

About NASC

NASC was established in 1982 under the Nepal Administrative Staff College Act 1982 with the following objectives:

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

The mission of NASC is to develop leaders who will take initiative and make a difference in Public Service. NASC has three functional departments, two Learning Groups along with semi-autonomous thematic centers to undertake training, research and consulting services in specialized fields. These learning groups work in the domain of governance, development, management and organization development. NASC has a pool of highly professional staffs with long experience in training, research and consultancy services. It also has excellent physical facilities and a knowledge resource center with a good collection of books on management and development.

About Center for In-Service Training (CISt)

The Center for In-service Training (CISt) is one of the centers within Public Service Training Department (PSTD). It is committed to provide a wide range of need-based, quality trainings and development opportunities to Gazetted officers working for Nepal Government and Public Organisations in order to improve their capabilities.

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Nepal Administrative Staff College

ISO 9001:2015 Certified

Certificate Programme

on

Governance and Development

Ashadh 2083

Public Service Training Department
Centre for In - Service Training

“NASC ... devoted to making a difference positively.”

Background

Resource persons engaged in executive education and professional development programmes often come from diverse professional, academic, and technical backgrounds, bringing valuable expertise and practical experience to the learning process. However, there is a need to develop a common understanding of competency frameworks, programme objectives, course content, and learner-centred training approaches to ensure consistency and effectiveness in programme delivery. Strengthening the instructional, facilitation, and participatory training skills of resource persons contributes to the quality and impact of professional learning programmes across different training contexts.

Most of the competency-based programs in the public sector training institutions often include modules like governance and development. Such courses usually have objectives to enhance understanding of the participants to analyse the context of governance and development, and to deliver public service effectively and efficiently. However, the institutions lack professional resource persons to deliver the module contents.

This programme addresses that gap by focusing on enhancing participants' ability to critically analyse governance and development issues while strengthening their capacity to deliver public services. The module covers key themes such as governance in Nepal, federalism and intergovernmental relations, development perspectives, policy processes, development planning, project management, and citizen-centric service delivery. In addition, this programme goes beyond content familiarisation. It integrates subject-matter expertise with facilitation and instructional design skills, equipping trainers to connect course content with real-world public sector challenges and reform practices, and enabling them to create engaging, practice-oriented learning experiences rather than relying solely on lectures. The design incorporates case analysis, simulations, reflective learning, and contextual application, ensuring a problem-oriented and practice-based approach.

Upon successful completion, participants will be certified as resource persons for Governance and Development. They will be expected to independently design, facilitate, and assess learner-centred training sessions in accordance with competent standards and methodologies.

Course Aim

Certificate Course aims to prepare and certify competent resource persons who can effectively design, facilitate, and assess learner-centred training sessions on Governance and Development, equipping them with both subject-matter knowledge and instructional skills to deliver engaging, practice-oriented learning experiences in public sector training programmes.

Course Objective

By the end of the course the participants will be able to:

- Design participatory and learner-centred training sessions, materials, and learning activities using appropriate methods such as case studies, simulations, discussions, and exercises.
- Explain the contents of Governance and Development Module.
- Facilitate and assess learning effectively by managing participatory learning processes, encouraging reflection, and monitoring participants' learning progress through assignments, feedback, and method lab.
- Connect content to Nepal's live governance reform priorities (digital governance, results-based management, intergovernmental coordination)

Course Contents

- Adult learning principles and trainer roles
- Governance Landscape and Federal System Dynamics
- Intergovernmental Relations
- Development perspectives and policy management processes
- Development planning and Project Management
- Public Service Delivery
- Method Lab

Training Approach and Methodology

The program will use practice-based and problem-oriented learning approaches, including case analysis, panel discussions, simulations, delivering mini sessions, reflective learning, and contextual application. The course will be standardized with the help of a session planning template (intent, core message, method, flow, facilitation guide and expected outputs) to ensure common understanding across trainers.

Participants Profile

The program is designed for prospective trainers who have prior experience in subject-matter background in governance, public administration, or a related field; and willingness to serve as a resource person upon certification.

Date

2083/03/04– 2083/03/12, 7-working days