistant attitude. They have difficulty in breaking established old habits. Management Development Institutes like NASC not only contributes positively in the management sector but provides training in consulting for operating personnel of

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both public and private sector agencies. This can be seen as the 'Open Sesame' to innovation.

NASC provides consultancy services in the areas of training, research, and management improvement.

Training consultancy includes:

- ❖ Training, workshop and seminar to members of work organizations for improving their individual job performance, for augmenting and enhancing their capabilities, resources and skills
- ❖ Training for Trainers
- ❖ Training and research support to national government and other training institutions in the country

Management Improvement Consultancy includes:

- ❖ Consultancy services to help work organizations in diagnosing their problems and identifying the strengths and weaknesses, challenges and opportunities with a view to implementing strategies to improve performance
- ❖ Process consultancy to help work organizations by interacting with them in designing and implementing organizational improvement programmes through diagnostic and prescriptive interventions.

Research Consultancy includes:

- ❖ Various types of research i.e. surveys and case studies, action researches etc. to provide clientele organizations', required information for improving organizational performance through better planning, monitoring and evaluation.

NASC can offer expertise in the following specific areas of services:

- ❖ Management Improvement and O.D.
- ❖ Structural Improvement and System Design
- ❖ Human Resource Development
- ❖ Environmental Management
- ❖ Rural Development

- ❖ Project Monitoring and Evaluation
- ❖ Financial Management
- ❖ Public Enterprise Management
- ❖ Office and Resource Management

9.3 Research and Information Services

An important role of the Staff College is research. The College undertakes some research projects and innovative activities focusing attention upon the solution of problems rather than upon the formulation of theories. The planning of any system of training that makes no room for research is likely to remain static and may grow stagnant as well.

If research can be divided into two categories, pure and applied, then it is only the latter which is normally carried at NASC. In this context, research cannot be for research sake, it is not an academic luxury. It needs to be highly conspicuous and directed to practical problems confronting the country and help the country to progress.

The research output may be tested in the field and applied if they are found positive or persuasive. Only then can research projects be justified. One of the responsibilities of NASC is to monitor such action-focused research and to transmit the results of the research to the government and to trainees. Major areas of research in the College are as follows:

- Organisation Development Needs
- Organisational Restructuring
- Manpower Planning and Rationalization
- Method Improvement
- Training Capacity Building including Trainer Development
- Governance Reforms
- National Development Policies
- Sectoral Development Policies.

NASC disseminates information regarding its various activities through publication of Newsletters, Journals, Reports etc.

10. Achievements

NASC's overall activities and services have increased considerably over the years with corresponding improvements in its resources and facilities. Since its inception and establishment in 1982, NASC has conducted some 1307 training courses of various types for 29876 course participants. A snap shot of year-wise distribution of training programmes and participants is set out in the table 2 below:

Table 2: Year-wise Distribution of Training Programmes and Participants

Year	No. of Training			No. of Participants		
	Officer Level	Non-Officer Level	Total	Officer Level	Non-Officer Level	Total
1982/83	11	x	11	259	x	259
1983/84	20	x	20	405	x	405
1984/85	21	x	21	440	x	440
1985/86	22	x	22	493	x	493
1986/87	29	x	29	804	x	804
1987/88	34	x	34	836	x	836
1988/89	38	x	38	828	x	828
1989/90	36	x	36	691	x	691
1990/91	26	x	26	589	x	589
1991/92-1995/96	171	115	286	3749	2922	6671
1996/97	37	21	58	769	444	1213
1997/98	51	21	72	1470	417	1887
1998/99	48	15	63	605	363	968
1999/2000	64	23	87	808	519	1327
2000/01	38	23	61	778	569	1347
2001/02	34	19	53	701	415	1116
2002/03	43	19	62	883	400	1283
2003/04	67	20	87	1903	467	2370
2004/05	74	23	97	2013	472	2485
2005/06	70	12	82	1820	324	2144
2006/07	47	15	62	1256	374	1630
Total:	981	326	1307	22100	7686	29786

Source: Same as Table I.

Out of 1307 training courses conducted in the college 981 were officer level training while 326, Non-officer level training. Likewise out of 29786 course

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participants 22100 were officer level participants while 7686, Non-officer level participants.

NASC has undertaken more than 160 consulting projects involving management audit and organizational diagnosis. While some of these projects are sponsored by the concerned local organizations, majority of them are sponsored by foreign donors including DFID, Danida, UNDP, WHO, GTZ, ADB and the World Bank etc. Likewise, it has undertaken more than 100 research and case-studies on various aspects of socio-economic development and management.

11. Institutional Evaluation

The majority of professional staff of NASC have earned academic qualifications or have been trained in various faculties in the U.K. under ODA assistance and several others have undergone short-term training programmes made available by ILO.

NASC has regularly reviewed and attempted to define its missions and strategies taking into consideration the changing externalities. It has been a proactive and progressive institution as compared to many other government-owned organizations in the country.

Professional staff in NASC have opportunities of undertaking a mixture of jobs: training, consulting, and research. These variety of activities offer an enriching and exciting experiences to staff members. Furthermore, involvement in consulting activities enable staff to earn attractive amount of money, among other, benefits. Consulting activities also contribute to sustainability of the College. The number of consulting jobs have increased substantially and it has generated significant amount of revenue and there is scope for further expansion.

NASC is a prime national level management development institution responsible for training civil servants and public enterprise employees. There is a great deal of good will towards NASC from the government. The government is committed to extend its support to NASC by provision of financial support for several years. NASC has the opportunity to provide training to thousands of civil servants working in the government to contribute to the enhancement of their service performance. In fact, it aims to do more to reflect the new demands being placed

on its training as a result of the amendment to the Civil Service Act 2049 that has made training a major criterion for staff promotion.

Management know-how and skills in the non-government sector is very much below the desirable level. On the other hand, the number of NGO's and INGO's in the country has exceeded 4000. There is a scope for NASC to extend its professional services to this fast growing and influential sector. The non-government sectors seem to be committed to human resource development and tend to be prepared to invest more on human resource development and organization development programmes. Many management development and consultancy firms have been established to cater to the needs of this sector. NASC with its established expertise in management development services and top quality facilities has the potential to secure a big share of this emerging market if it can respond professionally and efficiently. A move towards this market will not only contribute to sustainability of NASC in the long run but also will make NASC a prime management development institution in the country.

12. Strategic Issues

The following strategic issues identified for NASC remain as valid today as a decade back. As a matter of fact, they are more relevant today than ever before and need to be addressed to enhance the prosperity and effectiveness of NASC.

- ❖ What should be the specific role of NASC as a National Management Development Institute in terms of its clientele focus, subject and sector specialization, programme priorities etc? What areas should be the main scope for achieving excellence? What role can NASC play to facilitate the development and implementation of public sector improvement programmes?
- ❖ What actions should NASC take to make the scheduled training programmes more customer-oriented, relevant, practical and job related, research based etc. and to avoid the present short-comings/criticisms received from the clients? Furthermore, what marketing strategies, plans and programmes should NASC initiate to be more pro-active, competitive, demand-driven?
- ❖ What should NASC do to optimally utilize its existing resources (manpower, physical facilities, and training equipment) so as to reach a much higher level of quality performance?

- ❖ What should NASC do to be a self-sufficient institution in several years time as expected by the government? How can consultancy services which offer the best earning opportunities be promoted and diversified within the public and non-public sectors to generate more revenue? What opportunities exist in the areas of management education for NASC?
- ❖ What internal reforms and changes are required to enable NASC to develop a comprehensive business planning, monitoring and control system within which maximum flexibility in operational rules and procedures and professional autonomy and support to staff are provided? What needs to be done to operate NASC as a training and consultancy business using the profit Centre Concept?
- ❖ What should NASC do to implement an effective performance management system so that rewards and incentives are attractive to staff? What needs to be done to upgrade the output of the non-performers?
- ❖ What should NASC do to develop and maintain a core group of qualified and competent professional staff (supported by capable and skilled support staff) who will be capable of providing quality work in the future? What actions should NASC take to develop staff skills and capabilities in new demand areas such as Consultancy Skills, Organization Diagnosis, Gender and Social Inclusion, Disaster Management, Private Sector Management?

13. Future Development Prospects

NASC has come of age and it has already established a sound base for launching institutional programmes designed to strengthen directly or indirectly development capacities in Nepal by upgrading the knowledge and skill of public and other sector personnels. Its role seems to have been even more enhanced following the Civil Service Act amended in 2005 which has made staff training a major criteria for staff promotion.

Following the lead role taken by NASC various ministries carried out their own staff development programmes and curriculum design or curriculum development activities. The quality and level of training, however, have been dismally uneven and training facilities in these institutions have been felt totally inadequate. They have lacked in quality and standards. The major issue at the present time is, thus, coordinating and consolidating management training and upgrading the quality of training for achieving the improvement in managerial performance.

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It has been the declared policy of the government of Nepal to appoint the National Human Resource Council for the improved coordination of training efforts of public and non-public organizations in the country. For acting as Secretariat to such a Council, NASC may prove to be a positive selection for two important reasons: In the first place, the College is blessed with enviable physical resources, secondly the basic policies guiding the activities of the College has been mandated (by its Act) to make the training programmes an integral part of the personnel administration and development programmes of the government and public enterprises.

It may also be noted in this regard that when the idea to establish the Nepal Administrative Staff College was conceived, it was envisaged that its functions would be:

- ❖ to formulate integrated national policy on training,
- ❖ to coordinate various training programmes at National Level,
- ❖ to identify training needs,
- ❖ to conduct training seminars and conferences for civil servants, officials of public enterprises or trainees involved in various kinds of training programmes,
- ❖ to work as liaison with international institutions on training, and
- ❖ to identify training needs and conduct research on various fields of national endeavour. (A Project Proposal)

These functions should, in fact, form an important part of key mandates for NASC as the Council Secretariat.

14. Concluding Remarks

The year 2007 which marks the Silver Jubilee Occasion of the founding of the College witnesses a kaleidoscopic changes in the political scenarios of the country. As a result of the Popular Movement II (2006) spearheaded by the Seven Party Alliance, a new democratic political environment has been created marking the beginning of a new era in the Country. It is more than apparent at the present time that a radical change is required in the organizational cultures of the College, in the perceptions attitudes and capabilities of its professional staff, in its training management standards and in its operating systems and procedures. Those responsible for the smooth operation of institutional activities of NASC need to define and develop strategies for NASC for preparing new generation of

executives and managers to reflect the intentions and aspirations of the people in the changed democratic context.

ANNEX: I

Criteria for Basic Administration Training (BAT)

	Criteria	Weightage
1	Learning Evaluation	80%
	A. Learning Test	40%
	i) National Police Academy Test	5%
	ii) NASC Test	35%
	B. Project Work	40%
	i) Writing a review of a book/paper as home assignment	10%
	ii) Field (Office) attachment	30%
	- Supervisors' Assessment	5%
	- Group Report	15%
	- Individual Presentation	10%
2	Participation Evaluation	20%
	i) Class participation and discipline	15%
	ii) Attendance	5%

Criteria for Senior Executive Development Programme (SEDP)

	Criteria	Weightage
1	Attendance	10%
2	Daily Learning Recapitulation	10%
3	Individual Assignment (Project Portfolios)	20%
4	Group Assignment	50%
	i) In-Country O&M Study	
	ii) Overseas Comparative Study	30%
5	Class Participation	10%

Criteria for Other Courses than SEDP and BAT

	Criteria	Weightage
1	Learning Evaluation	60%
	A. Class Test	30%
	(Examination on the subjects covered by Development Streams during training)	
	B. Home Assignment	30%
	(Each participant is required to submit 3 papers on subjects covered by Management Streams during training)	
2	Field Work	25%
	A. Group Report	15%
	B. Individual Presentation	10%
3	Classroom Participation	15%
4	Attendance	5%
	(Not more than 6 sessions be missed by the participants otherwise they will have to repeat the course for being eligible to get the certificate)	

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