

ANNUAL REPORT

2082/83 (2025/26)



Nepal Administrative Staff College

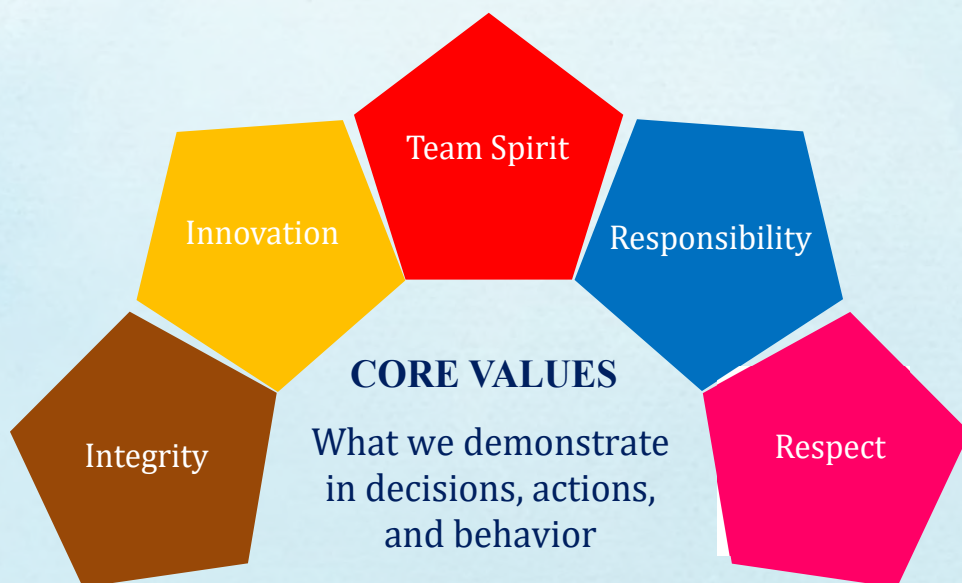
NASC ...devoted to making difference positively.



Nepal Administrative Staff College

VISION- We continuously aspire to sustain as:
Center of Excellence in Learning and Development

MISSION - Our core purpose is:
**Developing Leaders Who Will Take Initiative and
Make a Difference in Public Service**



STRATEGIC GOALS

ENHANCING
Individual
Competencies and
Institutional
Capabilities of NASC

EXPANDING
Quality Learning
Opportunities Across All
Spheres of Government
and Public Enterprises

ENGAGING
Internal Faculties,
Staffs and External
Experts/ Institutions
Effectively

Annual Report

2082/83 (2025/26)



Nepal Administrative Staff College

NASC ...devoted to making differences positively

Nepal Administrative Staff College

Governing Council

Minister of Land Management, Co-operatives, Federal Affairs & General Administration	Chairperson
Vice-Chairperson, National Planning Commission	Member
Chairperson, Public Service Commission	Member
Vice-Chancellor, Tribhuvan University	Member
Chief Secretary, Office of the Prime Minister and Council of Ministers	Member
Secretary, Ministry of Land Management, Co-operatives, Federal Affairs & General Administration	Member
Secretary, Ministry of Finance	Member
Executive Director, Nepal Administrative Staff College	Member-Secretary

Executive Committee

Executive Director, Nepal Administrative Staff College	Chairperson
Secretary, Ministry of Land Management, Co-operatives, Federal Affairs & General Administration	Member
Secretary, Ministry of Law, Justice & Parliamentary Affairs	Member
Secretary, Ministry of Finance	Member
Secretary, Public Service Commission	Member
Secretary, National Planning Commission	Member
Three persons nominated by the Government of Nepal	Member
Deputy Executive Director	Member-Secretary

Evolving with the Times, Serving with Purpose: Building Public Sector Capacity for Changing Governance Needs



I am honored to present this Annual Report that reflects our unwavering commitment to transform Nepal's public sector through training, research and consultancy. As the NASC completes 43 years of service since its establishment in 1982 (2039 BS) under the NASC Act, we reflect on an important journey of institutional growth and transformation. Our core mission remains clear: developing leaders who will take initiative and make a difference in public service. Guided by our vision to sustain NASC as a Center of Excellence in Learning and Development, we continue to transform public sector capabilities through training, policy research, and management consulting.

As we step into the fifth year of our strategic plan NASC has always adopted forward-looking and innovative approach towards the development of organization and public sector. In FY 2082/83 we catered services to 4793 professionals from different service groups of civil service and public sector at large. NASC as a learning organization adopts emerging training tools and research driven methodologies to develop and deliver programs as per the need of diverse groups. NASC has always aligned its training with the government's programs

and policies supporting national priorities and governance reform initiatives of the Government of Nepal. NASC has been supporting in the institutional development of public organizations through research and consulting services. The consultancy work and individual research from faculties and staff contribute to the knowledge economy of public sector development.

Modern governance in Nepal demands a bureaucracy that is responsive, ethical, and efficient. NASC aligns its policy priorities and programs for the FY 2083/84 directly with national priority framework. To keep pace with the framework in both speed and spirit, NASC is evolving beyond traditional instruction to function as a forward-looking "School of Government" and an applied "Learning Lab". By embedding real-world case studies, scenario planning, and data-driven decision-making into entry-level and executive courses, we ensure civil servants learn by doing.

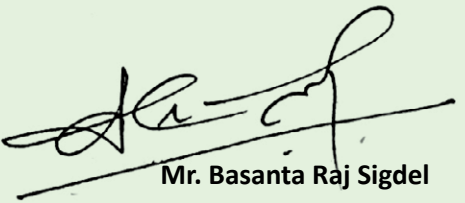
A core principle of NASC's training strategy is that disaster resilience and crisis leadership must be built during peacetime. When emergencies strike - such as the disaster at Rasuwa, seismic events in

Jajarkot, or climate-induced floods in urban and rural areas - the speed and quality of response depend on skills developed long before the crisis occurs. By training officials during normal times in disaster and climate risk management, emergency procurement, and local administrative leadership - particularly for Chief Administrative Officers (CAOs) at the municipal level - NASC builds operational readiness across local, provincial, and federal administrations. This peacetime foundation empowers administrators to maintain service continuity, coordinate emergency relief, and protect vulnerable communities when unexpected disasters strike.

As public expectations rise alongside technological advancement, NASC remains committed to fostering a performing culture built on Integrity, Innovation, Team Spirit, Responsibility, and Respect. By continually refining our courses, leveraging digital technology, and deepening evidence-based research,

NASC will continue empowering government human resources to serve the nation with purpose - both in quiet times and in times of challenge.

On the occasion of the 44th Anniversary of NASC, I express my sincere appreciation to our esteemed service recipients and stakeholders - including the Government of Nepal, external resource personnel, academia, and development partners for their continued trust and cooperation. I applaud the NASC family for their dedication and outstanding service. In light of Nepal's evolving administrative reforms, depoliticization imperatives, and the call for heightened public sector accountability, NASC remains firmly committed to cultivating an agile, merit-based, and tech-enabled bureaucracy. Through our collective resolve and commitments, we will continue to strengthen institutional capacity, champion good governance, and deliver impactful, citizen-centric results for the nation.



Mr. Basanta Raj Sigdel

Officiating Executive Director

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MANAGEMENT TEAM



Front Row From Left: Senior Director of Studies Mr. Rajendra Adhikari, Director of Studies Ms. Anita Poudel, Senior Director of Studies Mr. Tulasi Sharan Sigdel, Officiating Executive Director Mr. Basanta Raj Sigdel, Senior Director of Studies Mr. Trilochan Pokharel, Senior Director of Studies Ms. Achala Dahal, Director of Studies Dr. Raghu Bista

Back Row From Left: Director of Studies Mr. Shiva Hari Adhikari, Director of Studies Ms. Geetanjali Upadhyaya, Director of Studies Dr. Shyan Kirat Rai, Director of Studies Mr. Yagya Prasad Dhungel, Director of Studies Ms. Shital Moktan Tamang, Director of Studies Mr. Sundar Shrestha, Director of Studies Mr. Trilochan Poudyal

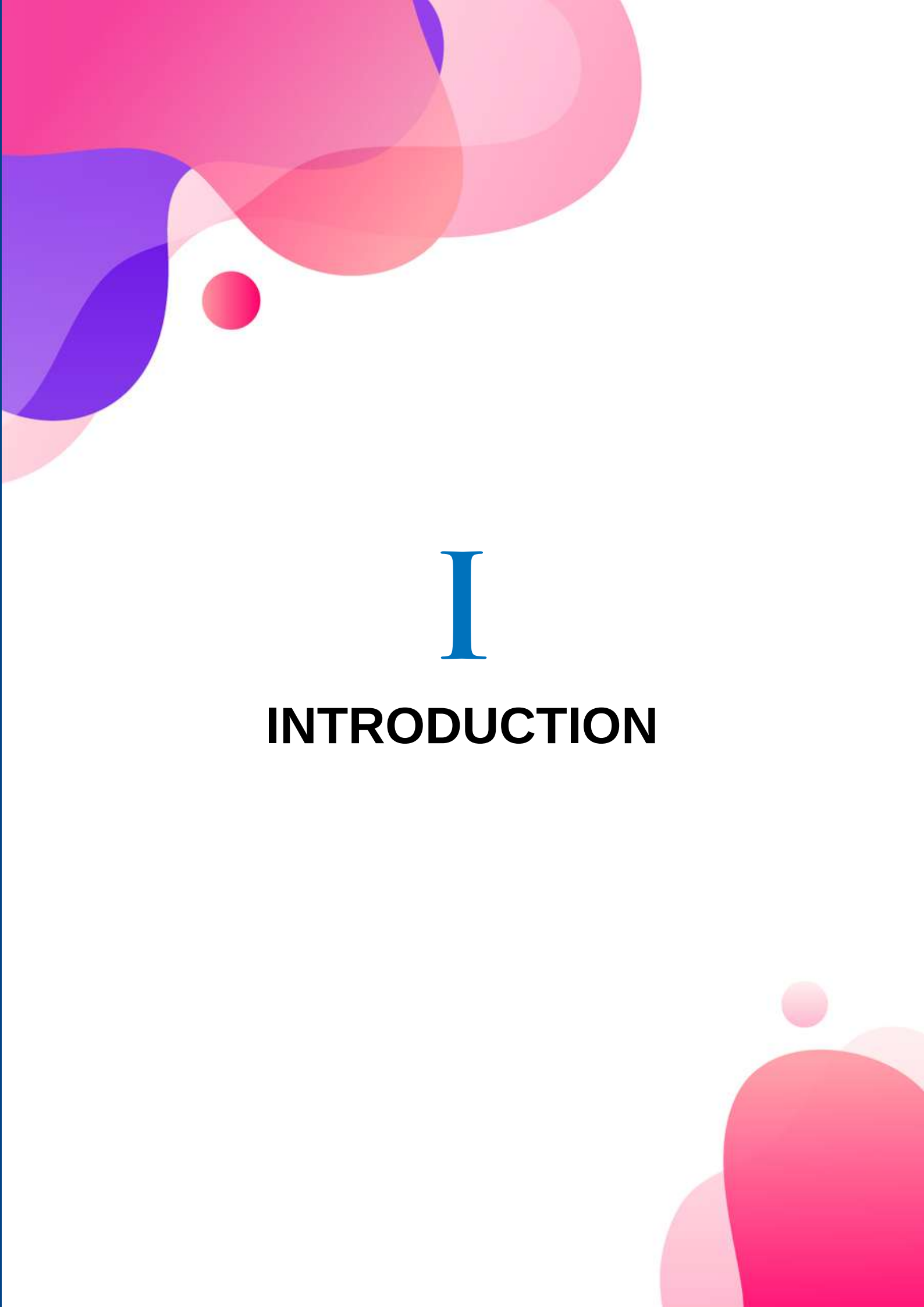
Message from the Editorial Team

An annual report is more than a collection of activities, numbers, photographs, and achievements; it is an opportunity to pause, reflect on the year gone by, and understand how our collective efforts have contributed to the larger purpose of Nepal Administrative Staff College (NASC). The Annual Report 2082/83 captures another year in the continuing journey of NASC, highlighting its engagement in training, research, and consulting, along with new approaches to learning, knowledge creation, institutional development, and professional growth. The year brought several meaningful initiatives and milestones, including new learning and professional development initiatives, strengthened research and publications, greater attention to case-based and learner-centered approaches, and continued development of digital and institutional systems. It also reflects the NASC's efforts to promote staff learning, knowledge sharing, workplace improvement, and a stronger sense of community. Behind every achievement presented in this report are the people who make it possible - trainers, researchers, administrators, program coordinators, support staff, and management teams. These achievements therefore belong to the entire NASC family and reflect our shared commitment to learning, professionalism, innovation, integrity, and public service.

The year also reminds us that institutional excellence is not a destination, but a continuous process of learning, adapting, questioning, and improving. As expectations from public institutions continue to evolve, NASC must continue to renew its approaches, strengthen its knowledge base, embrace appropriate technologies, and remain connected to the real challenges of Nepal's public sector. We hope this report provides NASC officials and other stakeholders with a useful picture of what we have accomplished together, what we have learned, and where we are heading, while encouraging reflection on how we can continue to improve. We express our sincere appreciation to the management, faculty members, administrative and support staff, resource persons, partners, and all those who contributed their time, ideas, and effort to the activities documented in this report. Above all, we appreciate the continued commitment and teamwork of the entire NASC family. As we look ahead, let us carry forward the lessons of this year with renewed energy and a shared commitment to making a meaningful difference in public service.



***From Left:** Bishal Acharya, Dr. Shyan Kirat Rai, Smriti Pradhan, Prativa Paudel,
Anil Kumar Gupta, Sabik Neupane, Ashutosh Neupane*



I

INTRODUCTION

NASC IN FRAMES



Photo: Gyan Laxmi Shrestha



Photo: Basanta Raj Sigdel



Photo: Antovna Gyawali

CHAPTER- I

INTRODUCTION

Nepal Administrative Staff College (NASC) is an autonomous, national-level premier training institution established on 11 Ashwin 2039 B.S. (27 September 1982 A.D.) under the Nepal Administrative Staff College Act, 2039. Marking 44 years of institutional excellence, NASC remains dedicated to strengthening public sector capacity. Through training, research, and consulting services, NASC advocates and contributes to building professional competency complemented by civil service values and proficiency within the Government of Nepal and Public Enterprises. NASC aims to foster a responsive, accountable, and effective public administration capable of meeting public expectations and transformation mandated by the demands of the changing times.

OUR PURPOSE

By fostering a culture of continuous learning and excellence, we help develop competent leaders, strengthen institutional performance, and support evidence-based decision-making across all levels of government. Our purpose is not only to enhance individual skills but also to contribute to a more responsive, accountable, and future-ready public administration that advances Nepal's national development goals.

OBJECTIVES

NASC exists to strengthen the capability, professionalism, and effectiveness of Nepal's public sector. Through leadership development, capacity-building programs,



applied research, and knowledge-sharing initiatives, NASC empowers public servants and institutions to respond to emerging challenges, embracing innovation and delivering better outcomes for citizens. To achieve this, NASC has the following objectives as mentioned in the 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 administrative and institutional management of the Government of Nepal and Public Enterprises to contribute towards country's development program; and
- c. Undertake problem-oriented research, consulting services, and information service programs for developing training materials and enhancing the usefulness of training.

STRATEGIES

NASC has institutionalized strategic thinking and planning over the past two decades. To translate its vision and mission into practical outcomes, the institution has established strategic objectives, designed effective and efficient operational processes, and fostered an enabling environment for continuous learning and human resource development. These efforts are supported through staff motivation and opportunities for personal and professional growth. The major strategies adopted to ensure effective implementation and achievement of institutional objectives developed for the **Strategic Plan 2079/80-2083/84** include:

- Designing need-based, competency-informed courses using a modular approach and delivering them through practical and participatory methods.
- Monitoring, following up, and periodically assessing program impacts to ensure the transfer of learning to the workplace.
- Standardizing services and simplifying processes through automation, including digital notice boards, online nomination systems, e-portals for knowledge repositories, and sustainable power backup arrangements.
- Providing opportunities for higher education, training, and professional development for staff, along with provisions under the Employee Development Fund.
- Promoting research activities, including the research fund and the initiative for each faculty member to produce one research paper each year.

- Promoting process consulting, including real-time consulting for service improvement initiatives of the Government of Nepal.
- Designing and launching academic programs in public policy management as an expanded service domain of NASC.
- Strengthening the Knowledge Center to enhance knowledge sharing and institutional memory through discussion forums, document management systems, content management systems, and communities of practice.
- Promoting result orientation through the design and implementation of performance-based incentive systems.
- Developing a state-of-the-art residential learning facility at a new location and refurbishing Sampada Sadan.
- Continuing institutional collaboration and promoting joint programs with partner institutions.

STRUCTURE

The Governing Council, chaired by the Hon'ble Minister of Land Management, Co-operatives, Federal Affairs and General Administration, serves as the institution's apex body. It is responsible for policy decisions and for guiding the overall implementation of programs and activities.

The Executive Committee, chaired by the Executive Director, is responsible for the implementation and overall management of policies and programs endorsed by the Governing Council.

The Senior Management Committee (SMC), composed of the Heads of Department and chaired by the Executive Director, ensures interdepartmental coordination and decides on the implementation of cross-functional responsibilities and specific HR development programs.

Similarly, the Training, Consulting and Research Committee (TCRC), chaired by the Executive Director, serves as the institution's faculty board and comprises Department Heads and Center Chiefs. As the institution's academic authority, the Committee meets weekly to discuss and develop programs that ensure effective planning and implementation of annual activities.

NASC carries out its functions through two learning groups - the Management Learning Group (MLG) and the Governance and Development Management Learning Group (GDMLG) - and three departments:

the Public Service Training Department (PSTD), the Research and Consulting Services Department (RCSD), and the Management Services Department (MSD). Fifteen centers within these departments are responsible for designing and delivering training programs, conducting research, and providing consulting services to support the organization's broader goals.

The Center for Federalism Studies (CFS) functions as a dedicated knowledge resource center on federalism. It designs and delivers capacity-building programs and conducts research on federal affairs for government and public sector officials, elected representatives, and stakeholders across the federal, provincial, and local levels. As a one-stop resource on federalism, the Center supports all three tiers of government through knowledge management, capacity development, and evidence-based research.

The Program Monitoring and Evaluation Committee (PMEC) is a dedicated wing, headed by the Deputy Executive Director, responsible for standardizing training programs, implementing learning assessments, monitoring and evaluating various programs. Center Chiefs serve as representative members of the Committee.

The Research Committee is headed by the Department Head of the Research and Consulting Services Department (RCSD). Three external experts (Development, Management, and Research Methodology) are appointed as members of the Committee, which is responsible for the supervision and evaluation of research activities as provided in the research guidelines.

RESOURCES

NASC has a total workforce of 87 personnel, comprising the Executive Director, training and research faculty members, administrative and finance staff, and support and contract personnel. The institution recruits competent professionals with strong academic qualifications in relevant disciplines through an open and competitive selection process conducted by the Public Service Commission (PSC). Its officials possess expertise in management, public administration, development, and governance.

NASC delivers its services from its centrally located premises in Jawalakhel, Lalitpur, which extend over 3.8 hectares and include seven buildings, eighteen training rooms, four conference halls, one auditorium, one knowledge resource center, three

computer laboratories, two hostels with a combined accommodation capacity of 160 persons, one dining hall, one cafeteria, sports and gymnasium facilities, and ample open space.

NASC's facilities, including the auditorium, training halls, and computer laboratories, are also made available on a rental basis to institutions for capacity-building programs and similar events. The Rental Section manages the occupancy, scheduling, and availability of these facilities. Information on applicable rental rates is available on NASC's official website.

NASC's financial resources comprise grants from the Government of Nepal and revenue generated through its programs, services, and institutional activities.

PROFESSIONAL SERVICES

NASC provides the following training programs for officers of Government of Nepal and Public Enterprises.

Induction Training Program: NASC provides induction training programs to newly appointed and promoted Gazetted Class III, Class II and Class I Officers of the Government of Nepal. Basic Administration Training (BAT) is a flagship training program especially designed and delivered to newly appointed Gazetted Class III officers (Nepal Administration Service - Revenue, Account, General Administration, Nepal Audit Service, Federal Parliament Service and Foreign Service) prior to their placement in their respective positions.

In-service Training Program: In-service training programs, which support career progression, are provided to Gazetted Class III, Class II, and Class I officers. These programs are based on a competency framework developed by analyzing the common competencies required at each level, applicable to officers across both technical and non-technical service groups. The Senior Executive Development Program (SEDP) is a flagship in-service training program especially designed for Class I officers.

All induction and in-service training programs are designed using a modular approach and cover key areas of management and development. In addition, SEDP is structured around a sequence of inter-modular breaks followed by action learning assignments.

NASC also offers a range of short and long-term courses tailored to the needs of government agencies and public enterprises. It also provides management consulting services to public organizations in the areas of organizational development and change management. The key areas covered under its training, research, and consulting services include:

- Conflict management and negotiation skills
- Development project planning and management
- Disaster and climate risk management
- Gender equality and social inclusion
- Human resource management
- Integrity building
- Leadership development
- Organizational development
- Personality development and life skills
- Process and work-method improvement
- Public financial management
- Procurement management

- Project proposal and report writing
- Public and development administration and governance
- Evidence-based policy development
- Research methodology
- Strategic planning and management
- Training design, delivery, and management
- Training of trainers
- Learning organization and knowledge management

These programs and activities are directed toward strengthening the capacity of officers serving in government organizations and public enterprises through need-based training, research, and consulting services. A total of 4,793 officials were trained through a mix of 240 programs this year. Until now, over 75,168 officers have been trained through more than 3,435 programs in forty-four years of service.



Aerial View of NASC, Jawalakhel



II

NEW INITIATIVES AND KEY HIGHLIGHTS



NASC IN FRAMES



Photo: Gyan Laxmi Shrestha



Photo: Saurav Koirala

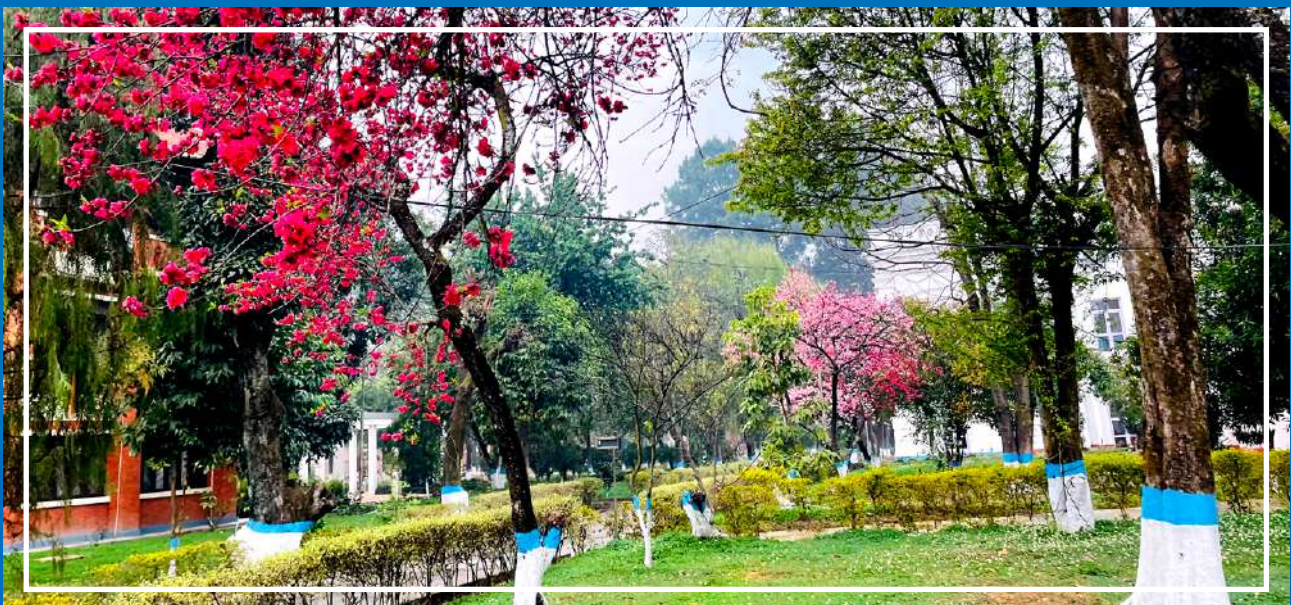


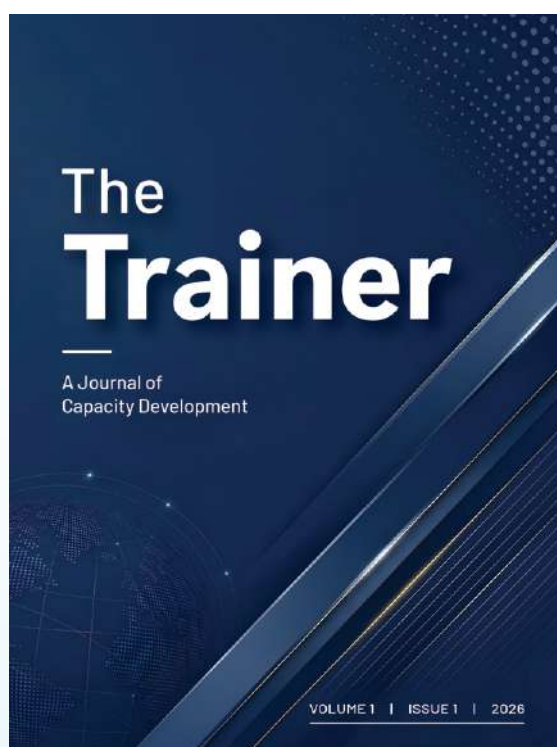
Photo: Antovna Gyawali

CHAPTER- II

NEW INITIATIVES AND KEY HIGHLIGHTS

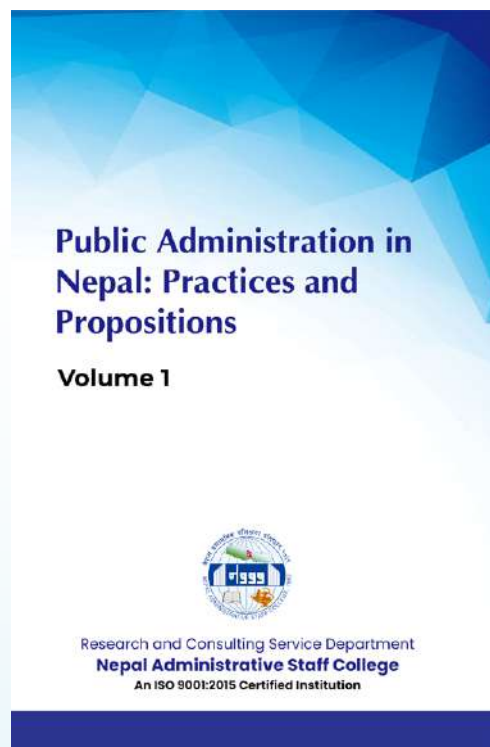
THE TRAINER: A JOURNAL OF CAPACITY DEVELOPMENT

As a new institutional initiative, NASC launched *The Trainer: A Journal of Capacity Development*, a peer-reviewed publication dedicated to advancing knowledge and practice in training and capacity development. The Journal provides a platform for trainers, researchers, educators, and practitioners to document and share research, training practices, innovations, case studies, and professional experiences. It responds to the need to systematically document the rich practical knowledge generated through training and capacity development initiatives and to strengthen the connection between research and practice. The inaugural issue brings together empirical research, practice-based reflections, and emerging perspectives on training and capacity development. Through this initiative, NASC aims to promote professional learning, evidence-based training practices, continuous innovation, and dialogue among practitioners and researchers in Nepal, South Asia, and beyond.



PUBLIC ADMINISTRATION IN NEPAL: PRACTICES AND PROPOSITIONS

NASC initiated the publication of *Public Administration in Nepal: Practices and Propositions*, scholarly volume aimed at promoting systematic reflection and knowledge sharing on public administration and administrative reform in Nepal. The first volume brings together contributions on key issues including civil service recruitment and selection, performance appraisal, leadership and emotional intelligence, women's leadership, evidence-based decision making, and the future of work in the age of artificial intelligence. The publication seeks to connect administrative practices with research and reform-oriented propositions, providing a useful reference for policymakers, civil servants, public sector managers, researchers, faculty members, and students of public administration. Through this initiative, NASC has strengthened its role in generating, documenting, and disseminating knowledge on public administration and supporting informed policy dialogue and institutional learning in Nepal.



CERTIFICATE PROGRAM ON GOVERNANCE AND DEVELOPMENT

NASC introduced the *Certificate Program on Governance and Development* as a new professional development initiative to strengthen the pool of competent resource persons in governance and development. The program is designed to prepare and certify prospective trainers with both subject-matter knowledge and learner-centered instructional skills. It covers key areas including governance in Nepal, federalism and intergovernmental relations,

development perspectives, policy processes, development planning, project management, and public service delivery. The program goes beyond content familiarization by integrating case analysis, simulations, reflective learning, mini-session delivery, and other practice-based methods to enable participants to connect theoretical knowledge with real-world governance challenges and reform priorities. Upon successful completion, participants are certified as resource persons capable of designing, facilitating, and assessing learner-centered training sessions in Governance and Development.



1st Row (From Left to Right): Kabiita Khatiwada, Punam Choudhary, Antovna Gyawali, Tara Prasad Kharel, Rajendra Adhikari, Basanta Raj Sigdel (Actg. Executive Director), Trilochan Pokharel (Department Head), Dr. Raghu Bista (Center Head), Bishal Acharya (Coordinator), Dr. Alka Singh, Sharmila Karki
 2nd Row (From Left to Right): Vidya Sagar Pandey, Shreedhar Panthoe, Amrit Bahadur Rai, Nabaraj Parajuli, Dr. Shishir Pokhrel, Dr. Dilip Raj Paudel, Devraj Bhandari, Gopi Krishna Khanal
 3rd Row (From Left to Right): Bishal Acharya, Mohan Kalle, Krishna Mohan Thakur, Netra Raj Giri, Ratnesh Shashi, Shyam Krishna Adhikari, Doleendra Paudel, Noor Jung Shah, Anup Ghimire

CONSTRUCTION OF ANANDA VATIKA GARDEN

As part of NASC's commitment to environmental sustainability, beautification, and the creation of a healthy and pleasant workplace, the newly constructed *Ananda Vatika* garden was established within NASC premises. Officiating Executive Director, Mr. Basanta Raj Sigdel formally inaugurated the garden on 15 July 2026 (2083/3/31) by planting Shami (*Ficus benjamina*) tree, in the presence of the NASC family. The garden features seating areas and landscaped greenery, transforming an open space into a serene setting for informal discussions, reflection, and outdoor gatherings. The initiative not only enhances the aesthetic appeal of NASC premises but also promotes greenery, environmental awareness, and a positive workplace culture.



NASC Family after the inauguration of "Ananda Vatika"

IMPLEMENTATION OF THE PUBLIC ASSET MANAGEMENT SYSTEM (PAMS)

To modernize institutional resource management and strengthen transparency in asset administration, NASC successfully implemented the web-based Public Asset Management System (PAMS) from Fiscal Year 2082/83. Developed and governed by the Financial Comptroller General Office (FCGO), the system was introduced to digitize and standardize the recording, tracking, reporting, and management of NASC's inventory and fixed assets. The implementation has strengthened the systematic management of public assets by improving the accuracy and accessibility of asset records while reducing reliance on manual processes. It also aligns NASC's asset management practices with the Government of Nepal's broader digital governance initiatives, contributing to greater transparency, standardization, accountability, and efficiency in institutional resource management.

TEACHING CASE DEVELOPMENT INITIATIVE

NASC introduced the *Teaching Case Development Guideline 2025 (Revised 2025)* to promote learner-centered training and institutionalize case-based teaching in public sector training. The initiative provides a structured framework for NASC officials to develop high-quality teaching cases based on real-world public sector issues, dilemmas, and decision-making challenges. It encourages the use of both field and desk-based cases to strengthen critical thinking, reflection, problem-solving, and interactive learning among public officials. The initiative also provides institutional support through case writing workshops, mentoring, incentives, fieldwork support, and opportunities to publish approved cases in the NASC case repository and other peer-reviewed platforms. Through this initiative, NASC aims to strengthen the case-teaching competencies of its trainers and make public sector training more practical, evidence-based, and connected to real administrative challenges.

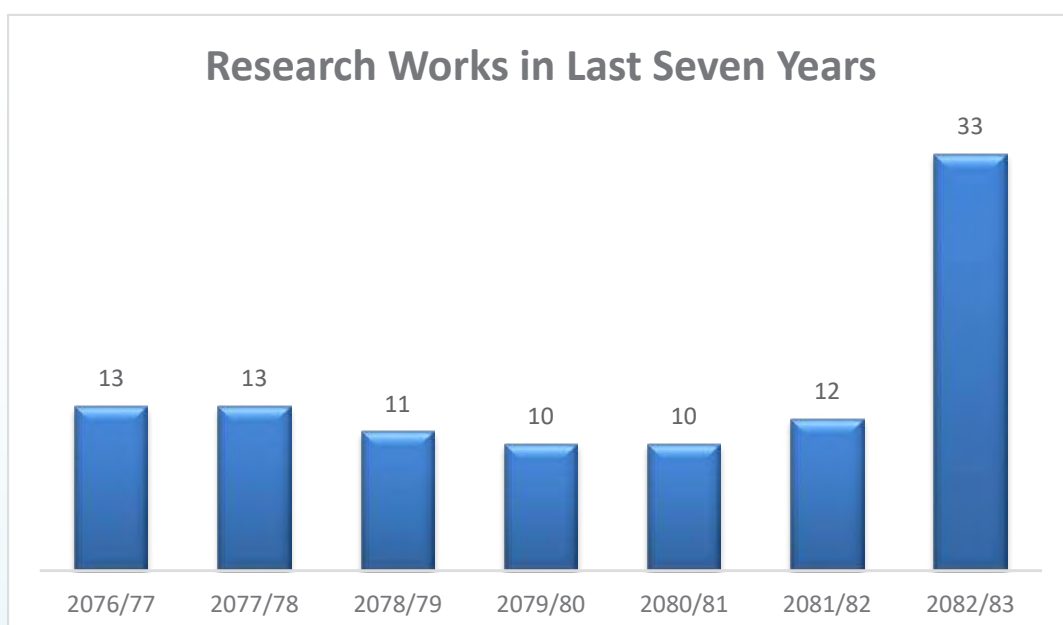
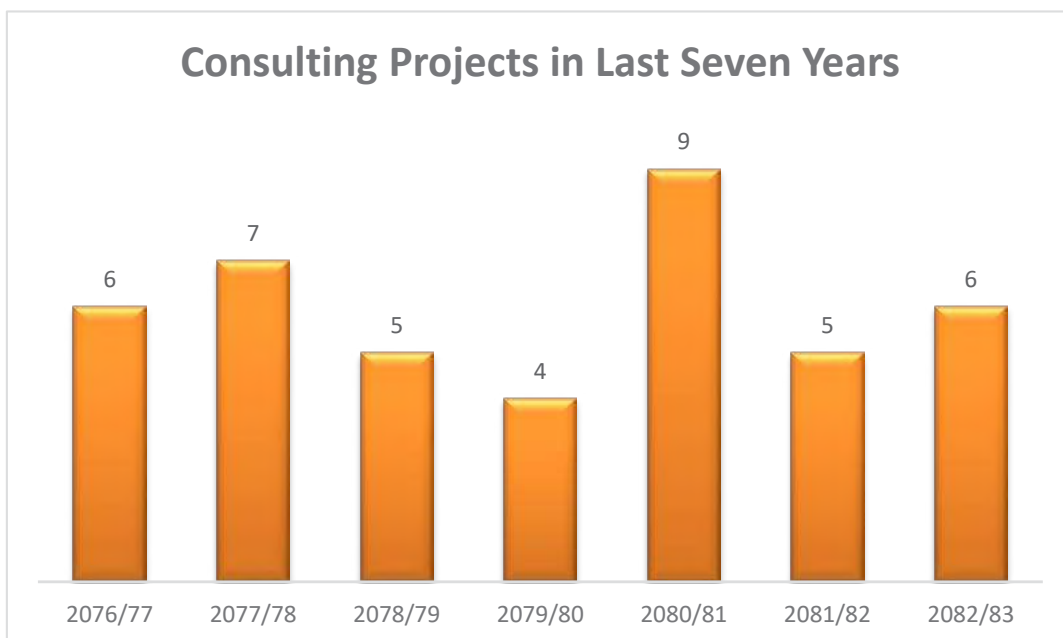
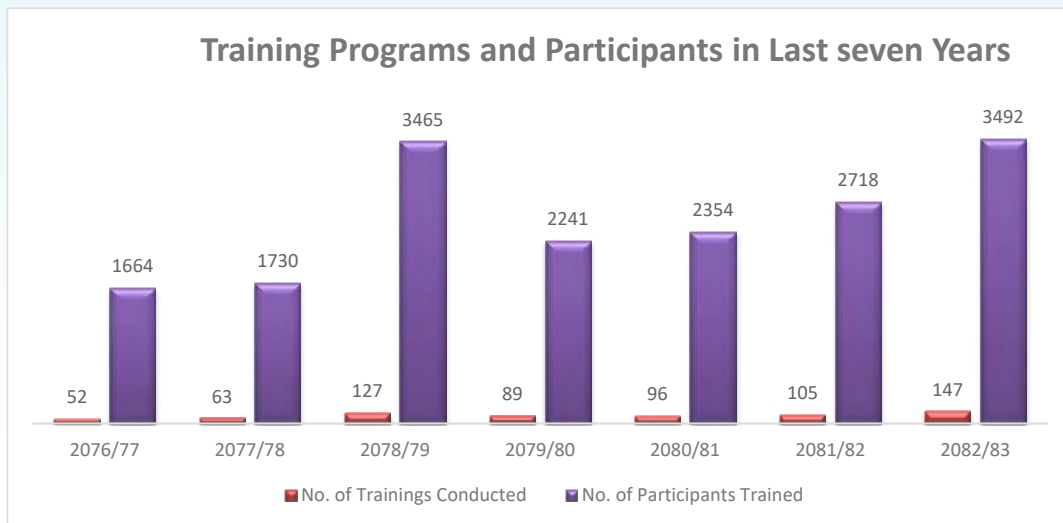
Annual Targets and Achievements

S.No.	Activities	Target		Achievement	
		Programs	Participants	Programs	Participants
1	Training Programs				
	Long-term (more than 30 working days)	33	789	30	736
	Short-term (less than 30 working days)	35	1,000	50	1,240
2	Paid Programs	37	705	67	1,516
3	Research and Consultancy Works	17	12	38	48
4	Staff Capacity Development	8	26	11	23
5	Workshops/Seminars	30	1,180	28	1,117
6	Miscellaneous Programs	24	104	16	113
	Total	184	3,816	240	4,793



Sampada Sadan before the Gorkha earthquake of 2072 B.S.

PERFORMANCE HIGHLIGHTS OF NASC



NASC IN FRAMES





III

TRAININGS AND WORKSHOPS



NASC IN FRAMES

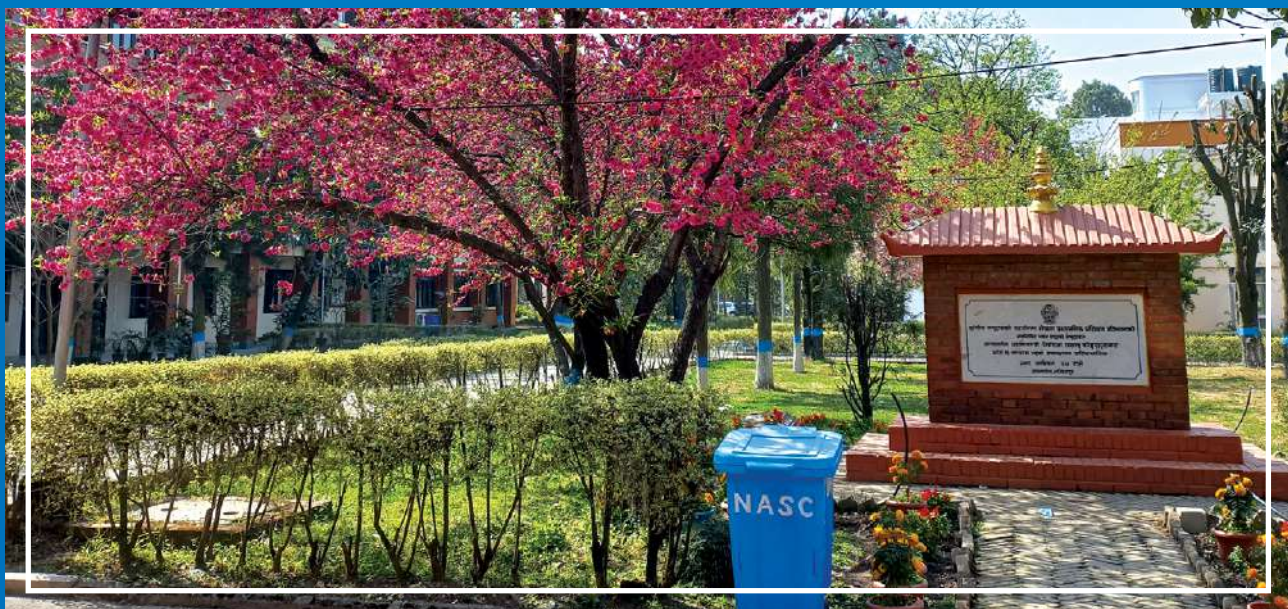
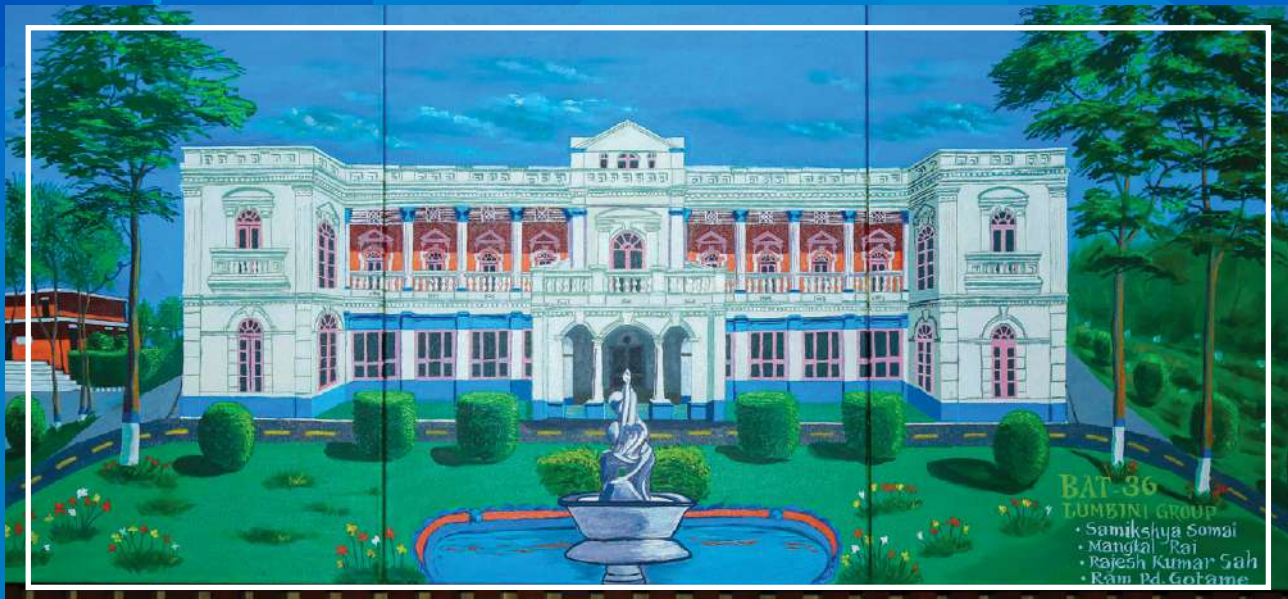


Photo: Ichhya Shrestha



CHAPTER- III

TRAININGS AND WORKSHOPS

IN-SERVICE TRAINING PROGRAMS

In-service training programs are offered to serving officers who have three or more years of experience in their current position. Senior Executive Development Program (SEDP), Advanced Course on Management and Development (ACMD), and Professional Course on Management and Development (PCMD) are three flagship programs that are organized and managed by Center for In-service Training (CISt) of Public Service Training Department (PSTD).

Secretary Colloquium

Office of the Prime Minister and Council of Ministers, in collaboration with NASC organized a seminar on governance reform on 14 Magh 2082 (28 January 2026). The seminar was attended by the Chief Secretary of the Government of Nepal, Mr. Suman Raj Aryal. Secretaries, Joint Secretaries of the Government of Nepal, heads of security agencies, and other high-ranking government officials participated in the program. During the seminar, a working paper on “Citizens’ Expectations, Trust in the State, and Future Directions” was presented on behalf of the institution by Senior Director of Studies, Mr. Trilochan Pokharel.

Senior Executive Development Program (SEDP)



Senior Executive Development Program

SEDP is an in-service training program designed for Class I (and equivalent) officers of the Government of Nepal. SEDP aims at enhancing the core competencies of trainee officers, thereby developing them into transformational leaders and integrity builders with the strategic thinking and policy management skills necessary to strengthen governance and improve public service delivery. The five modules of the six-month-long training include Leadership, Integrity, Strategic Management, Governance, and Policy Management, incorporating action learning in the modules. During fiscal year 2082/83, two batches of the Senior Executive Development Program (SEDP) were organized.

S.No.	SEDP Batch	Start Date	End Date	Graduates
1	50	13 Shrawan 2082 (29 July 2025)	21 Magh 2082 (4 February 2026)	22
2	51	01 Poush 2082 (16 December 2025)	12 Asar 2083 (26 June 2026)	22



DR RITU PRADHAN

SEDP-51 Graduate

SEDP is the foundation for initiative and transformational leadership among senior executives. The structured, compact, and goal-directed course curriculum facilitates multidimensional experiences that move toward a common goal of good service delivery. As “eyes see what mind knows,” this training helps explore the pathway to good governance. This is truly inspiring and motivates me to move ahead with visionary action, even in the midst of chaos. An opportunity to be part of the Nepal Administrative Staff College family through SEDP is a proud moment in our professional careers.

When I initially entered the civil service in 2066 BS, I was largely unaware of the Senior Executive Development Program (SEDP), which serves as a vital eligibility certificate for the candidacy of Secretary of the Government of Nepal. After spending decades serving in various capacities, receiving a nomination by Ministry to participate in SEDP-50 organized by the Nepal Administrative Staff College (NASC) felt like a dream come true. As a judicial officer, I hold deep gratitude for the historic opportunity we navigated participating in a training for the first time in SEDP Leadership Development Program for the newly appointed Class I Officers in 2077 BS. This pivotal point triggered a premier professional platform of learning alongside administrative leaders from multiple sectors.

SEDP provided a rare, structured sanctuary for critical reflection, strategic foresight, and leadership renewal, bridging classical administrative theory with contemporary executive realities. Rather than a formal or routine training, it functioned as a life-changing module that reframed how institutional efforts align with national development objectives through leadership, integrity, and organized thinking. By moving away from problem-centric approaches, it embedded the philosophy of Appreciative Inquiry focusing on institutional strengths, collaborative problem-solving, and harnessing collective potential by looking out of the box. Furthermore, it enhanced capacities for emotional grounding, empathetic listening, conflict transformation, and resilient decision-making under pressure.

The true measure of any executive development program lies in its translation from the classroom into daily professional routines. Concepts of operational efficiency and systems thinking learned during the program have been instrumental in my daily responsibilities at the High Court Patan streamlining administrative workflows, reducing procedural bottlenecks, and supporting the effective execution of judicial mandates. Applying appreciative inquiry and participatory leadership has transformed daily interactions with the leaders and stakeholders, court officers, cultivating a more collaborative, motivated, and responsive workplace environment. The emphasis on ethical governance ensures fairness, transparency, and an unwavering commitment to the rule of law.

SEDP is more than a professional milestone; it is a community of change-makers dedicated to public service excellence. My sincere appreciation goes to the all-time leadership, faculty, and resource persons of NASC for curating such a visionary program. Armed with refined leadership skills and a renewed sense of purpose, I look forward to contributing more effectively to institutional integrity and the cause of justice in Nepal.



DR. ASHOK KUMAR CHHETRI

SEDP-50 Graduate



SEDP Participants in Policy Discussion



Experience sharing by former chief secretary and former IG, APF

Executive Development Program (EDP)

In the contemporary environment of public enterprise management, senior executives are required to address increasingly complex challenges while leveraging opportunities to ensure sustainable organizational growth. The leadership expectations placed upon public enterprises have changed considerably, demanding strategic foresight to overcome institutional inefficiencies and adapt to evolving societal demands. Senior leaders must ensure that their organizations remain aligned with national development priorities and that institutional resources and efforts contribute effectively to achieving desired outcomes. At the same time, they are expected to promote innovation, enhance operational performance, and develop agile strategies capable of responding to globalization, technological advancements, and changing economic conditions.

Discussions with leaders of public enterprises indicate that one of the most persistent challenges is converting strategic plans into tangible results. This highlights the importance of cultivating a common understanding among senior management of the need for continuous improvement and results-driven action. Recognizing this need, the NASC organized a five-day workshop titled “Translating Strategy into Results.” Designed specifically for senior executives of public enterprises, the workshop aimed to equip participants with practical tools, approaches, and frameworks to strengthen the link between strategy formulation and effective implementation. The program sought to enhance participants’ ability to provide strategic leadership, achieve organizational objectives, and drive meaningful change that delivers measurable results. The program ran from 11 to 15 Falgun 2082 (23 to 27 February 2026), and the number of graduates was 18.

Advanced Course on Management and Development (ACMD)

ACMD is a 40-day in-service training designed for Class II (and equivalent) officers of the Government of Nepal. It aims at enhancing the core competencies of mid-level administrators and managers to develop them as performing leaders who can demonstrate integrity in their personal as well as professional lives by managing resources and relationships effectively to achieve organizational goals. The program comprises of five modules: Personal Efficacy and Leadership (PEL), Governance and Development Management (GDM), Public Service Innovation (PSI), Know Your Economy (KYE), and Connecting to Community (C2C). The first three modules are delivered through classroom learning sessions, case studies, and group discussions. Furthermore, the participants get the opportunity to explore and present various domains of the national economy in the KYE module. The C2C module entails the understanding of the social realities of the rural communities across the country through a seven-day-long immersive field engagement with the community.



ACMD participant in KYE presentation

NASC successfully organized 5 Batches of ACMD training programs this fiscal year, in which 124 participants graduated.

S.N.	ACMD Batch	Start Date	End Date	Graduates
1	ACMD 1	6 Shrawan 2082 (22 July 2025)	27 Bhadra 2082 (12 September, 2025)	26
2	ACMD 2	8 Shrawan 2082 (24 July 2025)	31 Bhadra 2082 (16 September 2025)	24
3	ACMD 3	8 Mangsir 2082 (November 24, 2025)	7 Magh 2082 (January 21, 2026)	26
4	ACMD 4	16 Mangsir 2082 (December 2, 2025)	13 Magh 2082 (January 27, 2026)	24
5	ACMD 5	10 Chaitra 2082 (24 March 2026)	05 Jestha 2083 (19 May 2026)	24



SALINA DANGOL
ACMD 5 Graduate

"I am sincerely grateful for the opportunity to participate in the highly enriching ACMD program. The training was well structured and provided practical knowledge alongside a valuable field study experience that is directly relevant to my professional responsibilities. The resource persons delivered the sessions with clarity, using interactive methods and real-life examples that enhanced my understanding of the subject matter. The training strengthened my technical knowledge, improved my confidence, and equipped me with practical skills that I can apply in my workplace. It also provided an excellent opportunity to exchange knowledge and experiences with professionals from diverse backgrounds. I sincerely appreciate the dedication of the organizers and trainers in delivering a high-quality learning experience. I am confident that the knowledge and skills gained through the ACMD training will significantly contribute to my professional growth and improve my ability to lead and manage development initiatives effectively."

Joining the ACMD course at NASC has been a truly enriching learning experience. The course is well structured, with modules that cover a wide range of topics—from personal growth and leadership to governance, public service innovation, and community engagement.

The Personal Efficacy and Leadership module helped me develop greater self-awareness, emotional intelligence, and negotiation skills, all of which are essential for effective public service. The Government and Development Management module strengthened my understanding of governance in the federal system, project management, public procurement, and results-based development, providing practical knowledge to improve governance outcomes. The Public Service Innovation module encouraged me to critically examine the current state of public services and explore innovative approaches to improving service delivery. The Know Your Economy sessions, along with seminars and presentations, enhanced my understanding of the country's economic context. One of the most valuable experiences was the Connecting to Community module, which provided firsthand exposure to the socio-economic realities of local communities.

Overall, the ACMD course has strengthened my knowledge, skills, and confidence. It has broadened my perspective on leadership and governance while equipping me with practical tools that I can apply in my professional role. I highly recommend this program to anyone seeking to strengthen their leadership, governance, and professional competencies.



SUBASH TULADHAR
ACMD 5 Graduate



ACMD participants in C2C program



ACMD participants in C2C program

Professional Course on Management and Development (PCMD)



PCMD participants in training session

PCMD is a 32-day in-service training program designed for Class III (or equivalent) officers of the Government of Nepal. The course aims to develop performing managers who would deliver effective service by maintaining and fostering integrity in personal relationship-building and managing resources and relationships effectively to achieve organizational goals.

The course adopts a learner-centric approach as a training method and comprises four modules: Managing Self and Relationships (MSR), Governance and Development (G&D), Public Financial Management (PFM), and Engaging with Local Governments (ELG). The course methodology of the first three modules mainly consists of interactive learning sessions, field visits, case studies, and group discussions. During the ELG module, the participants are assigned to different local governments to study the issues and challenges of the local governments through interactive field visits.

This fiscal year, 10 batches of PCMD were organized, and 242 participants graduated from the training program.

S.No.	PCMD Batch	Start Date	End Date	Graduates
1	PCMD 1	7 Shrawan 2082 (July 23, 2025)	18 Bhadra 2082 (September 3, 2025)	25
2	PCMD 2	7 Shrawan 2082 (July 23, 2025)	18 Bhadra 2082 (September 3, 2025)	24
3	PCMD 3	12 Shrawan 2082 (July 28, 2025)	20 Bhadra 2082 (September 5, 2025)	24
4	PCMD 4	12 Shrawan 2082 (July 28, 2025)	20 Bhadra 2082 (September 5, 2025)	25

S.No.	PCMD Batch	Start Date	End Date	Graduates
5	PCMD 5	22 Shrawan 2082 (August 7, 2025)	02 Asoj 2082 (September 18, 2025)	25
6	PCMD 6	8 Mangsir 2082 (November 24, 2025)	22 Poush 2082 (January 6, 2026)	24
7	PCMD 7	10 Mangsir 2082 (November 26, 2025)	23 Poush 2082 (January 7, 2026)	24
8	PCMD 8	16 Mangsir 2082 (December 2, 2025)	02 Magh 2082 (January 16, 2026)	25
9	PCMD 9	11 Chaitra 2082 (March 25, 2026)	25 Baishakh 2083 (May 8, 2026)	22
10	PCMD 10	16 Chaitra 2082 (March 30, 2026)	28 Baishakh 2083 (May 11, 2026)	24



VIJAYA KUMAR MAGAR

PCMD 9 Graduate

My participation in the PCMD-9 In-Service Training at the Nepal Administrative Staff College (NASC) has been a truly enriching experience, strengthening both my professional knowledge and practical skills. The program enhanced my understanding of public administration, leadership, governance, and effective service delivery through a well-designed curriculum and an engaging learning environment.

The Engaging with Local Government (ELG) module was the most memorable part of the training, providing valuable firsthand insights into local governance, innovation, and the challenges of service delivery. I sincerely appreciate the excellent coordination and the well-managed execution of the program. My heartfelt thanks go to NASC, the program coordinator, the facilitators, and my fellow participants for making this learning journey truly meaningful. I look forward to applying the knowledge and experiences gained to serve the public with greater professionalism, integrity, and commitment.

INDUCTION TRAINING PROGRAMS

Induction training programs are designed to orient newly appointed officers of the Government of Nepal as they step into their civil service roles. The primary goal of these programs is to strengthen both core and job-specific competencies, equipping the officers of different levels to deliver quality public services with confidence and efficiency. Under these programs, NASC primarily conducts the Basic Administration Training (BAT), Leadership Development Program, and other orientation programs.

Basic Administration Training (BAT)

The Basic Administration Training (BAT) is one of the flagship programs of the NASC, which has been conducted since its establishment in 2039 B.S. The program is specifically designed to equip newly appointed Class III officers of the Government of Nepal with the fundamental knowledge, skills, and attitudes required for effective performance in the civil service. Given that participants come from diverse academic disciplines, socio-cultural backgrounds, and varying levels of professional experience, the training serves as a common platform for developing a shared understanding of public service values and responsibilities.



Opening Ceremony of 40th Basic Administration training (BAT)

The primary objective of the program is to orient, socialize, and sensitize newly recruited officers to the principles, functions, and practices of the civil service while strengthening their core competencies for public sector roles. Spanning six months, the training consists of two components: a four-month Foundation Course and an Internship Program. The Foundation Course is organized around six thematic modules that provide participants with a comprehensive understanding of public administration and governance. The Internship Program is applicable only to officers belonging to the General Administration Group. Participants from other service groups complete the Foundation Course and subsequently attend their respective specialized training institutions, where they acquire advanced competencies relevant to their specific service domains. 40th BAT for newly appointed Class III officers of Nepal Administration Service (General Administration, Revenue and Accounts) and Nepal Audit Service was conducted this fiscal year. The 40th BAT started on 2 Poush 2082 (17 December 2025) with 203 participants divided into 8 groups. The graduation of Nepal Audit Service, Revenue Group, and Accounts Group was held on 30 Chaitra 2082 (13 April 2026). A graduation ceremony for the participants from the Nepal General Administration Group was held on 09 Asar 2083 (23 June 2026) after the completion of the internship.



BAT-40 participant during poster presentation

Common session



Hon. Minister Rameshore Prasad Khanal interacting with BAT-40 participants

The 40th BAT program for newly appointed Section Officers of the Government of Nepal included a series of common sessions organized by NASC. These sessions served a dual purpose: providing a platform for discussions on contemporary issues and fostering networking among participants of the entire batch.

They were designed to create a shared forum for all trainees, addressing the limitation of regular sessions conducted in separate groups. This approach enabled participants to interact with a wider range of peers, facilitating the exchange of ideas and experiences across diverse backgrounds and specializations. They reflect NASC's holistic approach to training, recognizing the importance of both knowledge acquisition and professional network building in preparing Nepal's next generation of administrative officers for their roles in governance and development.

An interaction program with the Honorable Minister of Finance and Ministry of Federal Affairs and General Administration, Mr. Rameshore Prasad Khanal, was held on 13 Magh 2082 (27 January 2026) under the theme “निजामती सेवाको पुनरावलोकनको आवश्यकता: परिवर्तनमा युवापुस्ताका कर्मचारीहरूको भूमिका” The session commenced with the presentation of a common value proposition prepared and recited by the participants of the 40th BAT.

In his address, Honorable Minister shared experiences from his professional training and reflected on the importance of accountability, integrity, and good governance in public administration. He discussed the historical evolution of Nepal's bureaucracy, emphasizing the need to translate the principles of good governance into practical administrative behavior. He highlighted the importance of consistency, adherence to the rule of law, and the adoption of liberal and democratic values within the civil service.

The Minister expressed concern over declining public trust in state institutions and noted that weak commitment to accountability, external influences, and the absence of critical self-assessment within the bureaucracy have contributed to growing public dissatisfaction. Referring to contemporary social movements and public discourse, he stressed the need for civil servants to recognize citizens' aspirations and respond effectively to changing societal expectations.

The discussion also focused on inclusion, diversity, equality, and meritocracy. The Minister emphasized that the benefits of inclusive policies emerge gradually over time and contribute to long-term social mobility and national development. He underscored the importance of respecting individual dignity and identity while maintaining a commitment to merit-based public service.

Addressing the role of civil servants, he highlighted the responsibility of senior officials to mentor and guide junior staff and encouraged participants to uphold ethical standards regardless of workplace challenges. He cautioned against seeking personal gain through postings and stressed the importance of maintaining professional integrity throughout one's career.

The program concluded with an interactive question-and-answer session, allowing participants to discuss concerns related to public administration and career development. In his closing remarks, the honorable

minister encouraged participants to regularly reflect on their shared value proposition and apply its principles in their professional conduct. The event ended with a vote of thanks from Mr. Ram Sharan Pudasaini, Executive Director of NASC, followed by cultural performances by the trainee participants that reinforced the objectives of the BAT common session.

Know Your Country (KYC)

Group	Districts
Koshi	Morang-Dhankuta
Mahakali	Palpa-Syanja
Janaki	Rupandehi-Kapilvastu
Lumbini	Gorkha-Lamjung
Bheri	Sindhupalchok-Dolakha
Swoyambhu	Banke-Bardia
Khaptad	Myagdi-Baglung
Mechi	Chitwan-Makwanpur

The trainee officers of the 40th BAT engaged in a comprehensive week-long KYC program. During this period, the participants from eight groups visited sixteen districts of Nepal, as detailed in the table above.

The participants had the opportunity to gain insights into the country's cultural, socio-economic, and geographic landscapes, as well as the livelihoods of Nepali people. KYC aims at deepening the participants' understanding of the nation's socio-cultural diversity. The trainee officers prepared learning reflection reports, which were shared in plenary sessions upon their return.



BAT-40 participants during KYC visit

Internship

The trainee officers from the General Administration Group of 40th BAT were immersed in a two-month internship program that provided hands-on learning opportunities before they undertook their full responsibilities. They were assigned to different districts in a group of three to four and were deputed to the municipal office, district administration office, and land revenue office. Twenty-one districts were selected for the internship. This internship exposure is deemed to be instrumental for them to learn organizational culture, work environment, the status and issues of service delivery, thereby preparing them to take responsibility for their deputation. Upon the completion of their internship, the trainees prepared and presented comprehensive reports for evaluation.



NASC officials in BAT-40 Internship monitoring

Extra Curricular Activities (ECA)

NASC also organized a diverse array of extra curricular activities during the residential period of BAT to provide a holistic learning experience to complement the classroom sessions. ECA comprises various activities such as *Yog*, physical training, sports, dance, music, and painting. These activities are aimed at fostering a healthy and meaningful lifestyle conducive to their professional development. Furthermore, weekend excursions such as hikes to the outskirts of the Kathmandu Valley and visits to museums were arranged to enhance their overall learning experience.

Physical Training (PT)

Trainee officers participated in early morning PT sessions on days alternating with *yog* sessions. These sessions were managed by professional experts from the National Police Academy, ensuring effective training to enhance their physical fitness, discipline, and overall well-being. The training regimen included various physical activities aimed at building participants' physical, mental, and social well-being.

Yog

The trainee officers attended *Yog* sessions in the early morning, alternating with PT sessions to promote mental health and emotional well-being. These sessions were conducted by certified *Yog* instructors who guided the officers through a combination of *Yog* postures, breathing exercises, and meditation techniques. The *Yog* routine not only contributed to their physical fitness but also fostered a sense of inner calm and resilience.



BAT-40 participants in Yog session

Visit to Disaster Management Training School (DMTS)

Trainee officers had an opportunity to learn about the disaster management procedures and operational efficiency of the Armed Police Force (APF) stationed in Kurintar. This program aimed to acquaint them with the complexities and sensitivities of disaster-prone areas in Nepal and to demonstrate the capabilities of Nepal's authorities in effectively managing such calamities. The trainee officers gained valuable insights into the strategies, tools, and practices employed by the APF in disaster response and preparedness.



BAT-40 participants observing drills in DMTS



BAT-40 participants in rafting during DMTS visit

Hiking

During their residential stay at NASC, the trainee officers participated in a one-day hike. The hike aimed to help them explore the geography, heritage, and social and cultural aspects of the places along the route. The hike also provided an opportunity to observe and reflect on rural life in a different setting, while interacting with the local community. Walking through the area also offered them a chance to get closer to nature and enjoy the region's unique surroundings.



BAT-40 participants in hiking



BAT-40 participants during heritage site visit

Sports

During their residential stay at NASC, the trainee officers actively participated in a range of sports activities, including football, volleyball, badminton, basketball, chess, tug-of-war, and table tennis. These engagements were strategically designed to promote physical fitness and strengthen teamwork. In addition, the officers undertook structured indoor gym sessions under the supervision of a professional instructor, aimed at enhancing their physical strength and overall fitness. Collectively, these activities contributed to fostering well-being and friendships among the participants.



BAT-40 participants playing football

Blood Donation, Dance, Painting and Music

Integrated into their residential program at NASC, the trainee officers of BAT also engaged in a wide array of artistic activities like dance, painting, and music under the expert guidance of seasoned instructors. Through dance, they explored multiple styles and techniques, thereby enhancing physical coordination and expressive capacity. Painting sessions introduced various mediums and methods, fostering creativity and refining fine motor skills, while also enabling participants to uncover latent artistic potential and apply creative thinking across diverse contexts. Music instruction encompassed both instrumental and vocal techniques, contributing to the development of auditory sensitivity and collaborative aptitude. These artistic pursuits served as a vital complement to the officers' physical and academic training, enriching their overall learning experience with balance and depth.



BAT-40 participants volunteering in blood donation

Cultural Event

Toward the end of their residential period at NASC, each cohort organized a cultural event to showcase the dance and music skills developed during their stay. The program featured a diverse array of performances, including choreographed dance routines and musical presentations, highlighting the artistic growth and creative expression of the trainee officers. This event served not only as a platform for demonstrating individual and collective talents but also as a celebration of their sustained efforts and accomplishments. As a culmination of their artistic practice and dedication, the occasion offered a vibrant and engaging experience for both participants and attendees, underscoring the importance of integrating cultural and artistic development within the broader learning framework.



Cultural event organized by BAT-40 participants during residential training



SHANTA SHREE PAUDEL

BAT 40 Graduate

BAT-40 has been a meaningful part of my journey into public service. It gave me more than knowledge about public administration, governance, development, service delivery, digital administration, and the role of a Section Officer. It helped me understand what it means to work in public service and the responsibilities that come with it. I gained practical lessons in communication, leadership, decision-making, coordination, problem-solving, and teamwork.

One of my most important gains from BAT-40 was a deeper understanding of integrity, accountability, discipline, empathy, and citizen-centered service. I learned that being a public servant is not only about performing assigned duties. It is about understanding people's needs, making responsible decisions, and serving them fairly and respectfully. This experience has changed the way I look at public office. I now see it less as a position and more as a responsibility to the people. The residential experience added another important dimension to my learning. Living and learning together gave us many opportunities to understand one another, share experiences, and learn from our differences. Through games, art, cultural programs, and social activities, I learned the value of cooperation, trust, and mutual support. These experiences brought us closer and turned a group of colleagues into a strong professional community. BAT-40 also gave me the opportunity to learn from people with different experiences, ideas, and perspectives. Conversations outside the classroom were often as valuable as formal sessions. It helped me reflect on my own ideas and understand public service from different points of view. I gained not only knowledge from the training but also new perspectives that I can carry into my work.

Looking back, BAT-40 gave me knowledge to perform my duties, skills to work with others, values to guide my decisions, and friendships that I will carry forward. I am grateful to the NASC family for creating an environment where learning went beyond the classroom and connected knowledge with real public service. The journey has given me greater confidence, a broader perspective, and a stronger sense of responsibility. Most importantly, it has strengthened my commitment to becoming a responsible, capable, and citizen-focused public servant.

NASC has been a meaningful place for me. During my preparation days, its blue walls inspired me. Upon setting foot in the institution, I found that it broadened my horizon of thinking and enriched my learning experience by exposing me to the complex and essential aspects of bureaucracy and Nepal's civil service. The field sessions and common sessions added further fuel to my learning process. NASC has also been a great place for networking and enhancing my interpersonal communication skills.



DHARMARAJ DHITAL

BAT 40 Graduate



PRATISTHA SUBEDI

BAT 40 Graduate

Looking back, my six months as a trainee officer have been a wonderful mix of learning, growth, friendship, and fun. The four months at NASC taught me so much through our faculty, interactive sessions, and also through the experiences and perspectives of my fellow trainee officers. The two-month internship in Bardiya gave me a chance to step out of the classroom and experience administration firsthand at the District Administration Office, Land Administration Office, and Gulariya Municipality while the residential period enhanced teamwork, time management, discipline and interpersonal skills. But beyond all the learning, what I will remember most are the people that I met during my journey, the laughter, the late conversations, and the countless little moments we shared. NASC has given me lessons for my career and memories for a lifetime. I'm truly grateful for this journey as I move forward into the public service delivery with principles, shared values, professional commitment and foundation built at NASC.

The Basic Administrative Training (BAT) conducted by the Nepal Administrative Staff College (NASC) has proven to be an excellent platform for newly appointed Section Officers to acquire the theoretical and practical foundations of public administration, professional competencies, administrative good governance, and practical knowledge. The program has helped participants understand various dimensions of legal and administrative procedures, government operations, decision-making processes, and public service delivery. In addition, through approaches such as Emotional Intelligence and Empathy Mapping, it has made a significant contribution to developing adaptive capacities that enable civil servants to readily adjust to a changing environment and remain proactive in addressing citizens' expectations.

Throughout the training period, the knowledge gained, group assignments, leadership exercises, and guidance from subject matter experts have inspired participants to enhance professional performance characterized by high ethical standards, positive thinking, impartial and balanced relationship management, and a strong service-oriented attitude.



BHUVAN K. SHAHI

BAT 40 Graduate

OTHER TRAINING PROGRAMS

Refresher Workshop for the Graduates of the 36th and 37th Basic Administration Training



36th and 37th BAT Refresher Program

Refresher Training Program for the graduates of the 36th and 37th BAT was organized to provide a platform for the graduates to reflect on their BAT journey and highlight their achievements and the impact they have made in their respective workplaces. During this fiscal year, one program was conducted to further enhance the existing competencies, improve problem-solving abilities, and promote continuous professional growth. It was organized from 25 to 29 Jestha 2083 (8 to 12 June 2026) and comprised 22 participants.

Administrative and Managerial Skills for Newly appointed Class III Officers

The training program on Managerial and Administrative Skills was organized for newly appointed Class III officers. The five-day training program aimed to enhance their knowledge on administrative efficiency and functional competencies. This program provided a learning platform to discuss and analyze critical and practical aspects of managing self and relationships, office communication, decision making, governance service delivery and public finance and procurement management practices in government organizations. Two programs were held, one from 3 to 9 Bhadra 2082 (19 to 25 August 2025) consisting of 32 participants and the other from 15 to 22 Baishakh 2083 (28 April to 5 May 2026) consisting of 72 participants.

Advancing the Roles: Leadership Development Program (ARoLeaD)

The program was designed for newly appointed Joint Secretaries of the Government of Nepal. The five-day training aimed to enhance their understanding and leadership insights, enabling them to develop into high-performing public sector leaders. It encouraged participants to reflect on their leadership journeys, strengthen strategic thinking capabilities, and cultivate collaboration, innovation, and collective leadership practices necessary for achieving organizational and development outcomes. The program also sought to improve participants' ability to contribute to effective public service delivery. The program was conducted in two batches as detailed below.

S.No.	ARoLeaD Batch	Start Date	End Date	Graduates
1	First	28 Magh 2082 (11 February 2026)	5 Falgun 2082 (17 February 2026)	37
2	Second	11 Jestha 2083 (25 May 2026)	19 Jestha 2083 (2 June 2026)	7

Administrative Leadership for Local Governance (AllGov)

The Administrative Leadership for Local Governance (AllGov) program is a seven-day capacity-building initiative designed to prepare newly appointed Class III officers of the Government of Nepal for effective service in local governance. The program seeks to strengthen participants' practical knowledge and skills in key areas of local administration, governance, and financial management, enabling them to respond effectively to the challenges encountered in their professional roles. Emphasizing experiential learning, peer-to-peer exchange, and problem-solving approaches, the training provides participants with opportunities to learn from both real-world cases and one another's experiences. The engagement of experienced facilitators from diverse professional backgrounds further enriches the learning process by offering comprehensive and multidisciplinary perspectives on local governance. The program was conducted from 18 to 26 Asar 2083 (2 July to 10 July 2026) and was attended by 81 participants from the 40th BAT.

Management Development Program (MDP) - Leadership Advancement Program (LeAP)

The program was designed to strengthen the understanding, perspectives, and leadership capabilities of newly appointed Under Secretaries of the Government of Nepal, enabling them to become effective leaders capable of delivering organizational and development results. Recognizing the increasing complexities of governance and public administration in a rapidly changing socio-political environment, the course focused on enhancing participants' strategic thinking, leadership competencies, and commitment to improving public service delivery.

The five-day program was conducted in multiple batches. For four groups, the training was held from 27 Falgun to 03 Chaitra 2082 (11 to 17 March 2026), while the remaining groups attended the program from 16 to 20 Chaitra 2082 (30 March to 3 April 2026). Overall, 109 participants successfully completed and graduated from the program.

Developing Competencies for Administrative Service Excellence (Dev-CASE) - Survey Officers

The primary aim of this training program is to equip newly appointed Class III survey officers with the necessary functional and behavioral skills. The program is believed to enable the officers to professionally manage

and perform their duties by understanding basic official procedures, immediately after their deputation or placement to assigned duty stations. The training started from 11 Bhadra 2082 and ended on 25 Bhadra 2082 (27 August to 10 September 2025). Altogether 11 participants graduated from this program.

Induction Training on Administration and Management for Newly Appointed Gazetted Class III Officers (Judicial Service) of Government of Nepal

The induction course aims to develop the functional and behavioral competencies of new entrant officers to prepare them to take responsibilities with professional competencies and motivate them to serve the nation and its citizens. It aims to develop perspectives on the policy environment and socio-economic development, comprehend the federal system of state architecture, and update with the global perspectives of public administration and contemporary issues. A total of 81 participants graduated from this program. The program started on 2082 Bhadra 18 and ended on 2082 Asoj 31 (3 September 2025 to 17 October 2025).



RASHMI REGMI

Induction Training Graduate,
Judicial Service

My one-month long training as a law officer at the Nepal Administrative Staff College was not merely a professional learning experience, instead an unforgettable chapter of my life. From experiencing fear during Gen-Z movement to dancing late nights, the walls of NASC buildings have witnessed all of it.

The training was very effective, which provided valuable insights into Public Administration, Leadership, Organizational Behavior, Professional Ethics, Governance and the role of a civil servant. Moreover, distinguished experts, supportive mentors, and highly competent trainers and their unique modality of teaching and learning made the training more impactful. The court visits and the site tour gave an opportunity to closely observe the practical aspects of administrative and judicial functions. Beyond the formal sessions and academic learnings, the experience of living together, late night discussions, shared laughter, spontaneous dance, fun filled with games, small moments of celebration and the friendships that grew stronger day by day made the journey truly special. Overall, the training was an important foundation for my professional journey which boosted my confidence, professionalism and integrity.

Enhancing Role for Service Excellence (EnRoSE)

The course was designed to support newly promoted officers in successfully transitioning to their new responsibilities and performing effectively in their leadership roles. It focused on strengthening teamwork, promoting continuous service improvement, and fostering personal and professional growth. Through the development of self-awareness, emotional intelligence, and sound decision-making skills, participants were equipped to address workplace challenges and contribute more effectively to good governance in an evolving administrative environment.

The program also aimed to enhance participants' understanding of their responsibilities as officers, encourage ethical and collaborative leadership, and build their capacity to navigate governance and administrative challenges with integrity and confidence. By emphasizing self-reflection, team-based learning, and practical leadership skills, the course sought to improve participants' effectiveness in public service delivery.

The program was conducted from 12 to 16 Shrawan 2082 (28 July to 1 August 2025). A total of 35 participants attended the course, of whom 33 successfully graduated. Training on Managerial and Administrative Skills

The course was designed to equip newly appointed Class III officers with the foundational knowledge, skills, and professional competencies required for effective performance in the civil service. It aimed to familiarize participants with their roles and responsibilities, enhance their understanding of routine administrative functions, and strengthen essential workplace behaviors, including communication, teamwork, discipline, and ethical conduct. By providing a solid foundation in public service values and practices, the program

sought to help participants develop the confidence, professionalism, and sense of responsibility needed to perform their duties effectively. The training also supported participants in adapting to the expectations of government service and contributing positively to organizational performance and public service delivery.

The program was conducted from 12 to 16 Shrawan 2082 (28 July to 1 August 2025). A total of 37 participants successfully completed and graduated from the program.

Training of Trainers (ToT) Program

The capacity and effectiveness of Nepal's public sector institutions are closely tied to the quality and skills of their trainers and facilitators. Recognizing this, NASC has consistently prioritized Training of Trainers (ToT) programs as a strategic mechanism to build a sustainable pool of competent trainers across public and private institutions. These programs focus on enhancing facilitation skills, instructional design, learner-centered delivery methods, and curriculum development capabilities. By equipping trainers with advanced pedagogical competencies, NASC ensures that knowledge and best practices are effectively cascaded within organizations, contributing to stronger institutional performance, professional development, and excellence in public service delivery. During this fiscal year, NASC conducted a total of four regular ToT programs, and one MToT program benefiting a total of 112 participants, reflecting NASC's commitment to building a diverse and skilled pool of professional trainers across public and private sector institutions, as mentioned in the following Table.

S.No.	Date	Duration (Days)	Participants/Institution	Total Participants
1	19 Shrawan to 06 Bhadra 2082 (4 to 22 August 2025)	15	Officers of Public Institutions	21
2	23 to 27 Ashoj 2082 (9 to 13 October 2025)	3	officials of Gandaki Province Training Academy	32
3	12 to 14 Kartik 2082 (29 to 31 October 2025)	3	Officials of Sudurpaschim Provincial Research and Training Academy	19
4	29 to 31 Baishakh 2083 (12 to 14 May 2026)	3	Master Training of Trainers for the officials of Training Institutions	23
5	03 to 07 Jestha 2083 (17 to 21 May 2026)	3	Officials of Lumbini Province Training Academy	17

Learning Organization and Knowledge Management

From 26 to 28 Shrawan 2082 (11 to 13 August 2025), NASC organized a Learning Organization and Knowledge Management program targeted at officials from the provinces of Nepal. The training explored frameworks and practices that help organizations foster continuous learning, knowledge sharing, and innovation for improved governance. A total of 20 participants attended this three-day program, which underscored NASC's strategic commitment to promoting organizational learning across federal structures.

Workshop on Contemporary Issues in Public Financial Management

This workshop was conducted on 3 Ashadh 2083 (17 June 2026) as a 3-day workshop. It brought together public sector officials for practical learning, discussion, and capacity building. It was targeted at Officers of Government of Nepal (GoN) and Public Organizations. A total of 85 participants completed this workshop on 5 Ashadh 2083 (19 June 2026).

Late Career Management

NASC designed this program for the officials of public organization who are approaching the end of their current service, providing a valuable platform to help them plan and prepare for a meaningful and productive post-retirement phase. The aim of this program is to support late-career employees by addressing their wellbeing, motivation, and transition to life. This program conducted for officers of Public Organizations, ran from 24 to 28 Kartik 2082 (10 to 14 November 2025). A total of 16 participants completed this program.

Negotiation Skills for officers of Public Organizations

NASC designed a three-day course on negotiation skills for the officers of organizations having managerial responsibilities and dealing with various conflicting situations and stakeholders in the area of border administration. In this training program, officers gained insights into the habits of deal makers. With the help of established frameworks and a series of group exercises, they learned how to execute proven tactics, refine their negotiating style, and improve their ability to discuss and bargain successfully and ethically in any situation. They also gained a new appreciation for how negotiating skills can help them overcome various challenges—at work and beyond. It was conducted from 23 to 25 Baisakh, 2083 (6 to 8 May 2026) in which 21 participants completed the course.

Leadership and Management Training for Army Officers of Nepal and Friendly Countries



NASC conducted a comprehensive Leadership and Management Training for Army Officers of Nepal and Friendly Countries, starting from 26 Mangsir 2082. The program was designed to sharpen leadership capabilities, strengthen managerial competencies, and foster strategic decision-making among mid-career officers. A total of 96 participants took part in this training. As a regular program, it reflected NASC's continuing collaboration with the security sector in nurturing capable and visionary leaders.

Leading Change: Organizational Development Interventions (ODI)



This training program on “Organizational Development Interventions”, designed for Chief Administrative Officers of Local Governments, aims to impart innovative perspectives on management and development and inculcate them with practical knowledge and skills required for developing strategic orientation to effectively implement their functional roles. It was conducted from 8 to 12 Mangsir 2082 (24 to 28 November 2025) in which 26 participants graduated.

Management Development Program of Public Enterprises Officials

In today's dynamic and competitive global environment, the importance of managerial aspects cannot be overstated. It encompasses a range of skills, attributes, and behaviors that enable managers to inspire, motivate, and empower their teams to achieve peak performance. From strategic decision-making and resource allocation to communication, delegation, and problem-solving, managerial excellence encompasses a broad spectrum of competencies that are essential for effective leadership. Organizations that prioritize and cultivate managerial excellence not only achieve higher levels of productivity and efficiency but also foster a culture of innovation, collaboration, and continuous improvement. As such, investing in the development and cultivation of managerial excellence is crucial for organizations seeking to thrive in an interconnected public institution. In this connection, Management Learning Group (MLG) at NASC organized a five-day training program for officials of public enterprises with a view to developing key skills in managing and leading their work organizations successfully. This course aimed to develop managerial and leadership competencies of officials of public institutions to excel as an effective leader in a dynamic work environment. The program was organized from 8-12 Mangsir 2082. Twenty one participants graduated the program.

Round Table on Issues and Imperatives of Public Enterprises (PEs)

The rapidly changing governance landscape, technological advancement, evolving market conditions, and growing public expectations have intensified the need for transformation within PEs. In recent years, there has been growing emphasis on public sector reform, institutional modernization, digital transformation, performance improvement, and enhanced accountability within the broader governance agenda of Nepal. In this context, public enterprises are expected to adopt innovative approaches, strengthen managerial

effectiveness, improve operational performance, and undertake reforms that enhance institutional sustainability and service effectiveness. Furthermore, the changing national and global economic context has created new opportunities as well as challenges for public enterprises. Emerging priorities such as digital governance, innovation-driven management, performance-based systems, citizen-centered service delivery, and institutional resilience require public enterprises to rethink traditional approaches and adapt to changing realities.

Against this backdrop, a roundtable discussion was planned on the theme “Transforming Public Enterprises for the Future: Performance, Innovation and Reform Priorities” to facilitate dialogue among policymakers, public enterprise leaders, practitioners, academics, and experts on the emerging challenges, reform priorities, and strategic pathways for strengthening the performance, innovation capacity, and long-term sustainability of Nepal’s public enterprises. This program was conducted on 22 Jestha 2083 participated by 25 officials from different Public Enterprises.

Trainers' Meet Program



NASC hosted a half-day Trainers’ Meet titled “Rethinking the Role of Public Training Institutions in the Changing Governance Context” on 14 Baisakh, 2083 (27 April 2026). The event convened 40 participants, including 28 representatives from 21 federal and provincial training institutions, alongside freelance trainers and NASC faculty. The program featured a blend of research presentations, plenary discussions, and reflective sessions. Discussions across four themes focused on shifting from rule-based to result-based systems, integrating IT and AI, strengthening institutional collaboration, and ensuring impact-oriented training. Key outputs included consensus on conducting systematic Training Needs Assessments (TNA), integrating AI/IT as dedicated training modules, and establishing stronger post-training follow-up mechanisms. Participants also emphasized developing an umbrella coordination framework among training institutions and improving training transfer to workplaces. The plenary synthesis produced actionable reform directions aligned with governance transformation and digital service delivery needs.

Innovating Public Policy: Use of Evidence



Innovating Public Policy: Use of Evidence (InnoPoLE) organized for Class II (and equivalent) Officers of Government Organizations began on 24 Mangsir 2082 and ended on 03 Poush 2082 (10 to 18 December, 2025). The course integrated participatory learning strategies embracing workshop modality to deliver a delicate balance between theory and practice. Moreover, interactive lectures, brainstorming, case studies, group exercises, field visit and other participant-led activities will also be accommodated. It intended to enhance the competences of the mid-level government officials for applying innovative approaches in policy making through the use of scientific evidence. A total of 34 participants completed this training.

Training on Municipal Assembly Conduction

This training, executed for 3 days, aimed to deepen participants' understanding of the Municipal Assembly's structure, legal foundations, and functions within the federal governance system. It focused on building practical skills to effectively conduct Assembly meetings through simulations, role-plays, and hands-on exercises. Additionally, it strengthened participants' capacity in local law-making and supported them in developing action plans to enhance the effectiveness of Assembly operations in their respective local governments. There were 27 participants in this training.

E-governance and Cyber Security in the Context of Federal Nepal

Center for Governance and State Management of Governance and Development Management Learning Group organized a 5-day training on "E-Governance and Cyber Security" for IT officers of public institutions. The program commenced on 24 Kartik and ended on 28 Kartik 2082. There were 37 participants in the training, 33 males and 4 females. Discussions were held on e-governance, cyber security, and connecting e-governance with cyber security.

National Seminar on Federalism

This program brought together government representatives, private sector leaders, civil society actors, and academia to foster dialogue on governance innovations and inclusive development in Nepal. It was organized on 12 December 2025 at NASC and focused on the strategic mobilization of four core resources: People, Money, Data, and Technology, as foundational pillars for strengthening institutions and fostering a self-reliant, inclusive, and enterprising Nepal. The program aimed to introduce and explore the theme Doing Development Differently through lenses of people, money, data and technology, create a platform for inclusive, evidence-based, and outcome-oriented conversations among diverse stakeholders, with an emphasis on genuine youth and alumni engagement, and identify concrete, innovative approaches to resource mobilization, institutional strengthening, and inclusive economic governance.

Creating a Gender-Friendly Environment

This training aimed to equip participants with the knowledge, attitudes, and practical skills required to create inclusive, gender-friendly, safe, and equitable environments within institutions, communities, and development programs. A core focus was placed on LGBTQIA+ inclusion, GESI mainstreaming, and gender-responsive budgeting, with two dedicated fieldwork days to ensure real-world application. There were 45 participants in this program. The duration of the program was 5 working days, starting from Mangsir 8 to 12, 2082 (24 to 28 November, 2025).

Changing Role of Information Officers

Center for Governance and State Management of Governance and Development Management Learning Group organized a 4-day training on “Right to Information” for Information officers of Public institutions. The program commenced on 18-21 Kartik 2082 (4 to 7 November, 2025). There were 28 participants in the training, 23 males and 5 females from 28 different institutions. Participants shared their own experiences and created a network for future learning.



Training on Project Management

The Logical Framework Approach (LFA) is a systematic and participatory methodology widely used in project planning and management. It enables planners to identify stakeholders, analyze core problems and their underlying causes, and establish clear linkages between project objectives, expected outputs, and intended outcomes. Recognizing the importance of strengthening project planning capacities at the local level, the NASC has been playing a significant role in enhancing the competencies of public sector officials to improve governance, service delivery, and development outcomes in Nepal. In this regard, NASC organized a five-day training program on the Logical Framework Approach in Project Planning with the objective of equipping local-level officials with practical knowledge and skills in systematic and results-based project planning. The duration of the training was from 07 to 11 Baishakh 2083 (20 to 24 April, 2026).



Training on Procurement and Contract Management



Procurement of goods and contract management form a backbone of efficient organizational operations. It ensures that resources are acquired in a transparent, cost-effective, and timely manner. Effective procurement practices safeguard quality, accountability, and value for money, while strong contract management ensures that agreements are implemented as intended, minimizing risks and disputes.

NASC organized the program with the objective of capacity building in procurement and contract management by designing structured training programs tailored to the needs of public officials. It aimed to enhance the core competencies of participants, enabling them to apply these skills effectively in their respective roles and contribute to transparent, efficient, and accountable public service delivery. This program was organized in two rounds; from 2 to 6 Bhadra 2082, and from 7 to 11 Baishakh 2083.

Training on Citizen-Centric Public Service for Front Desk Officers



NASC conducted 9 three-day training programs on Citizen-Centric Public Service for Front Desk Officers of the Government of Nepal in which a total of 190 officers participated. The programs were conducted as one of the requirements of government's 100-point roadmap for effective governance. The program mainly focused on understanding citizens and frontline service, innovative practices in service delivery, and promoting citizen centric mindset.

GLIMPSE OF TRAINING PROGRAMS OF FY 2082/83































NASC IN FRAMES





IV

CONSULTING SERVICES

NASC IN FRAMES



CHAPTER- IV

CONSULTING SERVICES

As a core pillar of its mission, NASC's consulting services help organizations refine governance, elevate public service delivery, and adapt to Nepal's federal transition. Over the past year, NASC collaborated with national and international partners on high-impact consulting projects. By applying rigorous research and tailored approaches, NASC provides the strategic advice and facilitation needed to solve complex organizational challenges.

1. Organization and Management (O&M) Survey of Nepal Bank Limited

NASC provided consulting support for the Organization and Management (O&M) Survey of NBL. The assignment was done in the context of Nepal Bank Limited's (NBL) changing business environment, technological advancement and regulatory requirements, expanding banking services. Established in 1994 BS (1937 AD), NBL is Nepal's first commercial bank and a government-owned entity that must balance commercial competitiveness with its public-service and financial-inclusion obligations. The major objectives of this assignment were to:

1. Assess the existing functions and staffing structure of NBL and identify gaps in its organizational design.
2. Recommend an organizational structure appropriate to the Bank's strategic direction and the federal governance context.
3. Determine appropriate human resource requirements across different levels of the Bank.

Key deliverables under this assignment included a comprehensive analysis of NBL's existing functions and staffing structure, a gap analysis of the existing organizational design, recommendations for organizational structures suited to different tiers of NBL's offices, technical support in preparing the O&M study report, and participation in field-level consultations for information generation.

2. Development of Training Manual on Safer Labor Migration Governance

NASC collaborated with the Safer Migration (SaMi) Project, implemented by Helvetas Nepal under a Nepal-Switzerland bilateral initiative, to develop a comprehensive Training Manual on Safer Labor Migration Governance. The assignment responded to the need for a standardized training and reference resource for government officials, service providers, and other stakeholders involved in labor migration governance, and included content development, technical review, language editing, formatting, and preparation for printing and dissemination.

The Team also provided a 5-day Training of Trainers (ToT) on Safer Labor Migration Governance to individuals working in different public training institutions, representatives from local governments and development partners.

The major objectives of this assignment were to:

1. Develop a comprehensive and institutionally usable training manual on safer labor migration governance.
2. Ensure technical and contextual accuracy of the manual's content through expert review and editing.
3. Prepare print-ready materials and produce copies for dissemination.
4. Support the formal launch of the manual in coordination with the Ministry of Youth, Labour and Employment and other stakeholders.

Key deliverables under this assignment included a comprehensive, technically reviewed and language-edited Training Manual on Safer Labor Migration, a print-ready formatted and designed version of the manual, printed copies for dissemination, and support for the manual's formal launch and dissemination.

3. Baseline Study on Institutionalizing Gender-Based Violence Response in Nepal

NASC undertook a Baseline Study on Institutionalizing Gender-Based Violence Response in Nepal under the Institutionalizing Gender-Based Violence Response in Nepal (IGBVRN) Project of the Ministry of Women, Children and Senior Citizens, with financial support from the World Bank. Gender-based violence (GBV) remains a significant challenge in Nepal, affecting women and girls across diverse social and economic backgrounds. Despite constitutional guarantees and legal reforms, deeply rooted patriarchal norms, unequal power relations, and discriminatory social practices continue to limit access to quality support services, particularly for marginalized and rural populations. The study focused on generating evidence on GBV prevention and response systems, service accessibility, institutional capacity, coordination mechanisms, and community perceptions across six targeted municipalities.

The major objectives of this assignment were to:

1. Establish reliable and disaggregated baseline evidence on women's and girls' access to GBV services and assess the readiness of institutions and service providers to deliver coordinated, survivor-centered responses.
2. Establish baseline values for key Project Development Objective (PDO) and intermediate indicators.
3. Identify barriers to accessing GBV services and assess gaps in the availability, accessibility, quality, and coordination of services.

Key deliverables under this assignment included a desk review, preliminary analysis, and inception report; a customized Kobo Collect application for the research; research instruments, including design and pilot testing; enumerator training; and data analysis and a final report.

4. Strengthening Provincial Research and Training Academies under PLGSP

NASC provided technical assistance under the Provincial and Local Governance Strengthening Program (PLGSP), funded by UNDP (Project No. 01003767), for strengthening Provincial Research and Training Academies (PRTAs). Three PRTAs required strengthened institutional and curricular capacity

to support provincial and local governance training in a sustainable, scalable manner. The assignment focused on strengthening institutional capacity, identifying provincial learning needs, developing curricula, preparing strategic and business plans for the three PRTAs, and supporting the rollout of training and capacity-building activities.

The major objectives of this assignment were to:

1. Strengthen the institutional and operational capacity of the PRTAs through a provincial Learning Needs Assessment.
2. Develop common and province-specific curricula tailored to local contexts and priorities.
3. Prepare sustainable strategic and business plans for the three PRTAs.
4. Enhance the capacity of PRTAs, Training and Capacity-building Academies (TCAs), and Provincial Government Agencies (PGAs) through targeted trainings and workshops.

Key deliverables under this assignment included an inception report with workplan, methodology, and stakeholder engagement plan; a Provincial Learning Needs Assessment (LNA) report; up to five core curricula and tailored provincial modules; strategic and business plans for the three PRTAs; training modules and province-level rollout workshops; business plan familiarization and capacity-building workshops; and a consolidated final report documenting lessons, good practices, challenges, and recommendations for sustainability and scaling.

5. Development of Five-Year Strategic Plan for Agriculture Training Centre, Bhandara, Chitwan

NASC provided technical assistance to the Agriculture Training Centre, Bhandara, Chitwan for the formulation of a five-year strategic plan. The assignment was initiated in response to the Centre's request for support in developing a strategic direction aligned with its institutional mandate, stakeholder needs, and organizational capacity.

The major objectives of this assignment were to:

1. Assess the Centre's strategic context using SWOT analysis.
2. Formulate the Centre's vision, mission, core values, and strategic goals.

3. Identify strategic priorities and focus areas, and develop a practical strategic plan with measurable objectives and actions.

The key deliverable under this assignment was a comprehensive five-year strategic plan incorporating the Centre's strategic objectives, strategic action plan, priorities, and relevant performance indicators.

6. Organization and Management Survey of National Trauma Centre

NASC undertook an Organization and Management (O&M) Survey of the National Trauma Centre to assess its organizational structure, workload, human resource utilization, and management arrangements in light of increasing demand for emergency and specialized trauma services. Rapid urbanization, increased vehicle use, industrial activity, and natural disasters have led to a continuous rise in demand for trauma services, alongside growing complexity in treatment technology and hospital management. Particular attention was given to the Centre's need for appropriate temporary staffing and the operational requirements of critical services.

The major objectives of this assignment were to:

1. Identify the Centre's actual human resource requirements based on patient volume, nature of services, departmental workload, operating hours, and the sensitivity of emergency services.
2. Assess the existing organizational and management structure and recommend measures to improve efficiency, accountability, interdepartmental coordination, and service delivery.

The assignment was expected to produce an assessment of the existing organizational structure, staffing, workload, reporting relationships, and human resource utilization; analysis of workload and service processes across major clinical and support functions; a comparative assessment against relevant trauma hospitals and specialized health institutions; and evidence-based recommendations on the number, level, and structure of temporary positions.

7. Strategic Plan and Training Curriculum Development for Sudurpashchim Province Research and Training Academy

NASC provided technical assistance for the development of a 10-year Strategic Plan and training curricula for the Sudurpashchim Province Research and Training Academy (SPRTA). The assignment was intended to strengthen the institutional capacity and strategic direction of the Academy and enhance its contribution to provincial research, training, capacity development, and public sector performance.

The major objectives of this assignment were to:

1. Assess the Academy's existing functions and strategic context, and identify strategic issues and priorities.
2. Define the Academy's institutional vision, mission, and values, and formulate a long-term strategic plan.
3. Develop training curricula aligned with the Academy's strategic direction and the capacity-building needs of provincial and local government institutions.

Key deliverables under this assignment included an assessment report of the Academy's existing functions and strategic context; formulated institutional vision, mission, values, strategic goals, and priorities; a 10-year Strategic Plan for the Academy with a strategic action plan and relevant performance indicators; and training curricula aligned with the Academy's strategic direction and institutional needs.

8. Organization and Management (O&M) Survey of Industrial Zone Management Limited

Technical Team of NASC completed the impending assignment of O&M Survey of Industrial Zone Management Limited on Chaitra 2082. Industrial Zone Management Limited (IZML), headquartered in Balaju, Kathmandu, was established under the Company Act on 1 Shrawan 2045 BS to develop, operate, and manage Nepal's industrial zones, building on the original Balaju Industrial Area first established in 2016 BS with support from the Governments of Nepal and the United States. IZML

currently operates 10 industrial zones across the country, providing land, buildings, roads, electricity, water, drainage, and other core infrastructure to industries, alongside coordination, promotion, and advisory services. In view of the company's changed business environment, evolving technology, regulatory requirements, and its expanding presence nationwide, NASC was requested, per IZML's letter dated 15 Baisakh 2082 (Ref. No. 1289 of 2081/82), to undertake an O&M survey and propose a revised organizational structure. The study, conducted by a NASC team led by Team Leader Mr. Rajendra Adhikari alongside Advisor Mr. Tulsisharan Sigdel, Dr. Raghu Bista, Ms. Shital Moktan Tamang, and Mr. Lilanath Sapkota, adopted a three-phase methodology combining legal and policy review, structured stakeholder consultations and interviews, field visits to six industrial zones, and comparative analysis of international practice, culminating in a report submitted in Chaitra 2082.

The major objectives of this assignment were to:

1. Study and analyze IZML's existing organizational structure and staffing in relation to the company's business strategy, goals, and objectives.
2. Analyze the gap between the company's existing organizational structure, management practices, and human resources and what is needed to achieve its goals and objectives.

3. Propose a revised, scientifically grounded organizational structure for the rational and effective mobilization of human resources toward the company's long-term goals.

Building on this analysis, the study proposed a three-tier organizational structure for IZML, comprising the Board of Directors, an Executive Management tier at the central office (General Manager, Deputy General Manager, and three functional divisions covering Manpower and Finance Management, Industry Services, and Infrastructure/Planning Services), and Branch Offices at each of the 10 industrial zones. Key deliverables under this assignment included a comprehensive analysis of IZML's existing functions and staffing structure; a SWOT-based gap analysis of the current organization; a revised three-tier organizational structure with defined divisions and branch offices; detailed job descriptions for the General Manager, division heads, and support staff; a rationalized staffing proposal restructuring the approved establishment from 238 to 132 positions distributed across the central office and 10 branch offices; and an implementation roadmap covering staff placement, grade matching, recruitment thresholds, performance evaluation, and a phased five-year review cycle.

MANAGEMENT AND RESEARCH CONSULTING

S.No.	Title	Type	Service Rendered To	Agreement Date	Status	Team Members
1	Independent Verification Agency	Management Consulting	University Grants Commission	17 Magh 2078	Multi-year Project	Trilochan Pokharel, Basanta Raj Sigdel, Achala Dahal, Rajendra Adhikari, Dr. Raghu Bista, Gobinda Bhandari and Tara Prasad Kharel
2	Organization and Management Study	Management Consulting	Employees Provident Fund	25 Magh 2081	Completed	Trilochan Pokharel, Sundar Shrestha, Shailaja Upadhyaya, Sebika Thapa and Ganesh Sah
3	Organization and Management Study	Management Consulting	Industrial Zone Management Limited	8 Jestha 2082	Completed	Tulasi Sharan Sigdel, Rajendra Adhikari, Dr. Raghu Bista, Shital Moktan Tamang and Lila Nath Sapkota

S.No.	Title	Type	Service Rendered To	Agreement Date	Status	Team Members
4	Organization and Management Survey	Management Consulting	Nepal Bank Limited	23 Shrawan 2082	Completed	Basanta Raj Sigdel, Achala Dahal, Pramod Niroula, Krishna Bahadur Thapa, Ankit Bhandari
5	Strategic Plan and Training Curriculum Preparation	Management Consulting	Sudurpashchim Province Research and Training Academy	5 Bhadra 2082	Completed	Basanta Raj Sigdel, Pratibha Dhungana, Anup Bhurtel, Raju Pangeri
6	5 Year Strategic Plan	Management Consulting	Agriculture Training Center, Chitwan	30 Shrawan 2082	Completed	Anita Poudel, Tara Prasad Kharel, Chandni Kayastha
7	Strengthening PRTA's through Technical Partnership with NASC under PLGSP/UNDP	Management Consulting	UNDP	11 Kartik 2082	Ongoing	Achala Dahal, Bikalpa Pokhrel, Antovna Gyawali, Tulasi Sharan Sigdel, Trilochan Poudyal, Dr. Shyan Kirat Rai, Gyan Laxmi Shrestha, Ashma Bidari
8	Development of Safe Labor Migration Governance Training Module for the Government Officers of Nepal	Management Consulting	SAMI	15 Mangsir 2082	Completed	Shiva Hari Adhikari, Geetanjali Upadhyaya, Sabik Neupane
9	Organization and Management Survey	Management Consulting	National Trauma Center	2 Magh 2082	Completed	Yagya Prasad Dhungel, Gobinda Bhandari, Smriti Pradhan
10	Baseline Survey - Gender Based Violence (IGBVRN) for Ministry of Women, Children and Senior Citizens (MoWCSC)	Research Consulting	Ministry of Women, Children and Senior Citizen (MoWCSC)	16 Baishak 2082	Ongoing	Geetanjali Upadhyaya, Anil Kumar Gupta, Pritha Paudyal, Aashma Adhikari



O&M report hand over to National Trauma Center

TRAINING CONSULTING

S.No.	Programs/Activities (Fiscal Year 2082/83)	Target Participants	Department
1	Managerial Excellence	Officers of Public Organizations	MLG
2	Leadership Excellence	Women Officers of Public Organizations	MLG
3	Organization Development Interventions (ODI)	Officers of Public Organizations	MLG
4	Negotiation Skills Training	Officers of Public Organizations	MLG
5	Service Excellence (Civil Hospital)	Officers of Public Organizations	MLG
6	Financial Management for Non-Financial Managers	Officers of Public Organizations	MLG
7	Financial Analysis and Decision Modelling	Officers of Public Organizations	MLG
8	Training of Trainers (TOT)	Officers of Public Organizations	MLG
9	Customer Service Excellence	Frontline Service Providers	MLG
10	Leadership Excellence	Senior Officials of Nepal Electricity Authority	MLG
11	Leadership and Management	Student Officers of Nepal Army	MLG
12	ToT Provincial Level- Bagmati	Potential Trainers of Provincial Training Centers	MLG
13	Managerial Skills	Officials of Federal Parliament Secretariat	MLG
14	Managerial Excellence	Officials of Nepal Agriculture Research Council	MLG
15	Administrative Excellence Training	Officials of Krishi Samagri Company Ltd.	MLG
16	Managerial Excellence program	Newly Appointed Officials of National Examination Board	MLG
17	Leadership and Management Training	Student Officers of Police Leadership and Staffs	MLG
18	Management Audit Training	Officials of Civil Aviation Authority of Nepal (CAAN)	MLG
19	Public Financial Management and Public Procurement Clinic	Officials of Public Organizations	MLG
20	Training on Planning, Budgeting and Public Procurement	Officials of Public Organizations	MLG
21	Training on Research Method	Officials of Federal Parliament Secretariat	RCSD
22	Training on Project Management	Officers of Public Organizations	GDMLG
23	Training on Procurement and Contract Management	Officers of Public Organizations	GDMLG
24	Training Programs - CDRC	Public Officials	GDMLG
25	Pavement Design, Construction and Maintenance	Technical Officials of Department Of Roads	GDMLG
26	Road and Bridge Construction, Supervision along with General Agreement and Layout	Officials of Public Organizations	GDMLG
27	Public Procurement Management	Officials of Transport Infrastructure Directorate	GDMLG
28	Training Program on GESI	GESI Focal Person	GDMLG
29	Training on Environmental and Social Management Framework	Officials of Department of Roads	GDMLG

S.No.	Programs/Activities (Fiscal Year 2082/83)	Target Participants	Department
30	Training on Survey, Design, Estimate, Construction and Construction Supervision of Motorable Bridges	Engineers of Department of Local Infrastructure	GDMLG
31	Training on Climate Resilient Hills Slope Management	Officials of Department of Roads	GDMLG
32	Training Program on GIOMS and Public Procurement	Officials of Ministry of Defense	GDMLG
33	Training on Geographical Information System (DOR)	Officials of Department of Roads	GDMLG
34	Professional Course on Management and Development (PCMD)	Officials of National Human Rights Commission of Nepal	PSTD
35	Professional Course on Management and Development (PCMD)	Officials of Employees Provident Fund (EPF)	PSTD
36	Advanced Course on Management and Development (ACMD)	Officials of Public Organizations	PSTD
37	Induction Training program	Newly appointed officers of Nepal Bank Limited	PSTD
38	Induction Training program	Newly appointed officials of Electricity Regulatory Commission	PSTD

Capacity Development Resource Center (CDRC) by NASC

To address persistent challenges in portfolio management and strengthen project implementation capacity in Nepal, the Asian Development Bank (ADB) has been providing targeted capacity development support since 2015. The Capacity Development Resource Centre (CDRC) was established in 2015 to systematically strengthen the capacity of officials involved in ADB-assisted projects through training on ADB procedures, project implementation processes, and key thematic areas, primarily through structured capacity development programs implemented in partnership with the NASC. The initiative has focused on strengthening the capacity of the federal government while also supporting the transition of responsibilities and authority to subnational governments under Nepal's federal governance structure. Since its establishment, CDRC has successfully implemented two phases of the collaborative capacity development initiative. Building on the initiatives of the CDRC, the new Technical Assistance (TA) Country Operations Management Enhancement (TA 10475), ADB has engaged the NASC through a lumpsum consulting services contract (S210285) signed on 19 September 2025, designating NASC as the main capacity-building partner via the CDRC. The agreement commenced on the same date, 19 September 2025, and is scheduled for completion on 30 June 2027.

Objectives of the CDRC

The objectives of the assignment are to:

- Strengthen institutional and individual capacity of executing agencies and implementing agencies (EAs/IAs) for effective project implementation.
- Improve understanding and application of ADB's policies and procedures, including procurement, contract management, safeguards, financial management, project management, GESI, and occupational health and safety.
- Conduct 40 training programs (including specific clinics support) to train 1,100 government staff, ensuring that 30% of participants are women.
- Develop e-learning modules (financial management, social and environmental safeguards, OHS and GESI)
- Develop baseline for impact assessment of training programs.

To ensure effective implementation, NASC has formed a dedicated project team exclusively for CDRC and has recruited ten specialized experts with relevant technical competencies. These specialists provide expertise across thematic and cross-cutting areas to ensure the quality, relevance, and sustainability of the capacity-building interventions.

CDRC Training Programs Completed in FY 2082/83

S.No.	Name of Training	Duration Days	Venue	Targeted	Number of participants			Date
					Male	Female	Total	
1	Hands on Preparation on Project Financial Statements	3	Pokhara	30	26	3	29	10-12 Nov 2025
2	Procurement of Works-Small Contracts	3	Pokhara	30	26	2	28	10-12 Nov 2025
3	Advance Training on OHS to Transport Sector	4	Bardibas	25	16	10	26	1-4 Dec 2025
4	GESI	3	Nagarkot	30	21	3	24	15-17 Dec 2025
5	Basic Training on Environmental, OHS and Social Safeguards	5	Pokhara	25	27	3	30	15-19 Dec 2025
6	Contract Management of Small Contracts	3	Pokhara	30	26	3	29	21-23 Dec 2025
7	Resolution of Audit Issues and Disbursement Seminar-Energy projects	2	Pokhara	35	22	3	25	16-17 April 2026
8	Training program on procurement of works (small contracts)	4	Pokhara	30	15	7	22	12-15 May 2026
9	Training on Environmental and Social Safeguard	3	Pokhara	25	23	2	25	1-3 June 2026
10	Training program on Contract Management	4	Pokhara	30	21	4	25	9-12 June 2026
11	Orientation on ADB Business Process and Safeguard Requirements	1	Itahari	42	15	7	22	21-Jul 2026
12	Training on Grievance Redress Mechanism	2	Itahari	29	26	3	29	22-23 July 2026



Opening Ceremony of Training on Contract Management



Interaction during the training session



Opening Ceremony of Training on Environmental and Social Safeguards

NASC IN FRAMES



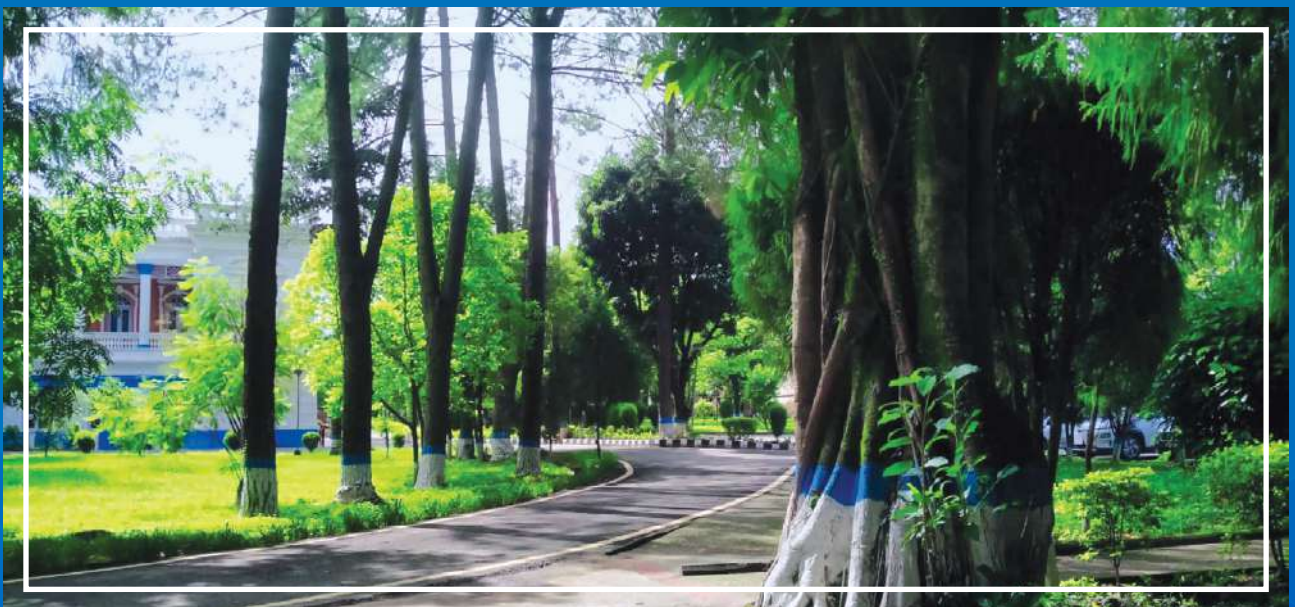
Photo: Gyan Laxmi Shrestha



V

RESEARCH AND PUBLICATIONS

NASC IN FRAMES



CHAPTER- V

RESEARCH AND PUBLICATIONS

Anchored by over 40 years of service to public sector development, the NASC advances administrative efficiency through applied research and strategic knowledge sharing. By embedding problem-oriented research at the core of its mission, NASC elevates governance, refines management practices, and drives evidence-based policy formulation to strengthen Nepal's public institutions.

6TH SOUTH ASIAN CONFERENCE ON PUBLIC POLICY AND GOVERNANCE

(26 and 27 Chaitra 2082 – April 9 and 10, 2026)

The 6th South Asian Conference on Public Policy and Governance, organized by the NASC on 9–10 April 2026, brought together researchers, practitioners and policymakers from Nepal, Bangladesh, India and Sri Lanka for a two-day hybrid dialogue on regional governance reform. Held under the theme “Resilience and Renewal: Reenvisioning Governance through Youth Engagement, Digital Transformation, and Cultural Narratives in South Asia,” the event was jointly organized by NASC’s Research and Consulting Services Department alongside six regional partner institutions. The conference opened with remarks from Mr. Basanta Raj Sigdel, Deputy Executive Director of NASC, and Mr. Madhu Raman Acharya, President of PAAN. Keynote speaker Mr. Hari Sharma delivered the address “Government Functions and Reforms during Transition,” examining how citizen expectations have outpaced state capacity across South Asia and introducing the concept of “administrative sludge.” The panel “Youth Protest and Public Voice,” moderated by Trilochan Pokharel, featured Hon. Mohammad Rahbar Ansari, Dr. S.M. Rezwan Ul Alam and Pratistha Subedi, while “Towards Ethical Governance: Public Value, Trust and Commitment,” moderated by Achala Dahal, featured Dr. Surya Raj Acharya, Mr. Ram Hari Sharma and Ms. Shabnam Siwakoti. Across six parallel thematic

tracks, 38 research papers addressed topics ranging from digital governance and AI to climate resilience, cultural identity, and youth leadership.

Paper Presentation Themes

38 papers were presented by researchers from Nepal, Bangladesh, India and Sri Lanka across six parallel thematic tracks:

- Theme 1 – Mass Uprisings and Future of Governance (5 papers): political transitions, internal accountability, grievance redress systems, and regional governance pressures.
- Theme 2 – Avenues for Responsive Public Administration (13 papers, two rooms): civil service inclusivity, performance appraisal systems, fiscal federalism, health financing, procurement governance, and corporate governance.
- Theme 3 – Innovation and AI for Digital Governance (7 papers): generative AI in training, digital land management, unified digital identity, and ICT-enabled inclusion.
- Theme 4 – Culture, Identity, and Social Transformation (5 papers): cultural dimensions of policymaking, national symbolism, displaced identities, and behavioural/emotional dimensions of decision-making.
- Theme 5 – Responding to Climate and Disaster Risk (12 papers): policy coherence, climate finance justice, flood vulnerability, climate-responsive budgeting, and digital disaster governance.
- Theme 6 – Youth Leadership for Adaptive Governance (5 papers): youth participation in community forestry, leadership development, indigenous knowledge systems, and enterprise sustainability.



Panel discussion during the conference



Panel discussion during the conference



Delegates of the conference

INSTITUTIONAL RESEARCH

Training Effectiveness Study of In-Service Training (ACMD/PCMD)

The NASC published the Training Effectiveness Study Report on In-Service Training (ACMD and PCMD), which the Centre for Research and Development (CRD) prepared through the collaborative efforts of the Technical Team under the Training Effectiveness Evaluation Study.

The report presents key findings on participants' learning experiences, faculty perspectives, and institutional observations. It offers evidence-based recommendations to further strengthen the design, delivery, curriculum, and overall effectiveness of NASC's in-service training programs, and to support informed decision-making for future capacity development initiatives at NASC.



Training effectiveness report handover to officiating ED

Study on Public Service Delivery at Narayani Hospital, Birgunj

NASC carried out a comprehensive study titled A Study on the Public Service Delivery at Narayani Hospital, Birgunj in FY 2082/83. The report is the outcome of an in-depth, field-based study conducted at Narayani Hospital, undertaken with the objective of identifying practical and workable solutions to improve the quality and efficiency of public service delivery at the institution.

The study team carried out a thorough assessment of the hospital's existing service delivery mechanisms, examining areas such as patient care processes, administrative procedures, resource allocation, staff responsiveness, and overall service quality. Drawing on this analysis, the report puts forward a set of actionable recommendations aimed at addressing the identified gaps and enhancing the hospital's capacity to deliver timely, efficient, and patient-centered services to the public.



Research report handover to officiating ED

INDIVIDUAL RESEARCH ABSTRACTS

NASC awarded 16 individual and group research proposals (6 Type III and 10 Type II) as annual research awards under the criteria set by the Research Guidelines 2013 (revised 2017). NASC's research program delivers actionable insights that improve public sector performance and shape effective policy.

RESEARCH AWARD

S.No.	Author	Research Topic	Award Type
1	Anil Kumar Gupta	Navigating Masculine Norms and Constructing Leadership Identity in Nepali Bureaucracy	III
2	Ankit Bhandari and Ashma Bidari	Understanding Retention Dynamics in Nepal's Civil Service: The Monetary Compensation Perspective	II
3	Anup Bhurtel	Bridging the Gap: Exploring Trainees' Experiences into How Training Design Affects Transfer of Learning	III
4	Bikalpa Pokhrel and Sebika Thapa	Judicial Committees in Local Governments of Nepal: Evaluating Capacity, Performance and Challenges	III
5	Chandni Kayastha and Aashma Adhikari	Learning Transfer in Women Leadership Training Programs: A Mixed-Methods Study on the influence of Work Environment and Learner Attributes	III
6	Geetanjali Upadhyaya	Gender Dynamics in Household Decision-Making: Evidence from Nepal	II
7	Ichhya Shrestha and Ashrita Dhital	AI and Expert: The Future of Training Needs Assessment A Comparative Analysis of Public Institutions	II
8	Manisha Maharjan and Smriti Pradhan	Leveraging Artificial Intelligence for Public Service Efficiency: A Case of Intelligent Traffic Light Management in Lalitpur Metropolitan City	II
9	Nabina Malekar and Saroja Shakya	From Diversity to Delivery: Exploring Inclusive Team Management Practices in Public Institutions of Nepal	II
10	Pramod Niroula	Training Transfer to the Workplace: Unraveling the Experiences of Freshly Graduated Female Chief Administrative Officers at Rural Nepal	II
11	Pritha Paudyal	Portrayal of project management in national media: Analyzing challenges in development projects of Nepal	II
12	Sabik Neupane and Roshani Bhujel	Mapping Labour Migration Patterns and Policy Intentions in Nepal: In search of better shores	II
13	Sahara Aryal	Climate Change Impacts and Adaptation Strategy of Indigenous Buffer-Zone Community of Nepal	II
14	Shailendra Prasad Bhatt and Anita Poudel	Barriers and Enablers of Public Procurement Efficiency in Local Governments of Nepal: An IPA and Thematic Analytical Approach	III
15	Shital Moktan Tamang	Exploring AI Governance Readiness in Nepal's Public Administration	III
16	Tara Prasad Kharel	Effectiveness of the Public Procurement Act in Promoting Small and Medium-Scale Contractors (SMSCs) in Nepal	II

TEACHING CASES

S.No.	Presenter(s)	Title
1	Aashma Adhikari	Performance Appraisal Dilemma in Public Service: A Managerial Ritual or a Motivation Tool? A Case Study of Suryabinayak Municipality
2	Anil Kumar Gupta	Balancing Development Priorities in the Local Planning Process
3	Anita Poudel and Shailendra Bhatt	Beyond Ad-Hocism: Institutionalizing a Predictable Transfer System in the Armed Police Force, Nepal
4	Anjali Verma	Adopting a Training Management System at NASC: Success, Resistance, or Missed Potential?
5	Antovna Gyawali and Sebika Thapa	Transformational Leadership in Tilottama Municipality
6	Anup Bhurtel	Managing Stakeholder Relationship amidst High-Conflict Citizenship Claims: A GESI-Sensitive Administrative Dilemma at a DAO
7	Ayushma Pangeni and Bikash Neupane	Breaking the Silent Partnership: Asymmetric Liability and Harassment Bribes in Nepal's Public Service Delivery
8	Chandni Kayastha and Pratibha Dhungana	Employee Engagement in a Multi-Generational Workplace: A Case Study on Civil Service of Nepal
9	Ichhya Shrestha	REGULATOR AT CROSSROADS: BALANCING STAKEHOLDER CONFLICT — Understanding Autonomy, Stakeholder Dynamics and Conflict Resolution in Financial Regulation
10	Lilanath Sapkota	Between Rules and Results: A District Officer's Dilemma in Emergency Service Delivery
11	Pritha Paudyal	Kathmandu–Terai Fast Track Project
12	Saroja Shakya and Nabina Malekar	Team Dynamics in Local Government Service Delivery: Coordination, Conflict, and Performance
13	Seejan Paudel	From Award to Completion: A Teaching Case on Contract Management in Public Procurement
14	Shital Moktan Tamang	Leading Digital Consular Transformation in Nepal: Leadership, Risk, and Decision-Making Beyond Technology
15	Shiva Hari Adhikari	कर्तव्य-निष्ठताले सरोकारवाला माझ बढाउने विश्वास: नेपाल क्रिकेट संघको पदाधिकारीको कर्तव्यनिष्ठताको मामिला अध्ययन प्रस्ताव
16	Tara Prasad Kharel and Manisha Maharjan	From Vision to Reality: Managing Project and Procurement Cycle of Pokhara International Airport

Understanding Retention Dynamics in Nepal's Civil Service: The Monetary Compensation Perspective

Ashma Bidari and Ankit Bhandari

This study looks at how pay affects whether civil servants in Nepal stay in their jobs. Employee retention is a major challenge in public offices, especially in developing countries, because a stable workforce is needed for good service delivery. Using survey data from 177 Officer-level (Class III) civil servants across different ministries and regions, the researchers tested how salary, allowances, bonuses, and pensions relate to job satisfaction and the wish to quit. Salary had the strongest and most consistent effect: higher salary meant more job satisfaction and less desire to leave, while allowances, bonuses, and pensions showed weaker and less reliable effects. The study concludes that fair and competitive salaries are important for retention, but pay alone is not enough. Non-pay factors such as career growth, organizational support, and a good work environment also need attention if Nepal wants to keep skilled civil servants in public service.

Keywords: *employee retention, salary, job satisfaction, turnover intention, civil service, Nepal*

Gender Dynamics in Household Decision-Making: Evidence from Nepal

Geetanjali Upadhyaya

Using 2022 national survey data from over 14,000 Nepali women across nearly 14,000 households, this study looks at who makes key decisions at home, including health care, big purchases, spending of earnings, and visits to family or relatives. Couples usually decide together more often than women deciding alone, and women's independent decision-making is lowest for health matters and highest for spending decisions. Older, more educated women, and those who use the internet, tend to have more say in both joint and independent decisions. Having young children at home tends to reduce women's role in most decisions, and employment has mixed effects, helping women's say in purchases but sometimes reducing their control over their own earnings. A husband's higher education is often linked to less decision-making power for the wife, especially on health matters, while caste, household

wealth, and province of residence create further large differences. The study argues that empowering women needs more than just giving them resources; it also requires addressing deep-rooted social and cultural norms.

Keywords: *women's autonomy, household decision-making, gender dynamics, Nepal, women's empowerment*

AI and Expert Perspectives: A Comparative Analysis on Training Needs Assessment of Sudurpaschim Province

Ichhya Shrestha and Ashrita Dhital

Training Needs Assessment (TNA) is a key part of building staff skills in an organization, but traditional expert-based methods can be slow, costly, and open to personal bias. This study compares AI-generated and expert-made training needs assessments for a public institution in Sudurpaschim Province, Nepal, using a mixed-methods approach to look at quality, time, and cost, as well as how willing stakeholders are to accept AI-generated results. The researchers measured quality using the Goldstein and Ford model and measured stakeholder acceptance using the ISTAM framework. The findings show that AI-based TNA performs nearly as well as expert TNA in organizational-level analysis, but falls behind in task, skill, and person-level analysis, scoring 67% overall compared to the expert TNA's 74%. However, AI TNA was about 51% faster and 74% cheaper to produce, and stakeholder acceptance was moderate. The study recommends a blended approach where AI handles routine efficiency and human experts provide the deeper contextual understanding that AI still lacks.

Keywords: *training needs assessment, artificial intelligence, expert-driven TNA, public sector, Nepal*

Adoption of AI-Enabled Intelligent Traffic Light Systems for Urban Mobility: A TOE Framework Analysis of Lalitpur Metropolitan City

Manisha Maharjan and Smriti Pradhan

As cities grow, traffic congestion and demand for better public services have pushed local governments to explore smart traffic solutions. This study

examines why Lalitpur Metropolitan City adopted AI-powered intelligent traffic light systems, using the Technology, Organization, and Environment (TOE) framework and interviews with municipal leaders, technical experts, and other stakeholders involved in the rollout. Technological factors such as real-time data processing, adaptive signal control, and system reliability strongly shaped the decision to adopt the system. Organizational readiness, including leadership commitment, coordination between departments, and technical capacity, played an important supporting role, while external pressures such as heavy traffic, national smart-city policy, and cooperation between agencies also mattered. The new system has improved traffic flow, reduced delays at intersections, and made travel times more predictable in some corridors, but infrastructure gaps, low public compliance, and maintenance challenges remain. The study concludes that long-term success will depend on continued institutional support, technical upgrades, and flexible governance as the city continues to grow.

Keywords: *artificial intelligence, intelligent traffic light systems, TOE framework, urban mobility, smart cities, Lalitpur*

Training Transfer to the Workplace: Unravelling the Experiences of Freshly Graduated Female Chief Administrative Officers in Federal Nepal

Pramod Niroula

Traditional theories of training transfer, such as the well-known Baldwin and Ford model, assume that good cognitive readiness, strong training design, and organizational support are enough to help employees apply what they learn on the job. This study questions those assumptions through in-depth interviews with 9 newly appointed female Chief Administrative Officers (CAOs) working in rural municipalities across federal Nepal. Even though these women were fully capable and well prepared, they faced serious barriers when trying to apply their training, including having their authority questioned, procedural obstacles, caste-based exclusion, and heavy emotional strain in male-dominated and unstable bureaucratic settings. Officers from Dalit and Janajati communities faced the greatest difficulties, showing how overlapping forms of disadvantage, such as gender and caste together, can compound each other. The study argues that training transfer should be understood

not just as an individual or technical process, but as something shaped by gender, power, and local context, and it calls for a more feminist-informed approach to public administration reform.

Keywords: *training transfer, chief administrative officer, local government, gender, Nepal*

Portrayal of Project Management in National Media: A Qualitative Discourse Analysis of Development Projects in Nepal

Pritha Paudyal

Project management plays a central role in Nepal's development, and how the media covers it shapes public understanding of how well projects are performing. This study examines how public project management is portrayed in The Kathmandu Post, analyzing 214 news articles published between July 2024 and August 2025 using Fairclough's Critical Discourse Analysis framework. The study looks at which stages of a project's life cycle get covered, what framing patterns dominate the reporting, and which challenges are most often highlighted. The findings show that coverage focuses heavily on roads and highways and tends to emphasize failures, disruptions, and crises rather than progress or achievements. The execution stage of projects receives by far the most attention, while planning, completion, and post-completion stages remain largely invisible in the news. Reporting is often dominated by blame directed at specific individuals and treats problems as isolated events rather than connected to larger systemic issues. This pattern makes infrastructure failure seem like a normal part of life, while deeper questions of governance and accountability go largely unexamined. The study calls for more analytical, system-focused journalism to improve public accountability.

Keywords: *project management, media discourse, framing, development projects, critical discourse analysis*

Mapping Labor Migration Patterns and Policy Intentions in Nepal: In Search of Better Shores

Sabik Neupane and Roshani Bhujel

Nepal's labor migration system has become one of the largest and most economically important in South

Asia, with remittances exceeding NPR 1.4 trillion a year and more than 700,000 labor approvals issued in a single fiscal year. Yet behind these impressive numbers lies a worsening record of migrant worker deaths that official data has struggled to explain. This study presents the first detailed statistical analysis of Nepal's migrant worker mortality over a decade, from FY 2013/14 to FY 2023/24, drawing on government labor migration reports, foreign employment records, welfare disbursement data, and human rights commission findings. Recorded deaths more than doubled over this period, and statistical analysis shows that deaths have risen steadily each year even after accounting for how many people migrated, meaning the rise cannot be explained by migration volume alone. A large share of deaths, nearly 60 percent, are recorded under vague causes such as cardiac arrest or natural causes, suggesting that many deaths are not properly investigated or classified. Death rates are especially high in Gulf countries, pointing to harsh working conditions, exhausted and debt-burdened workers extending risky stays abroad, and restrictive employment systems that limit workers' mobility. The study offers targeted policy recommendations grounded in these findings to improve migrant worker safety and accountability.

Keywords: labor migration, migrant mortality, Nepal, Gulf Cooperation Council, cause of death, welfare fund

Climate Change Impacts and Adaptation Strategy of Indigenous Buffer-Zone Community of Nepal

Sahara Aryal

This study examines how climate change is perceived and experienced by the Bankariya community, an indigenous group living in the buffer zone of Parsa National Park in Nepal, and looks at how they are adapting along with the role local government plays in managing climate risks. Using a mixed-methods approach that combines household surveys, focus group discussions, key informant interviews, and secondary climate data, the study finds that the community has clearly noticed rising temperatures, unpredictable rainfall, and an increase in climate-related hazards such as drought, pest infestation, and disease. These changes have hurt agriculture, water availability, livestock productivity, and local biodiversity, making livelihoods more vulnerable. In response, the community has adopted strategies such as growing different crops, trying new crop

varieties, harvesting rainwater, improving irrigation, and diversifying income sources beyond farming. However, their ability to adapt remains limited by insecure land tenure, restricted access to forest resources, and weak institutional support, and although some government programs exist, gaps in coordination and implementation persist. The study emphasizes the importance of blending indigenous knowledge with formal climate adaptation planning to build stronger community resilience.

Keywords: climate change, adaptation strategies, indigenous community, buffer zone, Bankariya, Nepal

Organizational Dynamics and Their Influence on Team Performance in Nepal's Civil Service

Saroja Shakya and Nabina Malekar

This study explores how organizational dynamics shape team performance within Nepal's civil service, using a qualitative case study approach based on semi-structured interviews with 10 civil servants from selected offices in Singhadurbar. Thematic analysis of the interviews shows that employees primarily judge team performance by how accurately and completely they finish tasks and how well they follow hierarchical procedures. The analysis found that several organizational factors significantly shape how teams function, including leadership practices, communication systems, organizational culture, and diversity. Leadership in these teams tends to combine hierarchical control with some participatory decision-making, and communication happens through both formal official channels and informal digital platforms like messaging apps. Employees generally see the organizational culture as fair, inclusive, and supportive, which helps motivate and engage them, and they view diversity within teams as a strength that improves collaboration and problem-solving. The study concludes that team performance in the civil service is not determined by organizational structure alone, but by the complex interaction of leadership, communication, culture, and diversity working together, highlighting the importance of relational and contextual dynamics in public sector effectiveness.

Keywords: organizational dynamics, team performance, civil service, leadership, communication, organizational culture, diversity, Nepal

Effectiveness of the Public Procurement Act in Promoting Small and Medium-Scale Contractors (SMSCs) in Nepal

Tara Prasad Kharel

This study examines whether Nepal's Public Procurement Act (2007) has succeeded in creating a favorable environment for Small and Medium-Scale Contractors (SMSCs), who play an important role in the country's construction industry and broader economic development. Even though the Act includes provisions specifically designed to support SMSCs, such as reserved contracts, subcontracting opportunities, and streamlined procedures, problems including corruption, limited technical capacity, and restricted access to financing continue to hold contractors back. Using a qualitative approach that combines document analysis, key informant interviews, and case studies, the research finds that while the Act has created real opportunities for SMSCs, its application across different regions and sectors has not been uniform. Contractors' perspectives and expert opinions both suggest that although recent initiatives have helped increase SMSC participation in public procurement, ongoing challenges such as poor financial availability, weak institutional capacity, and unethical practices still limit the Act's overall impact. The study concludes that the Public Procurement Act's full potential for supporting small and medium-sized contractors remains unrealized, and recommends targeted interventions including better access to financing, skills training programs, and stronger enforcement to strengthen the role of SMSCs in Nepal's economic growth.

Keywords: *public procurement, small and medium-scale contractors, construction industry, economic development, Nepal*

Legitimizing Authority in a Masculine Bureaucracy: Women Leaders, Overperformance, and the Double Bind in the Nepali Civil Service

Anil Kumar Gupta

More women are joining Nepal's public bureaucracy, but simply having more women in senior roles does not automatically change the male-dominated norms that shape how authority works inside these institutions. This study looks at how women

leaders in the Nepali civil service build legitimacy in a workplace culture built largely around male ways of leading, and how the strategies they use to gain respect can sometimes end up reinforcing the very gender norms they are trying to overcome. Based on in-depth interviews with women serving as Joint Secretaries, the findings show that reaching a senior position does not automatically bring unquestioned authority. Instead, women often have to keep proving themselves through extra effort, repeatedly demonstrating skill and competence well beyond what their formal role requires. Being seen as highly professional becomes both a useful tool for gaining respect and a constant pressure to perform, since these women rely on strict adherence to rules, procedure, and emotional control to defend their authority, all of which require ongoing self-discipline. The study argues that gender inequality in bureaucratic leadership does not only come from women being excluded, but also from everyday workplace practices that shape how authority is granted, judged, and challenged.

Keywords: *bureaucracy, gender, Nepal, civil service, organizations, women*

Exploring Socio-Structural Drivers and AI-Supported Interventions in Training Transfer

Anup Bhurtel

This study looks at how graduates of the Advanced Course on Management and Development (ACMD), a training program at the Nepal Administrative Staff College, experience and apply what they learned about performance management back in their government workplaces, and how they feel about using AI-based prompts as a follow-up support tool after training. Based on in-depth interviews with 9 graduates of the program, the study found that although participants valued performance management ideas in theory, a workplace culture that avoids risk, a heavy backlog of paper files, and a lack of follow-up support from their institutions strongly shaped how participants put those ideas into practice. In this kind of environment, officers mostly ignored optional AI-based tools, as they struggled to balance their comfort with digital tools against a workplace culture unfamiliar with such new approaches. However, when senior leadership issued formal directives requiring the use of these tools, that mandate acted as a powerful push, leading ministries to actively build and put into use their

own performance indicators. The study suggests that for training to actually be applied at work, it is not enough to rely on employees' own motivation. Practical digital tools need to be paired with official directives that give risk-averse officers the confidence and legal protection to act on what they've learned.

Keywords: *training transfer, performance management, post-training intervention, AI-enabled learning, public administration*

Institutional Capacity and Performance of Judicial Committees in Nepal's Local Governments: A Qualitative Multi-Case Study

Bikalpa Pokhrel and Sebika Thapa

Judicial Committees were created under Nepal's federal constitution to bring justice closer to ordinary citizens by resolving disputes at the local level. Despite their important role, little research has looked at how the actual organizational strength of these committees affects how well they perform. This study examines three local governments in Gandaki Province, chosen to represent different levels of institutional strength, using interviews with committee members, service users, and other stakeholders, analyzed through careful coding of themes and patterns. The findings show that how well a Judicial Committee performs depends not just on training, procedures, and physical infrastructure, but also on whether staff stay in their roles long enough to build experience, access to legal support, mediation processes at the ward level, and consistent administrative follow-through. Judicial Committees have made justice more accessible by being close to communities, familiar to local people, and flexible in how they handle disputes, but their effectiveness varies widely because of unclear procedures, unstable support systems, poor record-keeping, weak enforcement power, and practical challenges like heavy workloads and difficult geography. The study argues that the biggest obstacle facing Judicial Committees is not a lack of legal authority, but the uneven way that authority has actually been put into practice on the ground, showing that decentralized justice depends as much on organizational capacity as on the law itself.

Keywords: *judicial committees, local governance, decentralized justice, institutional capacity, access to justice*

Learning Transfer in Women Leadership Training Programs: A Mixed-Methods Study on the Influence of Work Environment and Learner Attributes

Chandni Kayastha and Aashma Adhikari

This study looks at how well women apply what they learn in a Women's Leadership Training Program back in their workplaces, and how much this depends on the individual learner versus the environment they work in. Combining survey responses from 116 participants with detailed interviews from 8 participants who completed a Women Leadership Development Program, the study found that personal traits such as motivation and self-confidence strongly predicted whether participants applied learning at work, while support from the workplace played a smaller, secondary role in strengthening that effect. Interviews confirmed that personal drive and initiative were the main reasons participants applied their training, with organizational support acting more as a helpful boost than a necessary condition. Interestingly, participants working in the private sector reported more supportive workplaces than those in the public sector, but both groups ended up applying their training at similar levels regardless of this difference. Overall, the findings suggest that the success of women's leadership training depends more on how ready and motivated the individual learner is than on the surrounding workplace conditions.

Keywords: *learning transfer, women's leadership training, learner attributes, workplace environment, mixed methods*

Voluntary Turnover Decision from Nepali Civil Service: Unravelling the Experiences of Joint Secretaries

Shailendra Prasad Bhatt and Anita Poudel

This study explores why some Joint Secretaries in Nepal's civil service choose to leave their jobs voluntarily, even while they still have years of service remaining before mandatory retirement. Using a case study approach, the researchers interviewed 7 former Joint Secretaries to understand their personal experiences and reasoning behind their decisions to exit public service early, and analyzed these accounts using a structured method for interpreting lived experience. The findings show that personal factors, such as health issues and family responsibilities,

combined with systemic problems within the civil service, including political interference in transfer decisions, stalled career growth, and limited opportunities for promotion, were the main drivers behind these turnover decisions. The study highlights how important it is for Nepal's civil service to address these issues in order to retain experienced staff and strengthen the overall effectiveness of public administration. Key recommendations include shifting toward merit-based career progression, reducing political interference in personnel decisions, and improving overall working conditions to help retain experienced officers within the civil service.

Keywords: joint secretaries, Nepali civil service, voluntary turnover

Exploring AI Governance Readiness in Nepal's Public Administration

Shital Moktan Tamang

As artificial intelligence becomes more widely used, questions around its ethical, social, and legal implications make good AI governance essential. The government created Nepal's National AI Policy 2082 to guide how officials can use AI to improve public participation, support better decision-making, and deliver services more effectively, with government officials playing a central role in overseeing its ethical and responsible use. This study explores how Nepali government officials themselves view AI readiness and governance in public administration, looking at their capacity, willingness, and the obstacles they face in adopting AI. Based on in-depth interviews with eleven officials from 10 federal-level organizations, the analysis identified four key themes: confusion over basic AI concepts combined with a shortage of skilled staff, gaps between data governance policy and actual practice, awareness of ethical concerns without any clear system for accountability, and a slow pace of digital adoption shaped by trust and leadership culture. The study finds that despite having a fairly detailed policy framework on paper, Nepal's institutions are not yet well prepared to actually implement AI responsibly. Major challenges include a lack of technical skills, no shared understanding of what AI even means across agencies, and missing cybersecurity standards, all of which leave digital records unprepared for AI use. Officials are aware of ethical risks such as algorithmic bias, but there is currently no legal framework to address these issues or hold institutions accountable. The study calls for successful pilot projects and stronger cooperation

between institutions to support long-term digital transformation, and offers baseline evidence to inform future policy discussions, capacity building efforts, and ethical AI implementation in Nepal.

Keywords: AI governance, public administration, Nepal, narrative inquiry, AI readiness

Teaching Cases

Following the development of the Teaching Case Development Guidelines 2025, NASC launched a new initiative to promote case-based learning. NASC invited staff members to submit proposals and later organized presentations for each teaching case.

Performance Appraisal Dilemma in Public Service: A Managerial Ritual or a Motivation Tool? A Case Study of Suryabinayak Municipality, Office of Municipal Executive

Aashma Adhikari

This case study explores the effectiveness of the performance appraisal system of Suryabinayak Municipality, Office of Municipal Executive, Bhaktapur. The motivation for this case stems from the observation that while formal appraisal mechanisms exist, they often function as managerial rituals rather than tools for motivation or professional growth. The protagonist, the Chief Administrative Officer (CAO), faces the dilemma of balancing standardized provincial regulations with the need for a meaningful, merit-based internal evaluation that actually distinguishes high performers from average ones. Suryabinayak Municipality is one of the offices where service delivery is inconsistent, and employee engagement is flagging. Participants will learn to analyze structural limitations in human resource management, the impact of political and relational influences on meritocracy, and the gap between Local Governance Performance Assessment System (LGPAS) and individual performance.

स्थानीय योजना तर्जुमा प्रक्रियामा विकासका प्राथमिकताहरूको सन्तुलन

Anil Kumar Gupta

शिक्षण मामिलाले समृद्धिनगर नगरपालिकाको बजेट तर्जुमा प्रक्रियामा स्रोतको सीमितता र असीमित जनआकाङ्क्षाबीच सन्तुलन मिलाउँदा देखापर्ने प्रशासकीय, कानूनी र राजनीतिक धर्मसङ्कटलाई प्रस्तुत गरेको

छा उपलब्ध १ अर्ब ५० करोड रुपैयाँको पुँजीगत बजेटको तुलनामा टोल तथा वडास्तरबाट ५ देखि ६ अर्ब रुपैयाँ बराबरका मुख्यतः भौतिक पूर्वाधारका योजनाहरू माग भई आउनु यहाँको प्रमुख चुनौती हो । यसले गर्दा तत्काल देखिने पूर्वाधार विकास (सडक, मो ज्याक टायल) लाई प्राथमिकता दिने कि शिक्षा र स्वास्थ्य जस्ता दीर्घकालीन मानवीय विकासमा लगानी गर्ने भन्नेबारे नेतृत्वमा वैचारिक द्वन्द्व सिर्जना भएको छ । साथै, शीघ्र नतिजा खोज्ने जनप्रतिनिधिको कार्यशैली र सार्वजनिक खरिद ऐन तथा बेरुजुको जोखिम देखाउँदै प्रक्रिया पालना गराउन खोज्ने कर्मचारीतन्त्रबीच निरन्तर टकराव हुने गरेको देखिन्छ। प्रस्तुत मामिलाले लक्षित वर्गको उपस्थिति मात्र नभई अर्थपूर्ण सहभागिता गराउने र 'योजना बैङ्क' जस्ता रणनीतिमार्फत न्यायोचित बजेट विनियोजन गर्ने अभ्यासलाई समेत समेटेको छा अन्त्यमा, नगरसभाको पूर्वसन्ध्यामा नगर प्रमुखले लोकप्रिय वितरणमुखी बजेट ल्याउने कि कठोर भएर कानूनी प्रक्रिया र मानवीय विकासलाई रोज्ने भन्ने निर्णायक निर्णयमा पुगेर कथा अडिएको छ ।

Beyond Ad-Hocism: Institutionalizing a Predictable Transfer System in the Armed Police Force, Nepal

Anita Poudel and Shailendra Prasad Bhatt

A transparent and predictable transfer system is essential for maintaining trust, motivation, accountability, and stability in any organization. When transfer decisions are made without clear standards, employees often perceive favoritism, political influence, and unfair treatment, which can weaken morale and organizational effectiveness. This case explores the governance challenge faced by Raju Aryal, the Inspector General of Police (IGP) of the Armed Police Force Nepal, in reforming the long-practiced transfer system for command-level officers. For years, the Force carried out transfers without standardized procedures, creating uncertainty and reducing institutional trust. To address these concerns, Mr. Aryal introduced a merit-based and transparent transfer mechanism using objective and formula-based criteria. The reform contributed to improved transparency, greater staff confidence, and reduced perceptions of favoritism. The author developed the case through document review, interactions with senior APF human resource officials, and insights from an experience-sharing session by a former IGP during the 50th Senior Executive Development Program at the Nepal Administrative Staff College.

Adopting a Training Management System at NASC: Success, Resistance, or Missed Potential

Anjali Verma

This teaching case examines the implementation of a Training Management System (TMS) at the Nepal Administrative Staff College (NASC) as part of its digital transformation efforts. Although NASC introduced the system to improve the efficiency and transparency of training management, technical issues, usability challenges, limited user acceptance, and inadequate institutional support have hindered its implementation. Drawing on internal documents and user feedback from coordinators and participants, the case highlights the gap between system design and actual performance. It presents a management dilemma on whether to prioritize system enhancement, user capacity building, or both to improve effectiveness. Designed for public administration and management education, the case encourages learners to analyze digital transformation challenges, organizational change, and technology adoption in the public sector while exploring practical strategies for improving the implementation and sustainability of digital systems.

Between Bulldozers to Backlash

Antovna Gyawali and Sebika Thapa

This teaching case examines the challenges of balancing political leadership, administrative procedures, and community rights in local governance through a road expansion project in Tilottama Municipality, Nepal. Following the Mayor's public commitment to expand a road through a Tharu settlement without completing the required planning and consultation processes, the Chief Administrative Officer faces conflicting institutional priorities, interdepartmental tensions, budget constraints, and community resistance. The case presents a realistic governance dilemma that requires learners to navigate legal compliance, stakeholder engagement, conflict management, and ethical decision-making within Nepal's federal governance framework. Designed for public administration and management education, the case enables participants to analyze workplace conflict, administrative accountability, and collaborative leadership while developing practical strategies for resolving complex governance challenges.

Managing Stakeholder Relationship amidst High-Conflict Citizenship Claims: A GESI-Sensitive Administrative Dilemma at a DAO

Anup Bhurtel

This case follows the Chief District Officer (CDO) of one of the districts in Nepal, who faces a high-conflict citizenship claim involving a vulnerable woman, her obstructive husband and his family, and escalating pressure from Gender Equality and Social Inclusion (GESI) advocates. The case explores the tension between strict administrative documentation requirements and the discretionary power of a leader to ensure gender justice. Participants must analyze the situation using appropriate frameworks of interpersonal relationships and GESI frameworks addressing the gendered barriers inherent in frontline public service to de-escalate the conflict while maintaining institutional integrity.

Breaking the Silent Partnership: Asymmetric Liability and Harassment Bribes in Nepal's Public Service Delivery

Ayushma Pangen and Bikash Neupane

This teaching case explores the persistent challenge of harassment bribes in Nepal's public service delivery system and examines whether existing anti-corruption laws effectively discourage corrupt practices. Set within the context of public offices where citizens are often compelled to pay bribes to obtain legally entitled services, the case presents the debate surrounding Kaushik Basu's proposal of asymmetric liability, which removes criminal liability from the bribe giver while retaining it for the public official. Drawing on game theory, empirical evidence, and Nepal's institutional context, the case encourages participants to analyze the trade-offs between traditional legal principles and evidence-based enforcement strategies. Designed for public administration and governance education, the case enables learners to critically evaluate anti-corruption policies, whistle-blower incentives, and ethical decision-making while proposing practical reforms to strengthen accountability in the public sector.

Employee Engagement in a Multi-Generational Workplace

Chandni Kayastha and Pratibha Dhungana

This case examines how generational diversity shapes employee engagement within the Ministry of Federal Affairs and General Administration (MoFAGA). It highlights that MoFAGA reflects visible generational interaction, where younger and senior staff participate differently in communication, innovation, and procedural decision-making. Although employees openly share ideas, hierarchy, formal routines, and institutional caution moderate their influence. Overall, the case suggests that within MoFAGA, generational differences are evident but operate within the boundaries set by bureaucratic structure, hierarchy, and institutional norms, which collectively shape employee engagement in day-to-day work processes.

Regulator at crossroads: Balancing stakeholder conflict

Ichhya Shrestha

This case study, inspired by real events in Nepal's financial regulation sector, explores the tension between institutional autonomy and external political pressures in public agencies.

Set in 2025, the case follows Santosh Narayan Shrestha, a newly appointed chairperson of the Securities Board of Nepal (SEBON), as he confronts a 45-day employee protest triggered by a ministry directive dissolving welfare funds, leading to operational paralysis and market disruptions.

Midnight at Khalanga: A Chief District Officer's Dilemma in the Jajarkot Earthquake Response

Lilanath Sapkota

On the night of 3 November 2023, a 6.4 magnitude earthquake struck Jajarkot district in Karnali Province, Nepal. The Chief District Officer was asleep when his government quarters collapsed around him. Injured and without a phone, he crawled out of the rubble and began coordinating the response within minutes. Over the next 24 hours, he made decisions that no manual had prepared him for. He converted government vehicles into ambulances. He moved patients into the hospital courtyard when the wards filled. He built a relief distribution system

overnight that the federal cabinet endorsed the following morning. This case follows those decisions and examines what made them legitimate rather than arbitrary. It also examines the moment the system failed him when a federal directive arrived mid-operation and instructed the district to restart its damage assessment from zero, delaying shelter grants to families living in damaged houses through a Karnali winter. Grounded in a recorded interview with the CDO, the case asks participants to analyze administrative discretion, governance innovation, and the real cost of coordination failure across levels of government.

Kathmandu - Terai Fast Track Project (2016 - 2025)

Pritha Paudyal

The Kathmandu - Terai Fast Track project is one of the national pride projects of Government of Nepal in transport sector. This project aims at reducing travel time between Kathmandu and the Terai region. Handed over to the Nepal Army in 2017 after earlier PPP attempts failed, the project has experienced a mix of steady progress in challenging terrain and persistent delays. By early 2026, eight years after commencement, physical progress stood at around 46% despite spending Rs 83 billion, with the completion deadline revised multiple times.

The case highlights critical issues including prolonged land acquisition disputes in Khokana, procurement controversies, weak stakeholder engagement with local indigenous communities, and challenges in monitoring and governance. While tunnel breakthroughs demonstrate technical capability, unresolved political, social, and contractual hurdles continue to threaten timely completion. This teaching case offers rich insights into project cycle management, results-based frameworks, stakeholder management, and the challenges faced while implementing large public infrastructure projects in Nepal.

Balancing Administrative Discipline and Political Reality in Local Governance: A Case of Kotahimai Rural Municipality

Saroja Shakya and Nabina Malekar

Kotahimai Rural Municipality, a rapidly evolving local government under Nepal's federal system, faces increasing pressure to deliver efficient and

accountable public services. Despite institutional reforms such as defined roles, structured reporting lines, and performance targets, internal governance challenges persist. The Chief Administrative Officer (CAO), Mr. Hari Mishra, confronts a critical dilemma: staff behavior is increasingly divided between those adhering to formal administrative procedures and those responding to informal political directives. This has resulted in inconsistent service delivery, declining discipline, and rising citizen dissatisfaction. With an executive meeting approaching, the CAO must decide whether to strictly enforce administrative rules, risking political conflict, or adopt a more flexible approach that accommodates political realities. The case enables learners to analyze administrative neutrality, political-administrative relations, and decision-making in local governance.

From award to completion

Seejan Paudel

This teaching case examines how two public infrastructure maintenance contracts implemented under the same legal, procedural, and institutional framework produced significantly different outcomes within a public training institution in Nepal. Although both projects followed the provisions of the Public Procurement Act, 2063 and Public Procurement Regulations, 2064 their execution trajectories diverged sharply after contract award. One project was completed ahead of schedule through effective supervision, proactive coordination, and timely decision-making, while the other experienced severe delays, weak monitoring, communication failures, consultant disengagement, and operational disruption despite procedural compliance during procurement.

The case highlights the distinction between successful procurement and successful contract execution. It demonstrates how contractor mobilization, consultant involvement, stakeholder coordination, documentation practices, and enforcement mechanisms directly influence project performance in the public sector. The protagonist, a procurement officer responsible for reviewing both contracts, must determine whether existing procurement practices are adequate or whether institutional reforms in post-award contract management are urgently required. The case encourages participants to critically evaluate issues related to accountability, risk management, extension of time provisions, liquidated damages, and governance challenges in public procurement implementation.

कर्तव्य-निष्ठताले सरोकारवाला माझ बढाउने विश्वास: नेपाल क्रिकेट संघको पदाधिकारीको कर्तव्य-निष्ठताको मामिला अध्ययन प्रस्ताव

Shiva Hari Adhikari

यो शिक्षण मामिला नेपाली क्रिकेटका पूर्वकप्तान तथा क्यानका वर्तमान सचिव पारस खड्काको खेलाडी जीवनबाट प्रशासनिक नेतृत्वसम्मको रूपान्तरण र त्यस क्रममा उत्पन्न कर्तव्य-निष्ठाको सङ्कटमा केन्द्रित छ। सचिवको पद सम्हालेपछि उनले वार्षिक क्यालेन्डर, 'ए' टिम र नेपाल प्रिमियर लिग जस्ता सुधारमुखी योजना ल्याए तापनि जनरल म्यानेजर नियुक्ति, महिला टोलीको नेतृत्व र प्रायोजन सम्बन्धी विवादले उनको पारदर्शी छविमाथि प्रश्न उठाएका छन्।

मैदानभित्र आफ्नो क्षमताले सफलता पाएका खड्काका लागि मैदान बाहिरको प्रशासनिक राजनीति, स्वार्थको द्वन्द्व र प्रक्रियागत शुद्धता कायम राख्दै सुशासन कायम गर्नु मुख्य नैतिक चुनौती बनेको छ। सार्वजनिक प्रशासनमा संस्थागत सफलताले प्रक्रियागत त्रुटिलाई वैधता दिन नसक्ने भएकाले सङ्घभित्र आन्तरिक सन्तुलन नमिलाए ICC को निलम्बन दोहोरिने र प्राप्त अवसरहरू गुम्ने जोखिम छ। यसरी सरोकारवालाको विश्वास जोगाउँदै व्यक्तिगत निष्ठालाई संस्थागत प्रणालीमा ढाल्नु नै खड्कासामु उभिएको प्रमुख अग्निपरीक्षा हो।

Leading Digital Consular Transformation in Nepal: Leadership, Risk, and Decision-Making Beyond Technology

Shital Moktan Tamang

The teaching case focuses on the leadership challenges faced by the Director General of the Department of Consular Services during the digital transformation of a manual, centralized, and middleman-ridden system. Driven by an ethical commitment to eliminate severe citizen hardship and exploitation, the non-technical Director General took the bold decision to initiate an online consular platform. Despite the lack of a dedicated

budget and limited inter-agency coordination, the leadership trusted a small internal team to design, test, and launch the system for just NPR 20 lakhs. The implementation successfully navigated active resistance, including cyber-attacks by middlemen, internal staff reluctance, and political interference, through job rotations, empathetic workplace dialogue, and persistent stakeholder engagement. The resulting digital reform eliminated physical queues in Kathmandu, reduced the influence of intermediaries, and established transparent online tracking and direct payment systems for citizens. Ultimately, the case serves as a practical learning tool for public administrators to master transformational leadership, change management, and the creation of public value through technology.

From Vision to Reality: Managing Project and Procurement Cycle of Pokhara International Airport

Tara Prasad Kharel and Manisha Maharjan

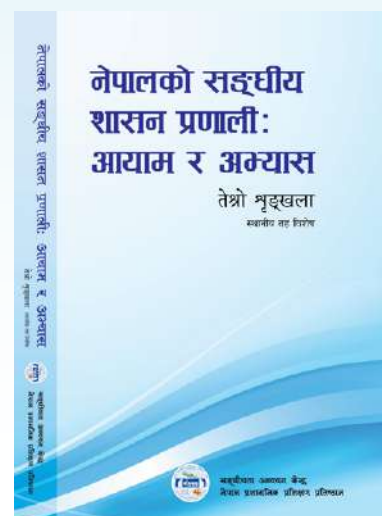
The current case study on Pokhara International Airport draws on the concept of "Megaproject Paradox" that involves a situation whereby large-scale public infrastructure projects reach physical completion but leave their operational and economic objectives unfulfilled. Researchers Tara Prasad Kharel and Manisha Maharjan studied the case on Pokhara International Airport, drawing on various documents such as the 2081/82 Report of the Public Accounts Committee, the 61st Annual Report of the Office of the Auditor General, debt files, and procurement papers. This case study focuses on issues related to strategic misrepresentation, optimism bias, technical shortcomings, use of foreign loans under the EPC mode, and poor governance.

Publications

S.No.	Name of Publication	Series/ Volume
1	Public Administration in Nepal: Practices and Propositions	1
2	Journal of Management and Development	34
3	The Trainer: A Journal of Capacity Development	1
4	श्रम आप्रवासन सुशासन विषयक प्रशिक्षक प्रशिक्षण पुस्तिका	1
5	नेपालको सङ्घीय शासन प्रणाली: आयाम र अभ्यास	तेस्रो शृङ्खला

नेपालको सङ्घीय शासन प्रणाली: आयाम र अभ्यास

NASC through its Federalism Study Centre, published the third volume of Nepal's Federal Governance System: Dimensions and Practices (Local Level Special). The publication brings together research-based articles on key dimensions of local governance, including inter-local coordination, political and administrative relations, personnel administration, local planning, economic development, digital service delivery, disaster risk management, and the practice of federalism. It documents practical experiences, emerging challenges, and opportunities in Nepal's federal governance and serves as a valuable reference for policymakers, elected representatives, public officials, researchers, and other stakeholders.



Volume 34 of the Journal of Management and Development Studies

NASC has also published Volume 34 of the Journal of Management and Development Studies this year. The volume features four research articles alongside a book review, continuing the journal's role as a platform for scholarship on management and development issues relevant to Nepal's public administration.



श्रम आप्रवासन सुशासन विषयक प्रशिक्षक प्रशिक्षण पुस्तिका

A technical team at NASC, in partnership with the Safer Migration (SaMi) Programme, a bilateral initiative of the Government of Nepal and the Government of Switzerland implemented with federal, provincial, and local governments and supported technically by Helvetas Nepal, developed a Trainer's Training Manual on Labor Migration Governance for staff working at the local level. The manual is designed to deliver a three-day training program that equips local government staff to make foreign labor migration safer, more orderly, and more dignified. It follows a competency-based framework and uses adult-learning methods such as interactive presentations, case studies, group discussions, and pre- and post-training assessments. The manual is organized into three modules: (1) labor migration and the policy and institutional framework, covering Nepal's migration status, relevant laws and institutions, and the safe migration process and its challenges; (2) the social and economic dimensions of labor migration, addressing gender and social inclusion, psychosocial impacts, legal remedies and support systems, and economic transformation; and (3) the role and planning of local governments in promoting safe, orderly, and dignified migration, including the design and presentation of local action plans.



NASC IN FRAME

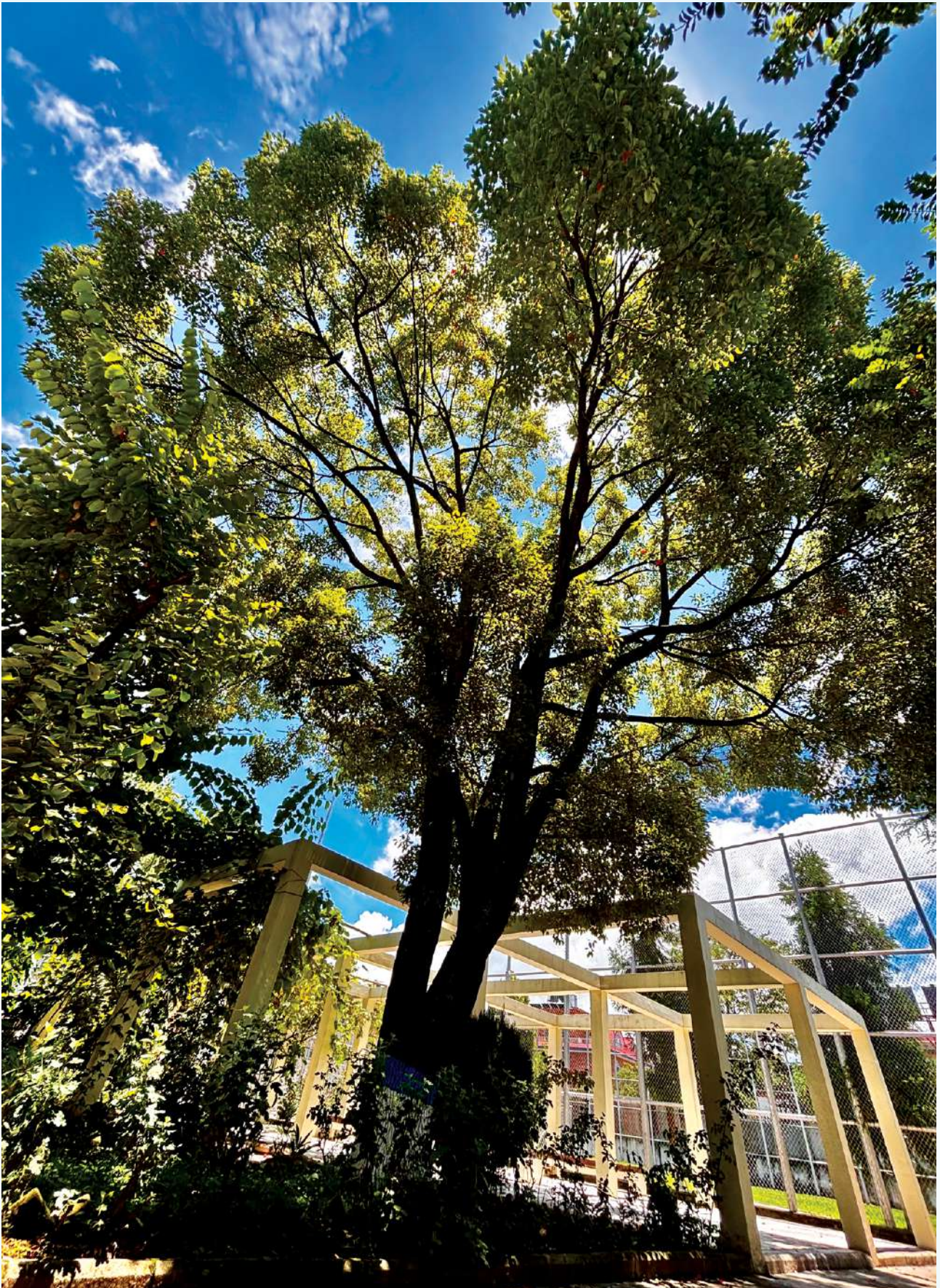


Photo: Gyan Laxmi Shrestha



VI

CULTURE OF CELEBRATION

NASC IN FRAMES



CHAPTER- VI

CULTURE OF CELEBRATION

Annual Review Meeting

The Annual Review Meeting was held by NASC for the purpose of promoting team spirit, setting goals for the upcoming year, and recognizing the hard work reviewing the accomplishment of FY 2082/83, setting goals for the FY 2083/84, and promoting team spirit. A formal summary of departmental milestones and achievements was included in the review program, presented by the respective department chiefs and the officiating executive director, Mr. Basanta Raj Sigdel.



Teej Program

On the auspicious occasion of Hari Talika Teej, exchange of Teej greetings and dar program was organized on 26 Bhadra 2083, with great enthusiasm, and a spirit of togetherness and appreciation for Nepal's rich tradition was fostered.



Exchanging Teej greetings among NASC family



Teej Dar program

Blood Donation Program

Following the shortage of blood at blood banks and hospitals across the country in the aftermath of the Gen Z protests, NASC organized a Blood Donation Program on 2 Asoj 2082, to encourage social responsibility and community service. Employees, along with various participants, showed active participation - especially those attending the Induction Training on Administration and Management for the Newly Appointed Class-III Officers (Judicial Service) of the Government of Nepal.



NASC officials during blood donation program

NASC Day Celebration

Marking 43 years of dedicated service and growth, the organization hosted its Annual Day celebrations for the 2082/83 fiscal year on 10 Ashoj 2082. This year, leadership chose an understated program to honor and remember the lives lost in the aftermath of the Gen Z protest.

The day began with a community-focused effort as employees gathered for a facility cleanup and a tree plantation, symbolizing growth, renewal, and environmental responsibility. Following these outdoor initiatives, staff members assembled at Prithvi Hall for the formal ceremony. Attendees exchanged warm festive greetings ahead of the upcoming holiday season, strengthening camaraderie across departments. To conclude the event, executive leadership formally recognized and awarded the top-performing employees of fiscal year 2081/82, celebrating their exceptional contributions, dedication, and operational excellence over the past year.



NASC officials during the 43rd NASC day celebration

Yog Diwas Celebration

Yog Diwas was celebrated by NASC on 1 Magh 2082, and the importance of yog in enhancing physical health, mental well-being, and a balanced lifestyle was promoted. A yog session was attended by employees, through which mindfulness, stress management, and overall wellness were encouraged. Amrit Bhojan, a wholesome and nutritious meal, was also served to participants during the celebration, and the significance of healthy eating as part of holistic well-being was reinforced.

New Year Greetings Exchange

The Nepali New Year 2083 was welcomed through a New Year Greeting Exchange, observed at NASC, through which colleagues were brought together to celebrate new beginnings and look forward to future opportunities. This exchange was organized by NASC on 30 Chaitra 2082, during which warm wishes and festive spirit were shared by employees. The closing of one year and the beginning of another were marked by the celebration, with renewed hope, aspirations, and a shared commitment to embracing new opportunities and moving forward together.

Recognition of Best Performers



Best performers of FY 2081/82 with retiring Administrative and Finance Director Ms. Bhawani Koirala at center

Ms. Tulasa Hamal, Administrative and Finance Officer

“प्रतिष्ठानले मलाई उत्कृष्ट कर्मचारीका रूपमा सम्मानित गर्दा म साह्रै उत्साहित र भावविह्वल भएकी छु। यस सम्मानले मैले यस सङ्गठनमा पुर्याएको २३ वर्षको सेवालाई अभि अर्थपूर्ण बनाएको छ। यो सम्मान प्राप्त हुँदा मलाई यसका लागि निरन्तर प्रोत्साहन गर्ने मेरा सहकर्मीहरूप्रति हार्दिक आभार व्यक्त गर्दछु। प्रतिष्ठानमा सदैव आफूलाई तोकिएको कार्यप्रति प्रतिबद्ध र लगनशील भएर जिम्मेवारी सम्पादन गरें भन्ने मलाई लाग्दछ। मलाई यस सङ्गठनमा निरन्तर कार्य गर्न प्रेरित गर्ने मेरो व्यक्तिगत आवश्यकता, अनुकूल कार्य-वातावरण, सहकर्मीहरूको सहयोगी भावना तथा सुपरभाइजरको कुशल मार्गदर्शन नै मेरो व्यावसायिक जीवनको सफलताको सूचक हो।”

Mr. Lila Nath Sapkota, Training and Research Officer

14 years at Nepal Administrative Staff College (NASC) have been a journey of continuous learning, meaningful contribution and real fulfillment. I have had the privilege of contributing to an institution that has always been on the path toward becoming a center of excellence. I have always believed in the power of small change. Real impact often begins at the input level and I have carried this belief into everything I have done here. Being recognized as Best Performer is a moment I hold with deep gratitude. What motivates me most is seeing the impact of our work ripple through the public officials we train and ultimately their contribution to Nepal's public service. I am deeply grateful for the trust my organization has placed in me, the guidance and encouragement of our leadership and the support of my colleagues. NASC has given me the opportunity to grow alongside something I truly value and I remain committed to contributing to its growth, excellence and mission.

Mr. Seejan Poudel, Administrative and Finance Officer

My journey of 14 years at Nepal Administrative Staff College have been a continuum of continuous learning, responsibility and growth. During these years, I have worked across different areas including the program Monitoring and Evaluation Committee, store unit, and for more than five years at the Procurement Unit. Each assignment has brought new experiences, challenges and opportunities to learn. Throughout my career, I have tried to approach my work with sincerity, responsibility and a positive attitude. I believe that taking ownership of my work, learning from experience and continuously improving are important parts of doing my job well. Being recognized as a Best Performer is deeply meaningful and humbling and especially significant as it comes after more than 12 years of dedicated service. For me, it is not just an achievement but a reminder that patience, consistency and sincere effort do make a real difference. I am grateful to NASC for the trust and opportunities it has given me, to our leadership for their guidance and encouragement, and to my colleagues for their support and cooperation. This recognition encourages me towards learning, improving and contributing to the organization with the same sincerity and commitment. I hope my journey also encourages others to keep learning, stay committed and keep doing their best.

Mr. Ratna Prakash Poda, Support Staff

I'm truly honored and incredibly grateful to receive the Best Performer Award. This recognition means so much to me and makes me feel deeply appreciated for the work I've been able to do. It has been a privilege to serve at NASC for the past three decades as a member of the support staff. Over the years, I've been proud to play a part in keeping our institution running smoothly and supporting our team as we work toward our shared goals. I'm sincerely thankful to be part of the NASC community, and this award inspires me to continue giving my very best and contributing to our organization's ongoing success.



VII

LEARNING AND GROWTH



NASC IN FRAMES



LEARNING AND GROWTH

Fostering an innovative culture in a rapidly changing environment requires sustained commitment to learning and development. NASC recognizes that strengthening employees' skills and capabilities is essential for both individual career progression and overall institutional performance. NASC promotes a culture of continuous learning. This helps employees adapt effectively to emerging challenges, particularly in the evolving context following the GenZ protests. Over the past year, NASC prioritized initiatives designed to align employees' knowledge, skills, and competencies with strategic objectives. This investment reflects NASC's commitment to a workplace where employees feel valued, empowered, and equipped to contribute to organizational excellence.

CAPACITY BUILDING OPPORTUNITIES WITHIN THE COUNTRY

A) Within NASC

S.No.	Name	Designation	Name of Training	Date
1	Seejan Paudel	Administration and Finance Officer	Procurement of Goods and Contract Management	2082/05/02 to 2082/05/06
2	Ichhya Shrestha	Administration and Finance Officer		
3	Ashrita Dhital	Administration and Finance Officer		
4	Ashutosh Neupane	Senior Assistant	Financial analysis and Decision Modeling with Procurement Clinic	2082/05/16 to 2082/05/18
5	Sabin Bishankhe	Senior Assistant		
6	Lokesh Sharma	Senior Assistant		
7	Akriti Shakya	Senior Assistant		
8	Gyan Laxmi Shrestha	Deputy Director of Studies	MToT on Municipal Assembly	2082/08/01 to 2082/08/03
9	Shailaja Upadhyaya	Deputy Director of Studies		
10	Tara Prasad Kharel	Deputy Director of Studies		
11	Roshani Bhujel	Deputy Director of Studies		
12	Shailendra Prasad Bhatta	Deputy Director of Studies		
13	Nabina Malekar	Training and Research Officer		
14	Shashi Shekhar Acharya	Training and Research Officer		
15	Smriti Pradhan	Training and Research Officer		
16	Ganesh Shah	Training and Research Officer		
17	Sebika Thapa	Training and Research Officer		
18	Ashma Adhikari	Administration and Finance Officer		
19	Sabik Neupane	Training and Research Officer		
20	Sahara Aryal	Training and Research Officer		
21	Ashma Bidari	Training and Research Officer		
22	Ankit Bhandari	Training and Research Officer		
23	Raju Pangen	Training and Research Officer		

S.No.	Name	Designation	Name of Training	Date
24	Sushil Pokhrel	Administration and Finance Officer	Financial Management for Non-Financial Managers	2082/08/03 to 2082/08/05
25	Raju Pangeni	Training and Research Officer	ToT on Labor Migration Governance	2082/12/16 to 2082/12/20
26	Manisha Maharjan	Training and Research Officer		

B) Other organizations

S.No.	Name	Designation	Training Organization	Name of Training	Date
1	Anita Poudel	Director of Studies	Army command and Staff College	11 th Advanced Course on National Security	2082/12/01 to 2082/12/18
2	Ashma Adhikari	Administration and Finance Officer	Growth Sellers Pvt. Ltd	HR Meet	2082/12/06 to 2082/12/07
3	Chandni Kayastha	Training and Research Officer			

CAPACITY BUILDING OPPORTUNITIES OUTSIDE THE COUNTRY

S.No.	Name	Designation	Organization	Country	Training Title	Date
1	Tulsi Sharan Sigdel	Senior Director of Studies	UN Department of Economic and Social Affairs (UN DESA)	South Korea	9th Regional Symposium on Effective Governance and AI Transformation: Strengthening through Technology and Innovation for SDG Acceleration	2082/06/08 to 2082/06/10
2	Gobinda Bhandari	Deputy Director of Studies				
3	Anita Poudel	Director of Studies	Academy for International Business Officials (AIBO)	China	Seminar on Economic Policy and Development for Ministerial Officials for Nepal	2082/07/29 to 2082/08/06
4	Pratibha Dhungana	Deputy Director of Studies				

S.No.	Name	Designation	Organization	Country	Training Title	Date
5	Bikalpa Pokhrel	Deputy Director of Administration & Finance	Center for Research and Consultancy International	Thailand	Office Management and Effective Administrative Skill	2083/01/21 to 2083/01/25
6	Bikash Neupane	Administration & Finance Officer				
7	Chandni Kayastha	Training & Research Officer				
8	Nabina Malekar	Training & Research Officer				
9	Kushal Poudel	Senior Assistant				
10	Lokesh Sharma	Senior Assistant				
11	Krishna Bahadur Thapa	Training & Research Officer	Asian Institute of Technology	Thailand	Internship Program	2083/01/20 to 2083/01/26
12	Anup Bhurtel	Training & Research Officer				
13	Gobinda Bhandari	Deputy Director of Studies	Indian Institute of Management Ahmedabad	India	46th Faculty Development program in Pedagogy and Research Methods	2082/12/18 to 2083/02/07
14	Gyan Laxmi Shrestha	Deputy Director of Studies				
15	Anil Kumar Gupta	Deputy Director of Studies				
16	Shailaja Upadhyaya	Deputy Director of Studies				
17	Roshani Bhujel	Deputy Director of Studies	Royal Institute of Management	Bhutan	Paper Presentation (17 th South Asian Management Forum (SAMF) organized by Association of Management Development Associations in South Asia	2083/01/28 to 2083/01/29

CONTRIBUTION AS CAPACITY BUILDING EXPERTS

S.No.	Name	Designation	Nomination 2082/83	Program	Date
1	Ashutosh Neupane	Senior Assistant	Supreme Court	Discussion on the formulation of the draft Information and Communication Technology (ICT) Master Plan for the Judiciary	2082/3/26
2	Shailendra Prasad Bhatt	Deputy Director of Studies	Agriculture Information and Training Centre	Meeting on course design for Training of Trainers related to province level Farmer's listing.	2082/3/26
3	Bikash Neupane	Administration and Finance Officer	Rastriya Beema Company Limited	Discussion on contemporary issues on non-life Insurance	2082/7/17
4	Rhicha Karn	Administration and Finance Officer	Department of National Personnel Records (Civil)	Discussion of interrelationship enhancement with training institutions	2082/8/2
5	Ashutosh Neupane				
6	Gobinda Bhandari	Deputy Director of Studies	National Water Supply and Sanitation Research, Innovation and Capacity Development Center (NWSSRICDC)	Discussion on Potential collaboration opportunities in the field of research.	2082/8/5
7	Shiva Hari Adhikari	Director of Studies	Local Development Training Academy (LDTA)	Study Team Representative	2082/9/14
8	Tulasi Sharan Sigdel	Senior Director of Studies	Karnali Province Training Academy (KPTA)	Trainer in ToT	2082/9/21 to 2082/9/25
9	Tara Prasad Kharel	Deputy Director of Studies	E-Governance Board	Representative, National Digital Literacy Strategy Drafting Committee	2082/9/23
10	Dr. Raghu Bista	Director of Studies	Public Procurement Monitoring Office	Representative for Procurement Expert Draft Preparation	2082/11/28

S.No.	Name	Designation	Nomination 2082/83	Program	Date
11	Seejan Paudel	Administration and Finance Officer	Federal Parliament Secretary	Evaluation Committee, Evaluation of Consultancy Service Procurement Proposals	2082/12/9
12	Dr. Raghu Bista	Director of Studies	Ministry of Federal Affairs and General Administration	Implementation and Conduct of Training Representative	2082/12/19
13	Lila Nath Sapkota	Training & Research Officer	Agriculture Information and Training Centre	Training curriculum for Mushroom Post-Harvest Technology and Processing	2083/1/3
14	Bikalpa Pokharel	Deputy Administration and Finance Officer	Financial Comptroller General Office	Budget Implementation and Annual Account Reconciliation Program	2083/1/10
15	Shailaja Upadhyaya	Deputy Director of Studies	Local Development Training Academy	Team member of Human resource management	2083/3/10
16	Gyan Laxmi Shrestha	Deputy Director of Studies	Ministry of Federal Affairs and General Administration	Discussion on Local Level Capacity Development	2083/3/12



SEDP participants during China visit



Senior Director of Studies Mr. Tulasi Sharan Sigdel participating in 9th Regional Symposium in Effective Governance and AI Transformation in South Korea



Paper presentation by Ms. Roshani Bhujel at South Asian Management Forum, Bhutan



NASC faculty participating in 46th Faculty Development Programme in Pedagogy and Research Methods, IIM, Ahmedabad, India



NASC officials at Office Management and Effective Administrative Skill training, Thailand

SKILL DEVELOPMENT OF NASC STAFF

Sharpening the Saw



Mr. Bishal Acharya presenting at Sharpening the Saw event

The Sharpening the Saw series aims to cultivate a growth mindset among NASC employees by encouraging continuous learning, strengthening professional competencies, enhancing facilitation skills, and promoting personal and professional development. During the year, the Center for Human Resource Management (CHRM) organized six sessions, facilitated by the speakers listed below:

Through the Sharpening the Saw Staff Development Series, NASC seeks to continuously enhance the professional skills and competencies of its staff.

S.No.	Title	Presenter	Date	Series No.
1	Know Your Body	Mr. Raju Pangen	2082/6/29	1
2	Managing Screentime	Ms. Ashma Bidari	2083/2/1	2
3	Built Environment as a Symbol of Collective Identity: A Case Study of Dharahara as a National Monument	Mr. Saurav Koirala	2083/2/18	3
4	The Game of Life: What Game Theory Teaches Us	Mr. Bishal Acharya	2083/3/2	4
5	Reflections and Experiences from GRO GEST	Ms. Antovna Gyawali	2083/3/8	5
6	Taxation Essentials: Practical Knowledge for Professionals	Mr. Yagya Prasad Dhungel	2083/3/25	6

NASC DISCUSSION SERIES



The NASC Discussion Series provides a platform for experts, practitioners, and academics to share knowledge, experiences, and innovative ideas that contribute to strengthening Nepal's public sector performance. NASC carefully curates each session to address relevant themes in development, management, public administration, and governance. The sessions typically feature keynote addresses by distinguished academics, policy experts, and senior public administrators, followed by panel discussions that bring together diverse perspectives and encourage a comprehensive understanding of the issues under discussion. Interactive question-and-answer sessions further enrich the learning experience. The primary objectives of the NASC Discussion Series are to:

- a. Promote Knowledge Exchange:** Facilitate the sharing of expertise and experiences among public sector professionals and academics.
- b. Encourage Evidence-Based Policy Making:** Provide a forum for discussing research findings and their implications for policy and practice.
- c. Foster Professional Development:** Enhance the skills and knowledge of NASC staffs, and participants through exposure to diverse perspectives and cutting-edge research.

In fiscal year 2082/83, NASC held 10 discussion sessions featuring expert-led deliberations on key themes related to public administration, public service delivery, and civil service reforms.

S.No.	Topic	Speaker(s)	Date
1	Emotional Intelligence in Public Administration: Strengthening Resilience in Times of Crisis	Dr. Pramila Thapa	2082/7/18
2	Rethinking Governance in Times of Turmoil: What Nepal Can Learn from South Asia's Protest Waves	Dr. Hindu Sanskriti Karki	2082/7/24
3	Performing in Odds: Challenges in Civil Service	Ms. Mira Acharya	2082/10/24
4	3M: Management, Meditation, and Military Discipline for Success	Dr. Dipak Prasad Bastola	2082/11/11
5	Nepal's Fourth Century: Building a Coordinated Development System	Prof. Dr. Alok K. Bohara	2082/12/23

S.No.	Topic	Speaker(s)	Date
6	The AI Shift: Implications and Opportunities for Nepal	Mr. Gaurav Raj Pandey, Mr. Nishchhal Shrestha	2083/1/8
7	Resilient Governance: Cybersecurity Strategy for the Public Sector	Dr. Rajib Pandey Subba	2083/1/28
8	Listening, Leading, Transforming: Bridging Voices, Building Equality (Panel Discussion)	Angel Lama, Elyn Bhandari, Rita (Panelists); Geetanjali Upadhyaya (Moderator)	2083/1/3
9	Corruption and the Situated Logics of Ethical Judgment: Rural Road Building in Nepal	Prof. Dr. Katharine Rankin	2083/3/12
10	Social Inclusion as Knowledge Management	Dr. Sucheta Pyakuryal	2083/3/22

REVIEW WORKSHOP ON THE 39TH BASIC ADMINISTRATIVE TRAINING

NASC successfully conducted a comprehensive review workshop for the 39th Basic Administrative Training (BAT) program on Kartik 28 2082. The workshop brought together faculty members, module coordinators, and institutional leadership to evaluate past program execution across content, pedagogy, and training management. The workshop concluded with directives for thematic centers to immediately internalize all feedback and continuously align future BAT curricula with evolving ethical and digital governance priorities.

40TH BAT COURSE IMPLEMENTATION AND ORIENTATION WORKSHOP

The Center for Induction Training (CIT) successfully conducted the 40th BAT Course Implementation and Orientation Workshop on 28 Mangsir 2082 at Prithvi Hall. The workshop brought together faculty members and key stakeholders to coordinate preparations and provide orientation on the implementation of the 40th BAT Course. The event underscored NASC's continued commitment to systematic planning and effective delivery of its core administrative training programs.

WORKSHOP ON ORGANIZATION AND MANAGEMENT SURVEY



NASC organized a two-half-day Workshop on Conducting Organization and Management (O&M) Survey on 18–19 Asar, 2083, at Prithivi Hall, Dikshya Sadan, NASC. The workshop aimed to strengthen the consulting skills and competencies of NASC employees and equip them with standardized approaches for conducting O&M surveys in public organizations. It focused on enhancing participants' understanding of O&M survey concepts, methodologies, tools, organizational diagnosis, and organizational improvement measures. A substantial number of participants took part in the workshop. It combined conceptual understanding with practical insights relevant to NASC's training, consultancy, research, and institutional development activities. The primary objectives were to:

- Explain the concept, scope, significance, and key components of O&M surveys.
- Describe the principles, approaches, methodologies, tools, and techniques used in conducting O&M Surveys.
- Apply O&M survey tools and techniques to examine organizational structures, functions, workflows, reporting mechanisms, and staffing arrangements.

- Design appropriate organizational improvement measures, including organizational structures, workflow systems, and staffing standards based on O&M survey findings.
- Integrate O&M survey concepts and diagnostic approaches into training, consultancy, research, and institutional development activities undertaken by NASC.

REVIEW WORKSHOP OF THE 40TH BASIC ADMINISTRATION TRAINING (BAT)

NASC successfully conducted a comprehensive one-day review workshop for the 40th BAT on 30 Asar 2083 at Prithvi Hall, Dikshya Sadan. The workshop brought together key institutional stakeholders, including training facilitators, module coordinators, administrative staff, and resource managers, to critically review program components. The workshop's primary goal was to conduct a thorough post-training evaluation: assess key operational strengths, identify execution gaps, and formulate evidence-based recommendations.



NASC family meeting

FEASIBILITY STUDY FOR ACADEMIC PROGRAMS

The Academic Program Unit (APU) of the Research and Consulting Services Department conducted feasibility studies of NASC's flagship training programs, including the BAT, PCMD, and ACMD. The study assessed the programs' existing curricula, course structure, evaluation mechanisms, human resources, physical facilities, and other institutional resources to identify opportunities for further academic development.

The study team paid particular attention to the possibility of linking these established professional training programs with formal higher education. The study assessed BAT's potential to earn academic credit and count toward a degree from a recognized university in Nepal, provided NASC revises the course structure and assessment system. During the study the team developed Five-Year Strategic Plan for the APU.

Following the feasibility studies, NASC held discussions with Kathmandu University (KU) and Tribhuvan University (TU) to explore possible avenues for academic collaboration, credit recognition, and further development of its professional training programs. These efforts form part of NASC's longer-term initiative to strengthen the academic dimension of its capacity-development programs and explore pathways toward greater academic autonomy.

TEACHING CASE DEVELOPMENT WORKSHOP



Teaching case development workshop

NASC successfully organized a one-day Workshop on Teaching Case Development on 29 Mangsir, 2082 at NASC premises. Highlighting NASC's ongoing commitment to building internal capacity, the workshop trained 15 officials (9 female and 6 male) across levels ranging from Senior Assistant to Director. Assoc. Prof. Dr. Binod Krishna Shrestha from KUSOM facilitated the practical, result-oriented sessions, which focused on drafting core elements of teaching cases and using them effectively in training programs. This initiative directly strengthened NASC employees' pedagogical capabilities, equipping them to design and deliver high-impact, case-based learning for public-sector capacity building.

RESEARCH WEBINAR ON LITERATURE REVIEW AND DATA ANALYSIS

Centre For Research and Development (CRD) organized a Research Webinar on Research literature review and data analysis on 6 Falgun, 2082 for staff members selected under the Internal Research Awards. Prof. Dr. Prakash C. Bhattarai facilitated the webinar, which aimed to transform internal research findings into publishable, high-impact journal articles. The session guided participants in aligning their literature review and data analysis according to the research question and methodology.

RESEARCH ARTICLE WRITING WORKSHOP

To further advance employee competence in knowledge creation and publication, NASC conducted a hands-on Research Article Writing Workshop on 10 Chaitra 2082 for Internal Research Award recipients. The Workshop was conducted physically and focused on data/analysis interpretation, drawing conclusions, and developing research reports into journal

article format. Prof. Dr. Prakash C. Bhattarai led the interactive workshop, which provided tailored, direct feedback on participants' individual draft manuscripts and refined their structural coherence and clarity. Staff engaged in hands-on exercises addressing journal selection, academic integrity, and quality refinement. Through such dedicated institutional support, NASC actively fosters a culture of research excellence, ensuring its staff are fully equipped to contribute high-quality, publishable research to the broader academic and policy communities.

SERVICE EXCELLENCE TRAINING FOR SUPPORT STAFF



Glimpse of Service Excellence the Training for support staff

NASC conducted Service Excellence Training for Support Staff on 13–14 Jestha, 2083, with the objective of strengthening the knowledge, skills, work attitudes, and professional commitment of its office support staff. The training focused on enhancing service orientation, interpersonal skills, responsibility, and effectiveness in day-to-day service delivery. By investing in the capacity development of support staff, NASC reflected its commitment to strengthening employees at all levels and fostering a culture of excellence, service, and institutional effectiveness. The program also gave participants an opportunity to strengthen teamwork and build stronger professional relationships.

APPLIED AI FOR PUBLIC SERVICE LEADERS

NASC organized a two-day Artificial Intelligence (AI) Workshop on 24–25 Baisakh 2083, to enhance employees' understanding of AI and its practical applications titled "Applied AI for Public Service Leaders". Growcept Pvt. Ltd. facilitated the workshop. The workshop enabled participants to explore the potential of AI tools in improving efficiency across administrative, training, research, and consultancy functions. It also promoted awareness of responsible and ethical AI use in professional roles.



NASC officials participation in the AI workshop

ENGAGING WITH LOCAL GOVERNMENT FOR FACULTIES (ELGF)

During the year, NASC officials successfully completed Engaging with Local Government for Faculties (ELGF), an initiative of the Centre for Federalism Studies (CFS) designed to strengthen faculty members' understanding of federalism through direct engagement with local governments.

S.No.	Name	Local Level	District/ Province
1	Nabina Malekar and Saroja Shakya	Kotahimai Rural Municipality	Rupandehi/ Lumbini
2	Shiva Hari Adhikari	Bigu Rural Municipality	Dolakha/ Bagmati



Reflection of Engaging with Local Government for Faculties (ELGF)

The program gave officials a first-hand look at the practice of federalism, local government autonomy, intergovernmental relations, and the challenges associated with implementing constitutional and legal mandates at the local level. On 31 Asar, 2083, the officials shared their experiences and learning from ELGF through an experience-sharing session at NASC. The session provided a platform to reflect field experiences and share insights on the practices, challenges, and opportunities observed at the local government level.

SUPERVISORY EXCELLENCE PROGRAM FOR CLASS I AND II OFFICERS OF NASC



NASC officials in Supervisory Excellence program

On 15 Asar, 2083, NASC organized a Supervisory Excellence Program for Class I and II officers to strengthen supervisory competencies and support effective institutional performance and team management. The program focused on supervisory leadership, team management, organizational coordination, accountability, legal and compliance requirements, and quality culture. Through conceptual discussions, practical reflections, and action planning, the program enabled participants to enhance their supervisory skills and contribute to greater efficiency, accountability, and service quality within NASC.

FACILITY ENHANCEMENTS OF NASC

Exterior Painting Works of Sampada Sadan Building



Sampada Sadan (historically known as Jawalakhel Darbar) after renovation

NASC successfully completed the exterior painting of the Sampada Sadan building, revitalizing one of its most prominent heritage structures. The project preserved the building's architectural character and enhanced its visual appeal. It also provided long-term protection against weather-related deterioration while maintaining the building's historical significance. Since the establishment of NASC in 2039 BS, Sampada Sadan has served as the institution's principal administrative and academic landmark. The structure sustained significant damage during the 2072 BS Gorkha Earthquake. NASC later reconstructed and restored it with care, preserving its original architectural character while adding modern safety standards and contemporary facilities. The recent painting and renovation work further revitalized this historic structure, enhancing its aesthetic appeal, protecting its heritage value, and reinforcing NASC's commitment to preserving Nepal's architectural legacy alongside modern institutional development.

Renovation and Upgradation of Training Halls at Dikshya Sadan



Inauguration of upgraded training halls

NASC successfully completed the renovation and upgrade of the training halls at Dikshya Sadan, significantly enhancing its core training infrastructure. Under this major initiative, NASC fully modernized five primary training halls (Malashree, Kumari, Chandrama, Swoyambhu, and Rara) to provide a technology-enabled learning environment.

The modernization process introduced upgraded interior finishes, seating arrangements, advanced audio-visual and multimedia systems, improved lighting, centralized air-conditioning, and modern digital presentation facilities. NASC designed the upgraded halls to support high-impact training programs, interactive workshops, national seminars, and conferences. Together, these improvements ensure a comfortable, accessible, and productive environment for all participants.

Elevator Facility at Prashant Sadan



Inauguration of elevator facility at Prashant Sadan

NASC successfully installed a modern elevator facility at Prashant Sadan, its main hostel building, to enhance accessibility, comfort, and safety for residential participants. The new elevator established complete barrier-free access across all floors, offering immediate convenience for senior officials, persons with disabilities, and guests carrying heavy luggage. This addition significantly upgraded the overall quality of NASC's residential accommodation services while furthering institutional standards for inclusive infrastructure.

Stone Pavement and Kerb Stone Installation along the Main Gate

NASC successfully installed natural stone pavement and reinforced kerb stones along the primary entrance pathway. It also constructed modern pedestrian walkways on both sides of the access road from the main gate, flanked by durable kerb stones that clearly separate pedestrian paths from vehicular driveways. This infrastructure improvement enhanced site drainage, protected edge landscaping, and established a clean, safe, and visually appealing entry experience for all trainees, faculty, and visiting dignitaries.



Renovation of Restroom Facilities

NASC fully modernized and renovated the public restroom facilities serving the Dining Hall, Sampada Sadan, and the first floor of Mangal Sadan. The work addressed aging plumbing infrastructure and upgraded fixtures to meet modern standards of hygiene, sanitation, and safety. Modernized facilities feature updated tiling, modern sanitary ware, and improved ventilation, substantially improving user convenience and comfort across these high-traffic administrative areas.



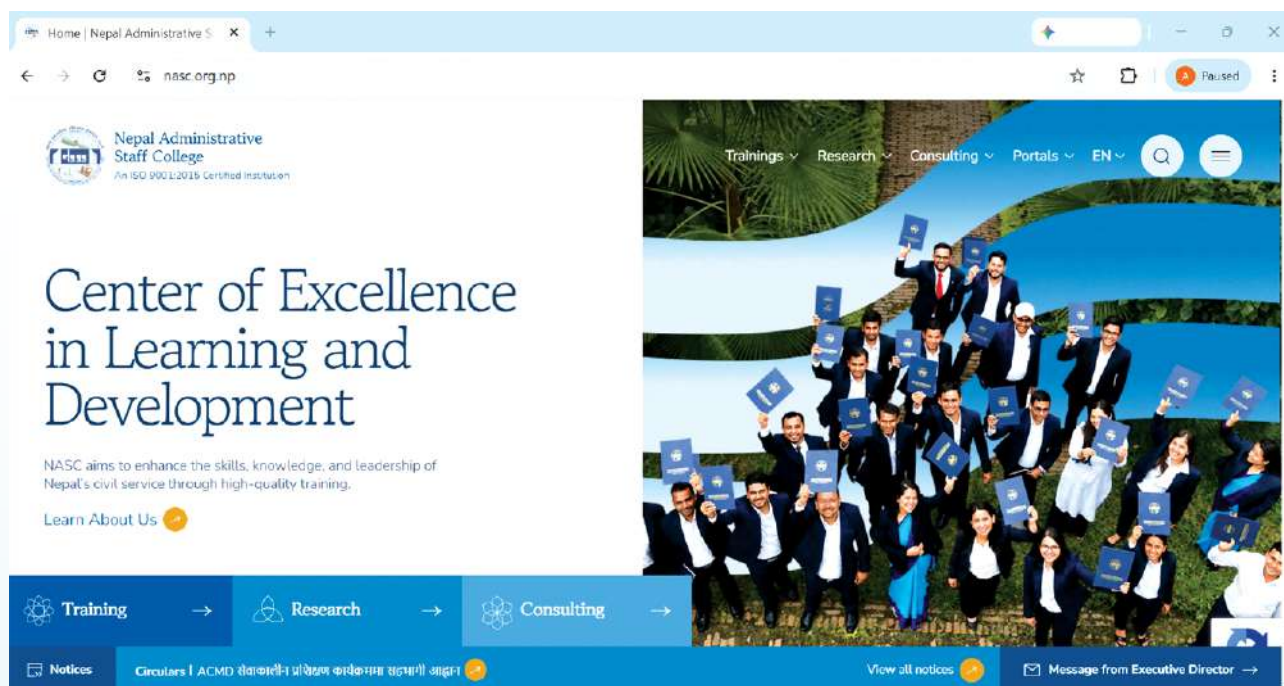
Establishment of the New Meeting Hall at Mangal Sadan

NASC established a new Meeting Hall on the first floor of Mangal Sadan to support collaborative management and participatory decision-making. NASC equipped the space with modern conference tables, seating, and integrated presentation technology, and designed it to facilitate intra-departmental coordination, strategy sessions, and high-level institutional reviews.



Redevelopment of the NASC Official Website

NASC completely redesigned and re-engineered its official website (nasc.org.np) to deliver a modern, secure, responsive, and user-friendly digital experience across all devices. The redeveloped platform features an overhauled user interface, streamlined site navigation, upgraded security protocols, and organized content architecture. The new portal significantly improved public access to real-time information regarding NASC's training programs, executive notices, research publications, consulting capabilities, and academic events.





VIII

HUMAN RESOURCE PROFILE



NASC IN FRAMES



CHAPTER- VIII

HUMAN RESOURCE PROFILE

PROMOTIONS

This year, six staff members were promoted in recognition of their strong performance, dedication, and demonstrated readiness to assume greater leadership responsibilities. Director of Studies, Ms. Achala Dahal and Mr. Rajendra Adhikari were promoted to Senior Director of Studies. Deputy Director of Studies, Dr. Shyan Kirat Rai and Ms. Geetanjali Upadhya, were promoted to the position of Director of Studies. Similarly, Training and Research Officer, Ms. Pritha Paudyal, was promoted to the role of Deputy Director of Studies and Administrative and Finance Officer, Mr. Jhabindra Prasad Bhandari was promoted to Deputy Administrative and Finance Officer. These promotions were approved by the Executive Committee in its meeting held on 11 Poush 2082. The promotions reflect not only individual achievement but also NASC's strategic focus on cultivating leadership capacity and strengthening institutional performance.



Ms. Achala Dahal and Mr. Rajendra Adhikari receiving Promotion Letter from Executive Director in the presence of TCRC members



Ms. Geetanjali Upadhaya, Ms. Pritha Paudyal, Mr. Jhabindra Bhandari and Dr. Shyan Kirat Rai receiving Promotion Letter from Executive Director

APPOINTMENTS

Six staff members were appointed this year through open and internal competitive examinations conducted by the Public Service Commission. Based on the recommendations of the Selection Committee, the Executive Committee meeting held on 11 Falgun 2082, approved the nomination of these individuals to various positions.

Mr. Yagya Prasad Dhungel, Joint-Secretary of Government of Nepal joined NASC through Kaaj for the position of Director of Studies. Ms. Antovna Gyawali was appointed as Deputy Director of Studies through internal competition. Similarly, Mr. Bishal Acharya was appointed as Deputy Director of Studies, Ms. Prativa Paudel and Mr. Brijesh Rajak were appointed as Administrative and Finance Officers, while Mr. Saurav Koirala and Mr. Surya Prakash Baral were selected as Training and Research Officers. Additionally, Ms. Alisha Devkota was appointed as Senior Assistant.



Oath Ceremony of Newly Appointed NASC officials



Newly Appointed NASC officials

RETIREMENT

NASC said farewell to nine dedicated staff members during the reporting year, each marking a significant transition in the institution's journey.

Mr. Ram Sharan Pudasaini

Mr. Ram Sharan Pudasaini, with 33 years of experience in Government of Nepal, retired from the position of Executive Director on 19/01/2083 in accordance with the Government's executive order concerning political appointments. Despite the relatively short tenure, he made a meaningful contribution to NASC through leadership, institutional guidance, and engagement in its academic, administrative, and capacity-building activities. The initiatives and direction provided during this period have continued to contribute to NASC's institutional development and ongoing efforts to strengthen its training and professional development mandate.



Farewell and Felicitation program of Executive Director Ram Sharan Pudasaini

Mr. Binod Kumar Bista

With nearly three decades of dedicated service at the NASC, Mr. Bista has been an integral part of the institutional journey and evolution. Over the years, he has contributed significantly to strengthening academic and training programs, mentoring public-sector professionals, and adapting NASC's learning initiatives to the changing needs of Nepal's public administration. This long tenure reflects a sustained commitment to professional excellence, institutional growth, and the development of capable public servants. His contribution has left a lasting imprint on NASC and the many generations of civil servants who have benefited from NASC's programs. Mr. Bista retired from his position of Senior Director of Studies on 2082/08/09 after nearly 3 decades of his wonderful journey that began on 10/05/2055.



Mr. Baldeb Prasad Joshi

Mr. Joshi joined NASC in 2080 BS through a temporary assignment (Kaaaj) as Director of Studies, bringing with him extensive experience from senior positions across the Government of Nepal. Prior to joining NASC, he served as Joint Secretary in various ministries and commissions, as well as Secretary in both Bagmati Province and Koshi Province. He also served as Joint Secretary at the Public Service Commission. His experience across different levels and areas of government administration brought a broad understanding of public-sector management, coordination, and institutional processes to his role at NASC. During his time at NASC, he contributed his experience to the planning and delivery of its studies and training activities and to its engagement with the wider public administration community.



Ms. Bhawani Koirala

Having served from 12/06/2045 BS to 11/06/2082 BS, Ms. Koirala devoted nearly four decades to the NASC's administrative and financial stewardship. Throughout this long journey, she played a distinctive role in ensuring sound financial management, institutional administration, resource planning, and the smooth functioning of day-to-day operations. Her tenure witnessed significant changes in NASC's organizational systems, infrastructure, programs, and operational practices, with her experience providing continuity and institutional memory through these transitions. The sustained service reflects a deep commitment to responsible stewardship and the effective management of the resources entrusted to NASC. Ms. Koirala retired from the position of Administrative and Financial Director.



Farewell and Felicitation to Ms. Bhawani Koirala

Mr. Gajendra Nath Shrestha

Mr. Shrestha served NASC from 23/01/2045 BS to 14/08/2082 BS, spanning nearly four decades of the growth and change. The length of service represents more than a career at NASC; it reflects continuity through changing times and a deep familiarity with NASC's institutional journey. His contribution is remembered as part of the experience and continuity that helped NASC grow and adapt over the years. Mr. Shrestha retired from the position of Administrative and Finance Deputy Director.



Mr. Jhabindra Prasad Bhandari

Mr. Bhandari joined NASC in 2059/10/13 BS and served until retirement in 2082/10/24 BS. During this period, he was closely involved in the administration and financial operations. Over more than two decades, he supported NASC as its administrative needs and working systems evolved, helping into smooth day-to-day operations. His service represents a long and steady contribution to the people and systems that keep NASC functioning behind the scenes.



Mr. Sahila Maharjan

One of the oldest members of NASC family, Mr. Maharjan served NASC as support staff for more than 4 decades from 2041 till 2082 BS. Mr. Maharjan has contributed to the smooth day-to-day functioning of NASC and has worked with many generations of employees and supported countless activities, making his long service an important part of NASC's institutional journey.



In addition, two other staff members, Mr. Shreeniwash Paudel, Training and Research Officer, and Ms. Aashma Ghimire, Senior Assistant resigned from service this year. The NASC family extends their heartfelt appreciation and best wishes to all former employees for continued success, good health, and fulfillment in the next chapter of their professional and personal life. Also, Ms. Ayushma Pangeni, Senior Assistant joined NASC as an alternative candidate for the post.

STAFF PROFILE

NASC has a well-balanced, qualified and dedicated pool of human resources. A team of 87 staff comprising of Executive Director, 43 administrative staff (including support and contract staff) and 43 training and research faculties have been working at NASC.

TRAINING AND RESEARCH FACULTIES

1. Mr. Basanta Raj Sigdel, Deputy Executive Director

basanta.sigdel@nasc.org.np

Mr. Sigdel holds Master of Business Studies from Tribhuvan University. He has been working at NASC for more than a decade. Before joining NASC, he has worked as a Manager at Nepal Bank Limited; lecturer at Tribhuvan University and worked as a Trainer in various national level training institutions. His contribution in training, research and consulting includes the areas of leadership, organization development, strategic management, corporate governance, knowledge management, customer relationship management, public service delivery and management development.



2. Mr. Tulasi Sharan Sigdel, Senior Director of Studies

tulasi.sigdel@nasc.org.np

Mr. Sigdel holds Master of Arts in Rural Development. He has been working at NASC for more than a decade. Before joining NASC, he worked as a Lecturer of Rural Development at Central Department of Rural Development, Tribhuvan University. He is researching on Infrastructures of Democracy: State Building as Everyday Practice in Nepal's Agrarian Districts. His research interests include democratic practices, local governance, development and state building from the grassroots.



3. Mr. Trilochan Pokharel, Senior Director of Studies

trilochan.pokharel@nasc.org.np

Mr. Pokharel holds Master of Philosophy (batch topper) and Master of Arts (Gold Medalist) from Tribhuvan University, Nepal. He has been working at NASC for over a decade. Before joining NASC, he worked as a Lecturer at Pokhara University and Tribhuvan University. His areas of interest are public policy, governance, federalization and social research.



4. Ms. Achala Dahal, Senior Director of Studies

achala.dahal@nasc.org.np

Ms. Dahal holds a Master of Philosophy in Public Administration and a Master of Business Administration from Anna University, India. She has been working at NASC for more than a decade. Before joining NASC, she worked as a Manager at Eco-Visions Pvt. Ltd. for three years and as a Faculty of Management at various academic institutions. Her areas of interest are strategic management, leadership, integrity and ethics, gender and disaster risk management.



5. Mr. Rajendra Adhikari, Senior Director of Studies

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Mr. Adhikari holds a Master of Public Policy and Governance (MPPG) from Bangladesh and Master of Arts in Rural Development from Nepal. He has been working at NASC for more than a decade. Before joining NASC, he was involved in policy research and academia. His areas of interest are public policy management, governance (inclusive and multi-level governance), affairs of implementing federalism and development management.

**6. Mr. Trilochan Poudyal, Director of Studies**

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Mr. Poudyal holds a Master of Public Policy and Governance (MPPG) from the North-South University (a collaborative program of The University of Bergen, Norway; North South University, Bangladesh; and Tribhuvan University). He also holds a Master of Arts in Economics from the Central Department of Economics, Tribhuvan University. He has been working at NASC for more than five years. Before joining NASC, he worked as a Lecturer of Economics at Tribhuvan University affiliated colleges. His areas of interest are economics, public policy, governance, development and planning, research methodology and economic policies.

**7. Dr. Raghu Bista, Director of Studies**

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Dr. Bista holds Doctorate Degree (PhD) in Tourism Destination Quality Management from Greece and Master of Business Administration in Finance from Tribhuvan University. He has been working at NASC for more than two and a half decades. His areas of interest are project planning, service delivery management and tourism quality management.

**8. Mr. Sundar Shrestha, Director of Studies**

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Mr. Shrestha holds Master of Business Administration in Profit Planning and Control, Tax Laws and Tax Planning, Bachelor of Commerce (B.Com.) and Bachelor of Education (B.Ed.) from Tribhuvan University. He has been working at NASC for more than two and a half decades. He has experience of working as a consultant and a researcher on Financial Management. His areas of interest are financial management, budgeting, resource management, inventory management, accounting and auditing.

**9. Ms. Anita Poudel, Director of Studies**

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Ms. Poudel holds a Master of Business Administration from Ace Institute of Management. Before joining NASC, she worked at the United Nations World Food Program and a business consulting firm. In NASC, she has been associated with various national-level surveys in the areas of governance and federalism as a provincial supervisor. Her areas of interest are Conflict management, decision making, public service design, delivery, and governance.



10. Mr. Shiva Hari Adhikari, Director of Studies

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Mr. Adhikari holds Master of Philosophy (M.Phil.) from Tribhuvan University, Master of Public Administration (Award of Excellence) from Seoul National University, South Korea and Master of Arts (Gold Medalist) from Tribhuvan University. He has been working at NASC for more than a decade. Before joining NASC, he worked as a Faculty Associate at Central Department of Population Studies, Tribhuvan University. His areas of interest are anti-corruption, integrity, project management and public policy.

**11. Ms. Shital Moktan Tamang, Director of Studies**

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Ms. Moktan holds Master of Business Administration and Bachelor of Computer Information System from Pokhara University. She has been working at NASC for more than a decade. Before joining NASC, she worked as IT Assistant at United Nations Mission in Nepal and Market Researcher for PepsiCo India (Frito-Lay India Division). Her areas of interest are social media, knowledge management, e-governance, leadership and self-management. She is currently pursuing Ph.D. at the Kathmandu University School of Education (KUSOED).

**12. Mr. Yagya Prasad Dhungel, Director of Studies**

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Mr. Dhungel holds Master of Public Administration (MPA) and Master of Business Administration (MBA), Bachelor of Commerce (B.com) and Bachelor of Law (BL) from Tribhuvan University and Bachelor of Education (B. Ed) from Purbanchal University. He has experience of working for more than three and half decades in Government Civil Service. He has experience of working as a joint secretary for seven years at various ministries of government of Nepal including as a secretary of Bagmati Province and two years at Public Service commission of Nepal. His areas of interest are public financial management, annual planning and budgeting, taxation and governance.

**13. Dr. Shyan Kirat Rai, Director of Studies**

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Associated with NASC since 2012, Dr. Rai holds a Ph.D. in E-Governance from the Indian Institute of Technology (IIT) Bombay and a Master of Technology in Computer Science and Engineering from the National Institute of Technology (NIT) Tiruchirappalli. A DAAD Scholar and Dr. Homi J. Bhabha Fellow, his research and professional interests focus on the strategic application of ICT in governance, smart cities, data analytics, artificial intelligence, and public service innovation.



In addition to his academic endeavors, Dr. Rai actively explores philosophy, spiritualism, and self-management, maintaining a strong commitment to lifelong learning, literature, long-distance running, and football.

14. Ms. Geetanjali Upadhyaya, Director of Studies

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Ms. Upadhyaya holds Master of Arts in Economics from Tribhuvan University and Master of Public Policy and Governance from North South University, Bangladesh. She has completed the International Development Professional Training Program at the National Graduate Institute for Policy Studies (GRIPS), Japan, and a specialized program on Climate, Energy, and Food Security at the United Nations University, Tokyo. Prior to joining NASC, she served as a Quality Assurance and Accreditation Officer at the University Grants Commission and as a Lecturer in Economics. Her areas of interest are public service innovation, organizational development, leadership, policy management, and gender-responsive governance, with a particular focus on gender equality and social inclusion (GESI) and gender-based violence (GBV).

**15. Mr. Gobinda Bhandari, Deputy Director of Studies**

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Mr. Bhandari holds a Master of Business Studies and Bachelor of Laws from Tribhuvan University. He also holds a Master of Arts in Governance and Development from BRAC University, Bangladesh. He has been serving at NASC for more than ten years. Prior to joining NASC, he worked as an Officer at Kuber Merchant Finance Limited. His areas of interest include strategic management, project management, psychology, NLP and spirituality.

**16. Ms. Gyan Laxmi Shrestha, Deputy Director of Studies**

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Ms. Shrestha holds Master of Public Policy and Governance from North South University, Bangladesh. She also holds Master of Arts in Rural Development from Tribhuvan University. Her areas of interest are development, rural development, contemporary development, climate change, disaster risk management, and research methodology.

**17. Mr. Anil Kumar Gupta, Deputy Director of Studies**

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Mr. Gupta holds Master of Philosophy in Development Studies from Kathmandu University School of Education, Master of Arts in Population Studies/Demography and Master of Education in Population Education from Tribhuvan University. His area of interest is development governance.

**18. Ms. Shailaja Upadhyaya, Deputy Director of Studies**

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Ms. Upadhyaya holds Master of Business Administration (Rank Holder) in Finance and Marketing from Anna University, India. Before joining NASC, she worked as a faculty at various academic institutions. Her areas of interest are general management, finance, marketing, report and proposal writing.



19. Mr. Tara Prasad Kharel, Deputy Director of Studiestara.kharel@nasc.org.np

Advocate Kharel, holds an LLM in Energy and Infrastructure Law from Kathmandu University, also holds a Master of Public Administration from Tribhuvan University and a Master of Science in Interdisciplinary Water Resources Management from Pokhara University. He holds a Bachelor of Law from Tribhuvan University. He was awarded Best Performer by NASC for the fiscal year 2077/78. Before joining NASC, he worked at educational institutions for more than a decade and provided research and consulting services to different organizations. His areas of interest are federalism, inter-governmental relationships, governance, integrated water resources management, climate change and adaptation, project development and management, ICT and e-governance, and ethics and integrity.

**20. Ms. Pratibha Dhungana, Deputy Director of Studies**pratibha.dhungana@nasc.org.np

Ms. Dhungana holds Master of Business Administration in Human Resource Management and Marketing from Anna University, India. Before joining NASC, she worked as Sales and Marketing Executive at Gorkha Brewery. Her areas of interest are team building, organization development and organization citizenship behavior.

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Mr. Niroula holds Master of Business Administration in Marketing and Project Management from School of Management, Tribhuvan University. Before joining NASC, he worked as a manager in the field of research and development, project management, marketing and sales; and as a Faculty of Management at various academic institutions. His areas of interest include consumer behavior analysis, strategic management, organization development, organizational conflict management, negotiation skills, persuasive communication skills and interpersonal skills.

**22. Ms. Roshani Bhujel, Deputy Director of Studies**roshani.bhujel@nasc.org.np

Ms. Bhujel holds a master's degree in economics from Osmania University, India, as well as an M.Phil. in Public Administration from Tribhuvan University. Her M.Phil. dissertation, "Assessing the Fiscal Performance of Nepal's Local Governments by Ecological Belt and Municipal Type," examined the fiscal performance of local governments across Nepal. Before joining NASC, she worked as an Economist at the Institute for Integrated Development Studies (IIDS). Her professional interests cover various areas, including policy analysis, policy management, and public service delivery. She has co-authored several papers on fiscal federalism, public policy, and public service delivery.

**23. Mr. Shailendra Prasad Bhatt, Deputy Director of Studies**shailendra.bhatt@nasc.org.np

Mr. Bhatt is pursuing M.Phil. in Development Studies at Kathmandu University. He holds Master of Business Administration in Finance from School of Management, Tribhuvan University. Before joining NASC, he worked in Nepal Bank Limited and worked as a Lecturer in various academic institutions. His areas of interest are strategic management, development management, international relations and research methodology.



24. Ms. Pritha Paudyal, Deputy Director of Studies

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Pritha Paudyal, Deputy Director of Studies, holds a master's degree in development studies from Kathmandu University. She has authored several peer-reviewed publications on public service delivery, health financing, and other public sector issues. Her professional interests include public policy, public service delivery, GESI, and research.

**25. Antovna Gyawali, Deputy Director of Studies**

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Ms. Gyawali holds Master of Business Administration from Asian Institute of Management, Philippines. Before joining NASC, she worked as a Business Consultant with her expertise in Talent Management. Her areas of interest are strategic management, leadership, human capital management, strategic negotiation and conflict management.

**26. Mr. Bishal Acharya, Deputy Director of Studies**

Mr. Acharya joined Nepal Administrative Staff College in 2026. Prior to joining NASC, he served as Senior Engineer at Nepal Airlines Corporation (NAC) for more than eight years. He has worked as a Teaching Assistant at Pashchimanchal Campus, IOC, TU and as a CAD Engineer in the private sector. Mr. Acharya holds a master's degree in public administration from the Public Administration Campus and a master's degree in mechanical engineering from Thapathali Campus, IOE, TU. He has completed several professional training courses, including Public Procurement Management, Lead Auditor Training, and various aviation-related specialized courses. He has published several research papers and articles in academic and professional journals including the Journal of RTI. In recognition of his research contributions, he was awarded the Kathmandu Metropolitan Research Fellowship in 2024. His areas of interest include application of artificial intelligence to climate change, public procurement, economic development, and international relations.

**27. Mr. Lila Nath Sapkota, Training and Research Officer**

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Mr. Sapkota holds Master of Public Policy and Governance (Rank holder) from North South University, Bangladesh, bachelors degree in Information Management from Tribhuvan University. He has been working at NASC for 13 years. His areas of interest are ICT, public policy, governance, service delivery, and professional etiquette.

**28. Ms. Saroja Shakya, Training and Research Officer**

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Ms. Shakya holds Master of Business Administration from Kathmandu Frontier Associates. She has been working at NASC for more than a decade. Her areas of interest are human resource management and other management related fields.



29. Mr. Anup Bhurtel, Training and Research Officer

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Mr. Bhurtel holds Master of Philosophy in Development Studies from Kathmandu University School of Education (Batch Topper) and Master of Business Administration in International Business from the University of Greenwich, London, United Kingdom (Merit Holder). He has worked as a Trainee Payroll Officer in National Health Service Grampian, United Kingdom. Prior to joining NASC, he had worked as a Trainer at Training Institute for Technical Instruction – CTEVT. He is currently a visiting faculty at Kathmandu University School of Education. His areas of interest are quantitative research, training and development, performance appraisal, project management and intergovernmental relationship.

**30. Ms. Chandni Kayastha, Training and Research Officer**

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Ms. Kayastha holds a M.Phil. in Development Studies at Kathmandu University, School of Education. Additionally, she also holds a Master of Business Administration from Ace Institute of Management, Pokhara University. Before joining NASC, she worked at University Grants Commission as a Senior Assistant and had the experience of working in an NGO as a Program Coordinator. Her areas of interest are self-management, leadership, team management, service management, consumer behavior, research, and education.

**31. Ms. Manisha Maharjan, Training and Research Officer**

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Ms. Maharjan holds Master of Rural Development from Tribhuvan University and Master of Environmental Education and Sustainable Development from Kathmandu University School of Education. Before joining NASC, she worked with Plan International Nepal as a Monitoring and Evaluation Coordinator and as a Project Coordinator and had experience working in different non-governmental organizations. Her areas of interest are gender, women empowerment, rural development, governance, research and development.

**32. Ms. Nabina Malekar, Training and Research Officer**

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Nabina Malekar is an experienced management practitioner with nine years at the NASC, focusing on training management and research. Building upon a strong foundation of 3.5 years in commercial banking, her work encompasses end-to-end training design and delivery, administrative coordination, and consulting practices.

Holding an Executive Master of Business Administration (EMBA), Ms. Malekar focuses her professional interest and practice on leadership, self-management, human resource development, and organizational growth.

**33. Mr. Krishna Bahadur Thapa, Training and Research Officer**

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Mr. Thapa holds Master of Business Administration in Finance from Pokhara University. His areas of interest are public finance, strategic management, macroeconomics, econometrics, organizational behavior and research methodology.



34. Mr. Shashi Shekhar Acharya, Training and Research Officer

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Mr. Acharya holds M. Sc. Computer Science and Information Technology from Central Department of Computer Science and Information Technology, Tribhuvan University. Before joining NASC, he worked at International Software Company as a Front-End Developer, Freelance Web Developer and as lecturer in different Colleges. His areas of interest are research, web development and technology innovation.

**35. Ms. Smriti Pradhan, Training and Research Officer**

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Ms. Smriti Pradhan holds Master of Business Administration in Marketing from Pokhara University. Before working at NASC, she worked as a project manager of international exhibitions as well as digital marketing consultant. Her areas of interest are organizational behavior, general management, research, and digital media marketing.

**36. Mr. Ganesh Kumar Sah, Training and Research Officer**

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Mr. Sah holds Master of Business Administration in Finance from Pokhara University, School of Business. His areas of interest are financial management, portfolio management and security analysis, international finance, project management and administration.

**37. Ms. Sebika Thapa, Training and Research Officer**

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Ms. Thapa holds master's degree of Business Studies from St. Xavier's College, Tribhuvan University. Before joining NASC, she worked as a Junior Assistant in Civil Bank, Newroad Branch for over a year. Her areas of interest are research and development, human resource management and customer care and relations management.

**38. Mr. Sabik Neupane, Training and Research Officer**

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Mr. Neupane holds a master's degree in development studies from the School of Arts, Kathmandu University. He has worked at Kathmandu University on several research projects in various roles. Notably, he served as a team member for The Survey of Nepali People in 2018, a nationwide survey capturing public perceptions on the federal structure established under the constitution. His areas of interest include public policy, public service delivery, fiscal federalism and development planning.

**39. Ms. Sahara Aryal, Training and Research Officer**

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Ms. Aryal holds Masters of Natural Resource Management/ Rural Development from Institute of Forestry, Tribhuvan University. Her areas of interest include Climate Change, Environmental Management, Project Management and Research.



40. Mr. Raju Pangeni, Training and Research Officer

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Mr. Pangeni holds master's in business studies from Tribhuvan University. Before joining NASC, he worked at an international software company as a WordPress Developer and at an academic institution as a lecturer. His areas of interest are human resources management, marketing, organizational behavior and research.

**41. Mr. Ashma Bidari, Training and Research Officer**

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Ms. Bidari holds a Master of Business Administration (MBA) from Apex College, Pokhara University. She has notable professional experience in the field of training and development, contributing to organizations such as the Management Association of Nepal and National Training and Research Academy. She has also worked as a consultant for the Developing Capacity for Enhancing Large Scale Investment in Nepal (DCEL) project - a joint initiative of the Investment Board Nepal and UNDP Nepal. Her key areas of interest include communication, team building, human resource management and organizational behavior.

**42. Mr. Ankit Bhandari, Training and Research Officer**

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Mr. Bhandari holds master's in business administration in Finance from Kathmandu University School Management. He brings diverse professional experience across corporate and banking sectors. He has worked with Unilever Nepal as a Financial Planning and Analysis (FP&A) Associate, where he contributed to management reporting, forecasting, and innovation analysis. He also served as an SME Product Manager in a leading commercial bank, overseeing product development and portfolio management for small and medium enterprises. His professional interests lie in financial planning, economic research, and investment analysis, with a focus on integrating data-driven insights into strategic decision-making.

**43. Mr. Saurav Koirala, Training and Research Officer**

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Mr. Saurav Koirala holds Master of Arts in Sociology with a Gold Medal from the Central Department of Sociology, Tribhuvan University, and a bachelor's degree in architecture from Institute of Engineering (IOE), Thapathali Campus, Tribhuvan University. He is a firm advocate of institutional memory and cross-sectional collaboration in teamwork, recognizing institutions and team's vital role in enhancing organizational effectiveness and achieving strategic objectives by addressing complex challenges through inclusive, integrated, and equitable solutions. His areas of interest include Integrity, Governance, Informed Public Policy, Development Initiatives, Sociological Research, Architectural Design, and Literary Writing.

**44. Mr. Surya Prakash Baral, Training and Research Officer**

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Mr. Surya Prakash Baral holds a master's degree in public administration (MPA) from Tribhuvan University, alongside bachelor's degrees in political science (B.A.) and Botany (B.Sc.). He previously served at the Health Insurance Board, and his professional interests include public service delivery, governance, and national security.



ADMINISTRATIVE STAFFS

1. Mr. Bikalpa Pokhrel, Administrative and Finance Deputy Director

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Mr. Pokhrel holds Master of Business Administration in Marketing Management from School of Management, Tribhuvan University and B.Tech. (Hons.) in Electronics and Communication Engineering from NIT, Jamshedpur, India. Before joining NASC, he worked in Samsung Research India, Bangalore, Daraz Kaymu Pvt. Ltd, Gairidhara and Dish Media Network Ltd, Lalitpur. His areas of interest are information and communication technology, digital governance, research, project management and other areas of management.



2. Mr. Pratap Aryal, Administrative and Finance Deputy Director

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Mr. Aryal holds Master of Business Administration from Pokhara University. He has been working at NASC for more than a decade. His area of interest is financial management.



3. Ms. Tulasa Kumari Hamal, Administrative and Finance Officer

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Ms. Hamal holds Master of Arts in Sociology from Tribhuvan University. She has been working at NASC for more than two decades.



4. Mr. Govinda Maharjan, Administrative and Finance Officer

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Mr. Maharjan holds Master of Business Studies from Tribhuvan University. He has been working at NASC for more than two decades. His areas of interest are accounting and taxation.



5. Mr. Bikash Neupane, Administrative and Finance Officer

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Mr. Neupane has Master of Business Administration in Human Resource Management from Pokhara University. Before joining NASC, he worked in different outsourcing, logistics and marketing companies. His areas of interest are psychology, organization development, organization citizenship behavior and other management areas.



6. Mr. Seejan Paudel, Administrative and Finance Officer

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Mr. Paudel holds Master of Business Administration from Pokhara University. He has been working at NASC for more than a decade. Before joining NASC, he worked as a Knowledge Management Consultant at Enabling State Program, UK Aid. His area of interest is human resource management and financial management.



7. Ms. Rhicha Karn, Administrative and Finance Officer

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Ms. Rhicha Karn holds Master of Business Administration in Human Resource Management from King's College Nepal, affiliated to Westcliff University, California. Before working in NASC, she worked as a Human Resource Professional in a bank. Her areas of interest are organizational behavior and human resource management.

**8. Ms. Ichhya Shrestha, Administrative and Finance Officer**

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Ms. Ichhya Shrestha holds Master of Business Administration (MBA) from Pokhara University. Before joining NASC, she has worked in different callings including research, administration and finance, robotics and electronics, and banking sectors. Besides research, she is interested in concepts which are emerging in management including: knowledge management, self-management, ethics and fairness as well as digitization and convergence.

**9. Ms. Ashrita Dhital, Administrative and Finance Officer**

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She holds a Master of Business Studies and a master's in economics from Tribhuvan University, along with a Postgraduate Diploma in Counseling Psychology. With over five years of experience at NASC, her professional interests encompass human resource management and psychology, contributing significantly to the organization's administrative and financial operations.

**10. Ms. Aashma Adhikari, Administrative and Finance Officer**

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Aashma Adhikari holds Master of Business Studies (Topper (Female), TU 48th Convocation) from Bhaktapur Multiple Campus, Tribhuvan University. Prior to NASC, she worked at University Grants Commission for five years on the World Bank's Project; Higher Education Reform Project and Nurturing Excellence in Higher Education Program as a Quality Assurance and Accreditation Senior Assistant. She also has experience of working in research center. Her areas of interest are research, higher education, various areas of management and organizational behavior.

**11. Mr. Sushil Pokhrel, Administrative and Finance Officer**

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Mr. Pokhrel holds an MBA with a specialization in Finance from Kathmandu University School of Management. He has been associated with NASC for more than one year, contributing to the institution's financial and administrative functions. His professional interest spans public finance, financial control, e-governance, brand management, research, and development economics.



12. Ms. Prativa Paudel, Administrative and Finance Officerprativa.paudel@nasc.org.np

Ms. Paudel holds an MBA, with a major in Human Resource Management and a BBA(Honors) in Finance from Kathmandu University School of Management (KUSOM). Prior to NASC, she worked for 4 years in private sector as manager of Mankaa Kura, a psychological firm providing mental health services to Nepalese all over the world; as account executive at Gayatri and Sons; and as business development executive at BYD Cimex. Her areas of interest are psychology, philosophy, interpersonal relationships, business and AI ethics, political development and economics.

**13. Ms. Brijesh Rajak, Administrative and Finance Officer**brijesh.rajak@nasc.org.np

Mr. Brijesh Rajak holds Master of Business Studies (MBS) from Kankai Adarsh Campus, Tribhuvan University. Before joining NASC, he worked as a teacher, E.C.A in charge and account lecturer at different institutions for nine years. His area of interest includes Accountancy, Taxation, Human Resource Management.

**14. Ms. Anjali Verma, Senior Assistant**anjali.verma@nasc.org.np

Ms. Anjali Verma holds Master of Computer Application from Kurukshetra University, India. Before joining NASC, she worked as a Computer Science teacher for four years. She is also certified as Microsoft Technology Associate. Her area of interest is Application Developer, teaching.

**15. Mr. Ashutosh Neupane, Senior Assistant**ashutosh.neupane@nasc.org.np

Mr. Neupane is pursuing Master of E-Governance from Nepal Open University. He holds bachelor's degree in computer science and information technology from Tribhuvan University. Before joining NASC, he worked at Worldlink Communications Ltd. His areas of interest are governance, ICT, and public service delivery.

**16. Mr. Sabin Bishankhe, Senior Assistant**sabin.bishankhe@nasc.org.np

Mr. Sabin Bishankhe has done Bachelor of Business Administration from TU and master's in public policy and management from KU. His areas of interest are financial management, economics, human resource management, leadership development, development planning and research.

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Mr. Poudel is pursuing Master of Arts in Economics (MA Economics) from Tribhuvan University. He holds bachelor's degree in business administration from Pokhara University. His interests are economics, history and current affairs.



18. Mr. Lokesh Sharma, Senior Assistant

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Mr. Sharma is pursuing a master's in economics from Tribhuvan University. He holds bachelor's degree in business studies from Tribhuvan University. His areas of interest are economics, public policy, research and development and foreign policy.

**19. Ms. Aasthadeep Dhakal, Senior Assistant**

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Ms. Aasthadeep Dhakal holds Master of Business Studies (MBS) from Tribhuvan University. She holds a bachelor's degree in business administration from Tribhuvan University. Her areas of interest are Human Resource management, Organization Behavior, Training, Research and Development.

**20. Mr. Ravi Bhushan, Senior Assistant**

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Mr. Ravi Bhushan holds Master of Business Administration (MBA) from Uttarakhand Technical University, India. Before joining NASC, he worked at a national medical company as a sales officer and as a lecturer. His areas of interest are human resources management, marketing, organizational behavior and research.

**21. Ms. Smriti Bhattarai, Senior Assistant**

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Ms. Smriti holds a master's degree in economics and a Bachelor of Business Administration from Tribhuvan University. Before working at NASC, she served as a consultant in the finance department at PSI/Nepal and worked at Lumbini General Insurance Co. Ltd. in accounts department. Her areas of interest include Economics, Human Resources Management and Self-Management.

**22. Ms. Aakriti Shakya, Senior Assistant**

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Ms. Shakya holds a master's degree in business administration (MBA) from the School of Management, Tribhuvan University. Prior to her current role at NASC, she gained experience as a Management Trainee at Nepal Reinsurance Company Limited, where she worked for two years in the Reinsurance Accounting Department. Her areas of interest are Financial Management, Human Resources Management, Training and Development, Research, Organizational Behavior, Strategic Management.

**23. Ms. Lalita Khonju, Senior Assistant**

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Ms. Lalita Khonju has completed master's in business studies from Bageswori College, Tribhuvan University. Prior to NASC, she worked as Computer Operator for two years at Bhaktapur Municipality. She also had 2 years of experience as an accountant in academic institution (Khwopring English Academy). Her areas of interest are financial and accounting management, human resource management, training and development.



24. Ayushma Pangeni, Senior Assistant

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Ms. Pangeni holds a Bachelor of Business Administration in Finance. Prior to joining NASC, she completed two-month internship at Rastriya Banijya Bank. She has also participated in international conferences and actively engaged in professional interactions. Her interest span across economics and finance.

**25. Alisha Devkota, Senior Assistant**

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Ms. Devkota holds a master's degree in business studies from Nepal Commerce Campus, Tribhuvan University. She has completed a three-month internship at Nepal Investment Mega Bank Limited. Her key areas of interest include financial management, training and development, stress management and organizational behavior.

**26. Mr. Madhuram Singh Dangol, Plumber**

Mr. Dangol has been working at NASC for more than three decades. He specializes in plumbing and electricity related work.



SUPPORT STAFF

1. Mr. Raja Ram Machamasi, Light Driver



3. Mr. Ratna Prakash Poda, Sweeper



2. Mr. Ranta Poda, Sweeper



4. Ms. Sharmila Poda, Sweeper



SUPPORT STAFF UNDER CONTRACT

1. Mr. Bishnu Hari Baskota, Light Driver



7. Ms. Sanumaya Shrestha, Office Assistant



2. Mr. Resham Bahadur Basnet, Light Driver



8. Mr. Binod Kumar Shrestha, Office Assistant



3. Mr. Puspa Raj Duwal, Office Assistant



9. Mr. Kul Bahadur Pahari, Office Assistant



4. Mr. Sadhu Ram Subedi, Office Assistant



10. Mr. Dhan Krishna Maharjan, Office Assistant



5. Mr. Kumar KC, Office Assistant



11. Ms. Jamuna Pujari, Sweeper



6. Mr. Laxman Karki, Office Assistant



12. Mr. Kushal Poda, Sweeper



In Remembrance

NASC pauses to honor and remember the members of our community who passed away this year. Each of them, in their own way, gave generously of their time, talent, and heart to the work we do together. Their contributions helped shape who we are today, and their dedication leaves an impact that will not be forgotten.

As we reflect on the past year, we are reminded that NASC is more than its programs and achievements; it is the people who show up, who care, and who carry its mission forward.

We carry with us the spirit of those we have lost, and we honor their memory by continuing the work they helped build.

Shambhu Sharan Prasad Kayastha

Former Executive Director Mr. Shambhu Sharan Prasad Kayastha served in NASC from 2055 B.S. to 2060 B.S.

1999/12/25 B.S.



2083/01/01 B.S.

Suwarna Man Tuladhar

Former Director of Studies Mr. Suwarna Man Tuladhar served in NASC from 2039 B.S. to 2066 B.S.

1997/06/23 B.S.



2083/02/30 B.S.

NASC IN FRAMES



Photo: Ichhya Shrestha



Photo: Antovna Gyawali

ANNEXES

Nepal Administrative Staff College
Jawalakhel, Lalitpur

Annual Progress Review FY 2082/83

S.N	Programs/Activities (Fiscal Year 2082/83)	Target Participants	Target			Achievement	
			No. of Program	Participants per program	Total Participants	No. of Program	Total Participants
A	PSTD: Regular Programs	Target Participants					
1	Secretary Colloquium	Secretaries and Special Class Officers of GoN	1	60	60	1	56
2	Senior Executive Development program (SEDP)	Class I Officers of GoN	2	25	50	2	48
3	Executive Development program (EDP)	Executives of Public Enterprises	1	25	25	1	18
4	Advanced Course on Management and Development (ACMD)	Class II Officers of GoN	5	25	125	5	123
5	Professional Course on Management and Development (PCMD)	Class III Officers of GoN	10	25	250	10	242
6	Administrative Excellence program (AEP)	CDOs and Security Chiefs	7	25	175	0	0
7	Leadership Development program (LDP)/(ARoLead)	Newly appointed Class I Officers of GoN	2	30	60	2	43
8	Management Development program (MDP)-LeaP	Newly appointed Class II Officers of GoN	3	25	75	6	109
9	Induction Training Programme	Newly appointed Class-III Officers of Survey Group	1	15	15	1	11
10	Induction Training Programme	Newly appointed Class III Officers of Foreign Service & Law group	6	24.5	147	3	81
11	40th Basic Administration Training (BAT)	Newly appointed Class III Officers of GoN	6	26.17	157	8	203
12	SEDP Redesign	Class I Officers of GoN	1	0	0	0	0
13	Refresher/Reflection Workshop	BAT Graduates	2	30	60	1	22
14	Certificate Course on Management and Development	Potential Trainers of Public Sector	1	25	25	1	21
15	Designing Self-paced Learning Modules in PCMD	Officers of Public Organizations	1	0	0	0	0

S.N	Programs/Activities (Fiscal Year 2082/83)	Target Participants	Target			Achievement	
			No. of Program	Participants per program	Total Participants	No. of Program	Total Participants
AD1	Administrative and Managerial skills for Newly appointed Class III Officers	Newly appointed Class III Officers of GON	0		0	2	103
AD2	Enhancing Role for Service Excellence	Newly appointed Class III Officers of GON	0		0	1	33
AD3	Managerial and Administrative Skills	Newly appointed Class III Officers of GON	0		0	1	37
AD4	Administrative Leadership for Local Governance (AllGov)	Admin group of 40th BAT	0		0	3	81
	Sub-Total (A)		49		1224	48	1231
A.1	PSTD; Programs on Request						
1	Professional Course on Management and Development (PCMD)	Officials of Public Organizations	2	20	40	2	39
2	Advanced Course on Management and Development (ACMD)	Officials of Public Organizations	1	20	20	0	0
AD1	Induction Training program	Newly appointed officers of NBL	0		0	4	159
AD2	Induction Training program	Newly appointed officials of Electricity Regulatory Commission	0		0	1	13
	Sub-Total (A1)		3	40	60	7	211
	PSTD (Regular & Requested Program)		52	40	1284	55	1442
B	MLG: Regular Programs						
1	Leadership and Management	Army Officers of Nepal and Friendly Countries	2		90	2	91
2	Leading Change: Organizational Development Interventions (ODI)	Chief Administrative Officers of Local Governments	1		25	1	26
3	Negotiation Skills Training	Government Officers	1		25	1	21
4	Training of Trainers (ToT)	Officers of Public Organizations	1		25	1	21
5	Training of Trainers (ToT) at Province Level	Potential Trainers of Provincial Training Centers	3		75	3	68
6	Trainers' Meet Programme	Trainers of Public Training Institutions	1		25	1	26
7	Late Career Management	Officers of Public Organizations	1		25	1	16
8	Sharpen the Saw	Faculty/Staff	6		0	6	0

S.N	Programs/Activities (Fiscal Year 2082/83)	Target Participants	Target			Achievement	
			No. of Program	Participants per program	Total Participants	No. of Program	Total Participants
9	Workshop on Contemporary Issues in Public Financial Management	Officers of GoN and Public Organizations	1		40	1	85
10	Learning Organizations and Knowledge Management	Officials of Sub National Government	1		25	1	20
11	Round Table on Issues and Imperatives of Public Enterprises (PEs)	Officers of Public Organizations	1		40	1	25
12	Management Development program of Public Enterprises Officials	Officers of Public Organizations	1		25	1	21
AD1	MTOT of Training Institutions	Officials of Training Institutions	0		0	1	23
	Sub-Total (B)		20	0	420	21	443
B.1	MLG: Programs on Request						
1	Managerial Excellence	Officers of Public Organizations	1		20	1	25
2	Leadership Excellence	Women Officers of Public Organizations	2		40	2	41
3	Organization Development Interventions (ODI)	Officers of Public Organizations	1		20	1	14
4	Negotiation Skills Training	Officers of Public Organizations	1		20	1	17
5	Service Excellence (Civil Hospital)	Officers of Public Organizations	1		20	1	30
6	Financial Management for Non-Financial Managers	Officers of Public Organizations	2		40	2	31
7	Financial Analysis and Decision Modelling	Officers of Public Organizations	2		40	1	15
8	Training of Trainers (TOT)	Officers of Public Organizations	6		120	7	131
9	Customer Service Excellence	Frontline Service Providers	1		25	1	17
AD1	Leadership Excellence	Senior Officials of NEA	0		0	1	26
AD2	Leadership and Management	Student Officers of Nepal Army	0		0	1	46
AD3	ToT Provincial Level- Bagmati	Potential Trainers of Provincial Training Centers	0		0	1	15
AD4	Managerial Skills	Officials of Federal Parliament Secretariat	0		0	1	15
AD5	Managerial Excellence	Officials of NARC	0		0	1	25
AD6	Administrative Excellence Training	Officials of Krishi Samagri Company Ltd.	0		0	1	21
AD7	Managerial Excellence program	Newly Appointed Officials of NEB	0		0	1	22

S.N	Programs/Activities (Fiscal Year 2082/83)	Target Participants	Target			Achievement	
			No. of Program	Participants per program	Total Participants	No. of Program	Total Participants
AD8	Leadership and Management Training	Student Officers of Police Leadership and Staffs	0		0	1	17
AD9	Management Audit Training	Officials of Civil Aviation	0		0	1	16
AD10	Public Financial Management and Public Procurement Clinic	Officials of Public Organizations	0		0	1	21
AD11	Training Program on Planning, Budgeting and Public Procurement	Officials of Public Organizations	0		0	1	43
	Sub-Total (B1)		17	0	345	28	588
	MLG (Regular & Requested Program)		37	0	765	49	1031
C	GDMLG: Regular Programs						
1	Evidence Based Policy Making	Officers of Public Organizations	1		25	1	34
2	Service Innovation at Local Level	Elected Representatives and Public Officials	2		50	0	0
3	Training on Municipal Assembly Conduction	Trainer and Resource Person	1		25	1	27
4	E-governance and Cyber Security in the Context of Federal Nepal	Officers of Public Organizations	1		25	1	37
5	National Seminar on Federalism	Elected Representatives, Policy Makers/Officials, Academia	1		40	1	60
6	Creating Gender Friendly Environment	GFP of Public Organizations	1		25	2	45
7	Changing role of Information Officers	IO of Public Organizations	1		25	1	27
8	Engaging with Local Governments for Faculties (ELGF)	NASC Faculties and Officials	1		14	1	3
9	Training on Project Management	Officers of Public Organizations	1		25	2	52
10	Training on Procurement and Contract management	Officers of Public Organizations	1		25	1	24
AD1	Training on Citizen Centric	Front Desk Officers of GoN	0		0	9	190
	Sub-Total (C)		11	0	279	20	499
C.1	GDMLG: Programs on Request						
1	Training on Project Management	Officers of Public Organizations	1		20	1	20
2	Training on Procurement and Contract Management	Officers of Public Organizations	4		80	3	49
3	Training Programs - CDRC	Public Officials	13		260	10	261

S.N	Programs/Activities (Fiscal Year 2082/83)	Target Participants	Target			Achievement	
			No. of Program	Participants per program	Total Participants	No. of Program	Total Participants
AD1	Pavement Design, Construction and Maintenance	Technical Officials of DOR	0		0	2	40
AD2	Road and Bridge Construction, Supervision along with General Agreement and Layout	Officials of Public Organizations	0		0	1	25
AD3	Public Procurement Management	Officials of Transport Infrastructure Directorate	0		0	1	25
AD4	Training Program on GESI	Gesi Focal Person	0		0	5	105
AD5	Training on Environmental and Social Management Framework	Officials of DOR	0		0	6	121
AD6	Training on Survey, Design, Estimate, Construction and Construction Supervision of Motorable Bridges	Engineers of DOLI	0		0	1	24
AD7	Training on Climate Resilient Hills Slope Management	Officials of DOR	0		0	1	19
AD8	Training Program on GIOMS and Public Procurement	Officials of Ministry of Defense	0		0	1	38
AD9	Training on Geographical Information System (DOR)	Officials of DOR	0		0	1	15
	Sub-Total (C1)		18	0	360	33	742
	GDMLG (Regular & Requested Program)		29	0	639	53	1241
D	RCSD: Regular Programs						
1	Internal Research/Case Studies	NASC Employees	12		12	33	48
2	Journal Publication		1		0	1	0
3	Book Publication		1		0	1	0
4	Sectoral Governance Survey	Public Sector	1		0	0	0
5	South Asian Conference on Policy and Governance	Policy Leaders, Practitioners, and Academia	1		150	1	160
6	Enhancing Case Teaching Skills	NASC Employees	1		25	1	15
7	Enhancing Research Skills	NASC Employees	2		40	2	72
8	Enhancing Consulting Skills	NASC Employees	1		25	1	23
9	NASC Discussion Series	Public and NASC Officials	10		300	10	350
10	Outreach Program of Learning Need Assessment	Service Recipients at Province Level	2		0	0	0
11	Supervisory Excellence Programme	Class I and Class II officers of NASC	1		25	1	19

S.N	Programs/Activities (Fiscal Year 2082/83)	Target Participants	Target			Achievement	
			No. of Program	Participants per program	Total Participants	No. of Program	Total Participants
12	Training Effectiveness Study of In-service Training Programs	Participants of PCMD and ACMD	2	0	0	2	0
	Sub-Total (D)		35	0	577	53	687
D.1	RCSD: Programs on Request						
1	Consulting Service		5	0	0	6	0
AD1	Training Program on Research Method	Officials of Federal Parliament Secretariat	0	0	0	1	14
	Sub-Total (D1)		5	0	0	7	14
E	MSD (Management Service Department)						
1	HR Acquisition and Promotion		1	0	0	1	0
2	Faculty Development program (FDP)	Faculties	6		6	6	6
3	Professional Excellence program	Faculties/Staff	2		20	5	17
4	Annual Planning and Review Workshops	Management Team/Staff	2		125	1	85
5	NASC Day Celebration	NASC Staffs and Guests	1		150	1	120
6	Annual Report Publication		1		0	1	0
7	Learning Resource Purchase and Subscription		1		0	1	0
8	Documentary and Media Outreach		1		0	1	0
9	Innovation Camps for Design Thinking		1		0	0	0
10	Workshop, Seminars and Discourses		10		250	7	150
	Sub-Total (E)		26		551	24	378
	Regular Programs Total		141		3051	165	3238
	Programs on Request Total		43		765	74	1555
	Total Programs and Activities for FY 2082/83		184	0	3816	240	4793

Nepal Administrative Staff College

Income Statement

For the period from Shrawan 1, 2082 to Ashad 32, 2083
(17 July 2025 - 16 July 2026)

*Provisional and Unaudited

Income	Current Year (Rs.)	Previous Year (Rs.)
Government Grant	173,660,151.06	162,878,078.26
Rent	5,843,850.00	7,108,956.00
Interest	1,333,251.92	2,087,071.07
Consultancy Programmes	74,099,836.76	71,652,822.74
Miscellaneous	8,336,607.94	25,038,085.51
Total Income	263,273,697.68	268,765,013.58
Expenditure	Current Year (Rs.)	Previous Year (Rs.)
Operating Expenditure	173,660,151.06	162,878,078.26
Consultancy Expenditure	67,246,773.35	56,648,222.23
Miscellaneous	4,122,238.44	281,572.22
Depreciation	0.00	18,098,552.43
Capital Replacement Fund Payable	1,460,962.50	1,777,239.00
Profit Tax Provision	5,264,774.13	3,322,471.05
Remaining Balance of Incomplete Projects	300,000.00	900,000.00
Employee Welfare Fund Payable	2,804,699.55	6,214,719.60
Surplus	8,414,098.65	18,644,158.79
Total Expenditure	263,273,697.68	268,765,013.58

Nepal Administrative Staff College

Balance Sheet

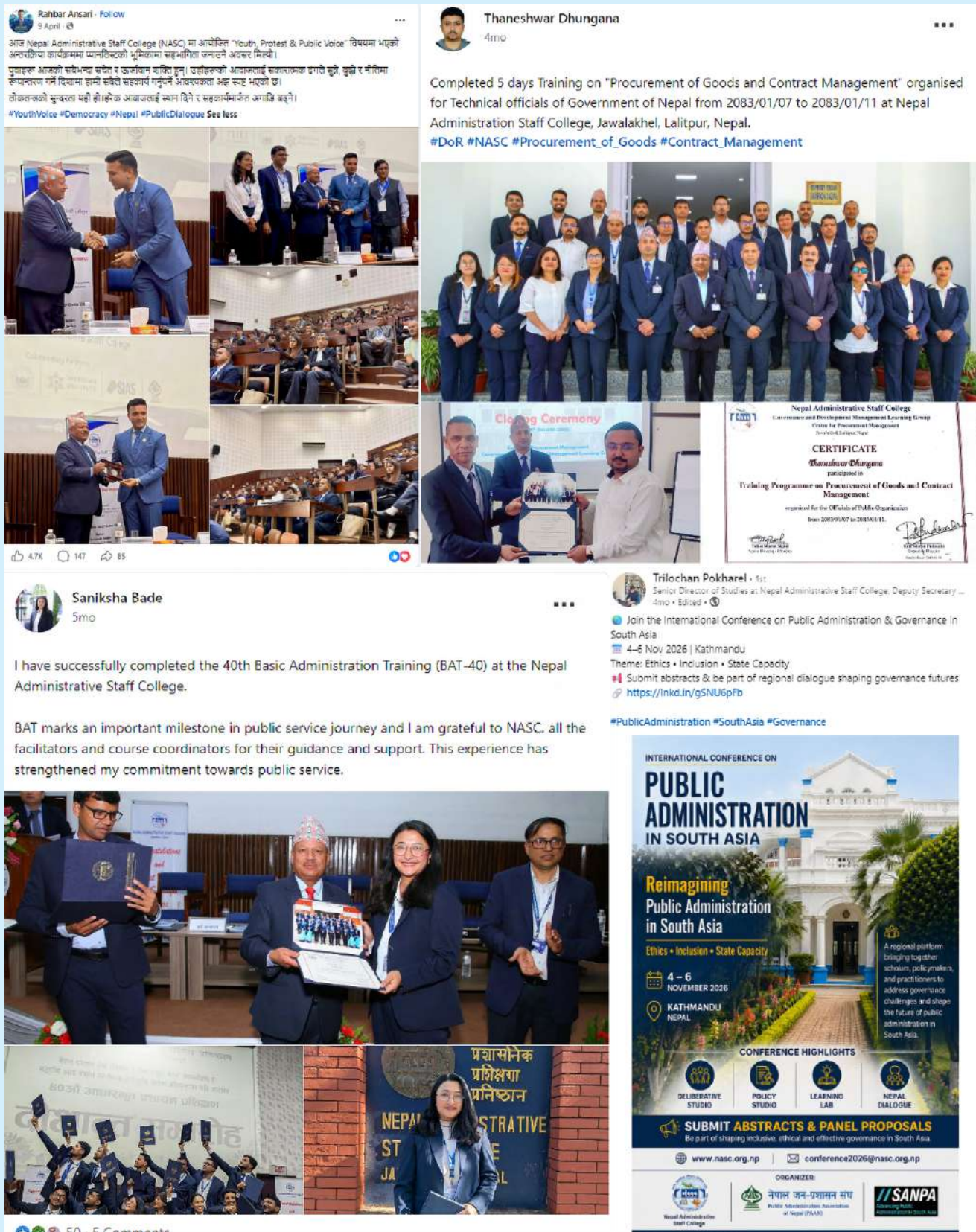
As at Ashad 32, 2083 (16 July, 2026)

*Provisional and Unaudited

Capital and Liabilities	Current Year (Rs.)	Previous Year (Rs.)
Main Fund	422,971,108.23	135,172,218.98
Capital Replacement Fund	5,203,587.75	686,973.29
Liability Funds	640,932,181.49	665,395,776.97
Amount Payable	47,414,039.42	34,586,841.76
Received in Advance	886,788.00	886,788.00
Deposit & Retention	3,171,861.72	2,246,988.77
Other Liabilities	8,969,473.68	14,179,815.90
Staff Development Fund	21,000,000.00	21,000,000.00
Deferred Income	0.00	185,438,276.19
Total	1,150,549,040.29	1,059,593,679.85
Assets	Current Year (Rs.)	Previous Year (Rs.)
Cash at Bank	88,297,269.87	69,259,120.36
Amount Receivables	13,527,269.06	5,382,429.39
Closing Stock	11,683,035.79	15,644,265.10
Loans, Advance & Deposit	21,800,095.16	20,671,590.36
Investment	21,000,000.00	21,000,000.00
Fixed Assets	353,309,188.92	261,000,385.57
Citizen Investment Trust	640,932,181.49	665,395,776.97
Fixed Assets in Progress	0.00	1,240,112.10
Total	1,150,549,040.29	1,059,593,679.85

[illegible]

#NASC in Social Media





Yubraj Khanal

2mo



Happy to share the completion of 7 days - Administrative Leadership for Local Governance (ALLGov) training at the Nepal Administrative Staff College (NASC)! ...more



Yubraj Khanal

2mo



I am pleased to share that I have successfully completed the 40th Basic Administration Training (BAT) at the Nepal Administrative Staff College. ...more



Bhojraj Poudel · 2nd

Founder, Strategic Planning, Foresight Analysis & Economics
8mo · Edited ·

Connect

Training Future Policy Leaders

I had the privilege to serve as a Resource Person for the Federal and Sub-National Governance Module (FSNG) at the Basic Administration Training (BAT) organized by Nepal Administrative Staff College (NASC) for newly appointed Class III government officers.

We explored the revenue scope of provincial and local governments and discussed practical measures to expand their revenue base during the session on "Fiscal Federalism: Revenue Potential". It was an engaging moderated workshop aimed at empowering our "Future Leaders" in public administration.

I am thankful for the opportunity to contribute to building stronger sub-national governance in Nepal. Looking forward to more such impactful collaborations!
Institute For Future
#FiscalFederalism #PublicAdministration #Nepal #GovernmentTraining #CapacityBuilding



Chakrapani Bhandari - चक्रपाणी भण्डारी is with Chakra Bhandari. · Follow

28 June ·

६ महिनाको #BAT प्रशिक्षणको यात्रालाई सम्मल बनाइदिनुहुने #NASC परिवार, आदरणीय प्रशिक्षकज्यूहरू र सम्पूर्ण साथीहरूमा हार्दिक आभार।

सिकाइसँगै सेवाको प्रतिबद्धता अझ बलियो बनेको छ।

<https://www.chakrapanibhandari.com.np/.../BAT-closing.html> See less



+23



Vivek Gautam is at Staff College, Jawalakhel, Lalitpur. • Follow
3 July • Kathmandu • 📍
Suited up for the service.
#BAT40 #NASC



Rishi Ram Ghimire is 🥳 feeling wonderful with Bhim Joshi and 4 others at Nepal ... • Follow
9 February • Kathmandu • 📍
Poster presentation about public service design and delivery..
#NASC ... See more

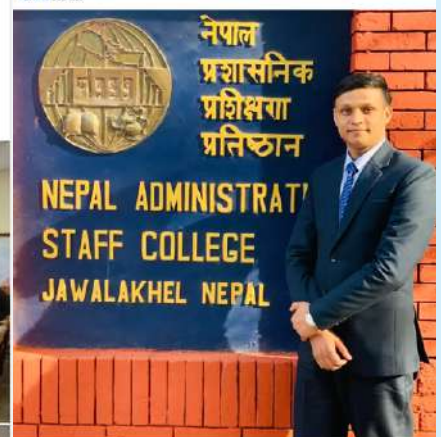


Koirala Saurav is with Lilu Giri and 18 others.
9 September at 20:45 • 📍

Dear PCMD Graduate Sir and Mam, Congratulation all of you for completing PCMD inservice training programme successfully. As Course Co-Ordinator, I am very thankful to you all for your active participation and supporting in co-ordination to make me easy to manage training sessions both formally and informally throughout the 32 - working days. I extend my best wishes to all of you for your career growth. May all of you reach higher in your Public Service Career. Have a very hap... See more



Sandeep Ghimire updated his profile picture. • Follow
22 December 2023 • 📍
बल्लभो विरो विना आझो कोटो किने रह्यो मी पुरा भयो 🥰🙏
#sectionofficer
#BAT40 See less



Raj Chhetri updated his profile picture. • Follow
17 December 2023 • 📍
उत्ति बचनुको लखेर
अभिलेखको बचपन होसो पढाको पढा,
पाठ्यक्रम विद्यार्थी कर्मचारीको हुनियामा ।
पाठन करिने ।
#BAT40
#sectionofficer
#NASC See less





Dr. Shesh Paudel is with Nepal Administrative Staff College - NASC and सामाजिक ... · Follow ...
27 June · 🌐

नेपाल सरकारका सहसचिव (रा.प्र. प्रथम श्रेणी) हरूका लागि सञ्चालन हुने ६ महिने वार्षिक कार्यकारी विकास कार्यक्रम (Senior Executive Development Program – SEDP) सफलतापूर्वक सम्पन्न गरी प्रमाणपत्र प्राप्त गर्ने अवसर प्राप्त भयो। यसरी महत्वपूर्ण कार्यक्रममा प्रमोन्नत गरी सहभागिताको अवसर प्रदान गरिकोमा नेपाल सरकारप्रति हार्दिक आभार व्यक्त गर्दछु। साथै, ६ महिनाभन्दा बढी अवधिम्म निरन्तर रूपमा ज्ञान, सोप र नेतृत्व विकासका लागि प्रशिक्षण तथा मार्गदर्शन प्रदान गर्नुहुने नेपाली प्रशासनिक प्रशिक्षण प्रतिष्ठान (Nepal Administrative Staff College) का सम्पूर्ण आदर्शपूर्ण प्रशिक्षकज्यूहरू, सर/म्याडमहरू तथा कार्यक्रम व्यवस्थापन टोलीप्रति हार्दिक कृतज्ञता व्यक्त गर्दछु। यसैगरी, तालिमको दौरानमा हरतरहेको साथ र सहयोग पुर्याउने गण्डकी प्रदेश सरकार र विशेष गरी गण्डकी प्रदेशको सामाजिक विकास, युवा तथा खेलकुद मन्त्रालय परिवारप्रति धेरै आभारी छु।

यस अन्तर्गत SEDP-५१ को पात्रामा सहभागी बनी निरन्तर साथ, सहयोग र सहकार्य प्रदान गर्नुहुने नेपाल सरकारका २५ जना सहसचिव मित्रहरूप्रति पनि हार्दिक धन्यवाद तथा शुभकामना व्यक्त गर्दछु। यस अविस्मरणीय सिकाइ अनुभवको सार्वजनिक सेवा, नेतृत्व क्षमता र व्यावसायिक उत्तरदायित्वलाई थप सुदृढ बनाउने शिक्षा लिएको छु 🙏🙏🙏 See less



Dinkar Kayastha is at Staff College, Jawalakhel, Lalitpur.
26 August 2025 · Kathmandu · 🌐

ACMD Training



Hari Bhandari is in Lalitpur · Follow
24 November 2025 · 🌐

ACMD Training, 2082/08/08 to 2082/10/07 at NASC Lalitpur.



नवराज जोशी · Follow
11 December 2025 · 🌐

विदेशी रोजगारका सभासदहरू खोल्दै !!!
#PCMD #PublicServiceDelivery #observation



Nath Adhikari is with Sabitri Upadhyaya Adhikari · Follow
16 January · 🌐

#NASC

PCMD-8 तालिम सम्पन्न गरी NASC का Executive Director Ram Sharan Pudasaini ज्यूबाट Certificate ग्रहण गर्दै
2082/10/02 🙏🙏🙏 See less





Rajan Khanal
3 July 2025 · 🌐



Nepal Administrative Staff College - NASC

Pukar Malla
8 August · 🌐

“वैश्विक नीति-समा”

हालाँदी नीति-समा “विश्व-असफल हुन्छन्” भन्दा पनि “कसरी असफलतापूर्वक असफल भइरहेका छन्” भन्ने प्रश्नमा अब धेरैले सोच्नेछन्।

सन् २०२२ को अन्तिम विश्वव्यापीय वैश्व-असफलताको निष्कर्षमा “विश्व-असफलता” भन्ने शब्दले वर्णन गरिएको थियो। यसको कारण भने पनि थाहा छैन। राजनीतिक नवीकरणलाई आर्थिक तथा सामाजिक बढावा दिने भन्ने, रैती तहको बाँडो कार्य-व्यवस्था रहेको यी दुवैको फलस्वरूप भन्ने हुन सक्छ।

समाधान नीति-कार्य-व्यवस्था वैश्व-असफलताको कारण हुन सक्छ। यही कारणले “समाधान-समाधान” वा “समाधान-समाधान” भन्ने शब्दले वर्णन गरिएको थियो। यसको कारण भने पनि थाहा छैन। राजनीतिक नवीकरणलाई आर्थिक तथा सामाजिक बढावा दिने भन्ने, रैती तहको बाँडो कार्य-व्यवस्था रहेको यी दुवैको फलस्वरूप भन्ने हुन सक्छ।

यसको कारण भने पनि थाहा छैन। राजनीतिक नवीकरणलाई आर्थिक तथा सामाजिक बढावा दिने भन्ने, रैती तहको बाँडो कार्य-व्यवस्था रहेको यी दुवैको फलस्वरूप भन्ने हुन सक्छ।

Sudesh Dhalak / Gubinda Karkar / Pratik Dhalak / Trilochan Pokharel / Basanta Raj Sigdel / Sagar Dhalak / Anushka Shrestha / Harisharan Pudasaini / Nisha Onta / Pratiha Joshi / Swasti Khatri

PMO Nepal | National Planning Commission, Nepal | National Administrative Staff College, Lalitpur, Kathmandu | Governance Lab - GovLab See less



Unique Sampang
25 April · 🌐

Then, successfully Accomplished TP On LOGICAL FRAMEWORK APPROACH IN PROJECT PLANNING @NASC

Thanks to:

Shiva Hari Adhikari

Shashi Shekhar Acharya See less



Sabik Raj Neupane is with Shashi Shekhar Acharya and 4 others.
9 April · 🌐

Coordinating the 6th South Asian Conference on Public Policy and Governance has been one of the most intense yet rewarding experiences. Day 1 went smoothly, everything ... See more





Rajendra Adhikari

30 June · 🧑🏻

For our own team...



Nepal Administrative Staff College - NASC



Navaraj Dhakal

29 July 2025 · 🧑🏻

We five Batchmates (RD -TU- First Batch) today at NASC @ during SEDP training.
Bharat Mani Pandey Tulasi Sharan Sigdel, Rajendra Adhikari @ Indra Bilas J.



Trilochan Pokharel

21 March · 🧑🏻

Congratulations to new government, best wishes for productive tenure! My arguments to transform Nepal Administrative Staff College to School of Government.



त्रिलोचन पोखरेल



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स्टाफ कलेजलाई सरकारको स्कूल बनाउं

👍 102 🗨 19 🔄 7

View more comments





3D Rendered Design of Proposed Residential Infrastructure of NASC at Namo Buddha Municipality



Greenery of NASC premises



२०८३ सालको विजया दशमी,
शुभ दीपावली तथा छठ पर्व
लगायतका राष्ट्रिय पर्वहरू र ने.सं. ११४७
को पावन अवसरमा सम्पूर्ण नेपाली
दिदीबहिनी तथा दाजुभाइहरूमा
सुख, शान्ति, सु-स्वास्थ्य,
समृद्धि एवं उत्तरोत्तर प्रगतिको
लागि हार्दिक मंगलमय
शुभकामना व्यक्त गर्दछौं ।



नेपाल प्रशासनिक प्रशिक्षण प्रतिष्ठान
जावलाखेल, ललितपुर





Photo: Ichhya Shrestha

NASC Emblem and Sampada Sadan in Frame



नेपाल प्रशासनिक प्रशिक्षण प्रतिष्ठान Nepal Administrative Staff College **LOCATION MAP**



NASC Complex: Legend

1. SAMPADA SADAN (Administrative Block)
2. VRIHASPATI SADAN (Auditorium)
3. KITCHEN & DINING HALL
4. WARDEN QUARTER
5. PRASHANT SADAN (Hostel)
6. PRAJNAN SADAN (Knowledge Resource Center)
7. BADMINTON COURT
8. VOLLEYBALL COURT
9. BASKETBALL COURT
10. DIKSHA SADAN (Training Block)
11. OVERHEAD WATER TANK
12. ANANDA SADAN
13. CANTEEN
14. GARAGE & GENERATOR HOUSE
15. MANGAL SADAN
16. SAHARA SADAN
17. SECURITY GUARD POST
18. FUTSAL GROUND
19. COVERED HALL (GYM)
20. CHILD CARE CENTER

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Location Map



Redefining Commitment Towards Quality and Excellence in Public Sector Capacity Building: NASC Recognized with NS/ISO 9001:2015 Certification

Nepal Administrative Staff College (NASC) received NS/ISO 9001:2015 certification on September 23, 2024, affirming its commitment to quality excellence. This achievement showcases NASC's dedication to continuous improvement, accountability, and professionalism. By adhering to ISO standards, NASC aims to enhance its training, research, and consulting services while ensuring stakeholder satisfaction. The certification strengthens internal governance and positions NASC as a leader in public sector capacity development in Nepal.



Government of Nepal
Ministry of Industry, Commerce and Supplies
Nepal Bureau of Standards and Metrology
Balaju, Kathmandu
website: www.nbsm.gov.np



CERTIFICATE

Nepal Administrative Staff College

Jawalakhel, Lalitpur.

Has been assessed and certified as meeting the requirement of

NS/ISO 9001: 2015

For the following activities:

**Designing and Delivering of Training, Research and Consulting Services
in the Field of public Administration and Management Development.**

The certificate is valid
From 23/09/2024 until 22/09/2027


Kumari Jyoti Joshi
Director General

Certificate no. NBSM/QMS/2081-01
Rev. no. 00
Issue no: 01



Nepal Administrative Staff College

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