VISION
ATI-2005

(FOR INTERNAL CIRCULATION ONLY)

INTRODUCTION

The Administrative Training Institute at Mysore has been functioning as a premier training institution of Karnataka. Established in 1967, it is catering to the training demands of the Government of the State as well as the All India Service officers allotted to the State. Besides, it is also imparting training to the employees of semi governmental bodies like the universities. With the problems confronting the Government growing complex everyday, the Institute has been striving to sensitize the Government employees to various social issues like gender discrimination and violence against women, protection of human rights, problem of child labour and empowerment of women. The issues of disaster management and the right to information have also been addressed. The Institute is also conducting training courses sponsored by Government of India and international agencies like the World Bank and the UNDP.

There have been significant changes in both the training environment and the environment within which the Government operates. Governments have now become more open and non governmental entities have become important determinants of life in society. There has been a tendency towards privatization of many of the services which were exclusively handled by the Government. Procurement laws

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treat all agencies on equal footing. In the training front, many new entrants promise more value to the trainees for the money and time spent on training. Many of the departments of Government are sourcing out the training supplies. The tough competition that is found here would alert any well meaning training institution to brace itself by upgrading itself and improve the quality of service delivery

It is in this context that the faculty members of the ATI and its sister institutions had a brainstorming session on the present status of the Institute and its future. They were aware of the changing scenario in the field of training. With their understanding of the inner functioning of the Institute they were able to point out the gaps in the training function and the role the Institute should take in the days to come.

This document is an attempt to give a shape to the future of the ATI Mysore largely based on the perception of the faculty members. The suggestions contained in this document can be implemented only with the wholehearted cooperation of the faculty members, the administrative staff and the policy makers.

C.S.Suranjana
Director General

SWOT ANALYSIS OF ATI, MYSORE

STRENGTHS

1. The Institute has a good hospitality set up. The hostel and the mess facilities have been generally appreciated by the trainees even though there are stray complaints.

2. The premises are a treat to watch, with lush green landscape and an expanse of space. The buildings are traditional, more than sixty years old. They are categorized as heritage buildings and every effort has been made to preserve them that way.

3. The campus is calm and located on the outskirts of the city of Mysore. This contributes to the effectiveness of the learning experience.

4. There is a well equipped library in the premises. It has more than 60000 books and a well-qualified librarian. Besides, there is a sizeable collection of audio visual materials and magazines.

5. The Institute has computers with internet facilities. Computers have also been installed in the hostel for the convenience of the trainees. Besides, there is a LAN installed in the premises.

6. It has well equipped class rooms with air condition facilities and the latest audio visual equipment, advanced training aids and other technologies. During recent years a few classrooms have been added with carpets and latest teaching aids.

7. Most of the faculty members are on deputation. This helps in injecting fresh ideas in training. The faculty members bring with them rich experience in administration. There is ample scope for interaction among the faculty members which further enriches their potential.

8. The Institute follows participatory methodology in training. This involves the trainees in the learning process and makes training an enjoyable and a fulfilling experience.

9. Training is not teaching. It is rooted in practice. The Institute arranges field visits as a part of the training course which makes the whole exercise meaningful and practical.

10. The long history of the Institute makes it a repository of the vast experience collected over the years which has added to the reputation of the Institute.

11. The location of post office, bank and a dispensary in the Institute premises is an added advantage to the

trainees who are otherwise put to hardship because of the location of the Institute on the outskirts of the city.

12. A number of faculty members have undergone specialized courses and have obtained Recognised User's certificate.

WEAKNESSES

1. There is no clarity in the distribution of functions. The course assistants are either ill equipped or are assigned some other work.

2. The promotion policy in ATI for ministerial cadres does not promote excellence. Persons with no appropriate qualifications are routinely promoted to work as instructors in the District Training Institutes with the result that quality of work suffers.

3. There is shortage of class room assistants. The quality of sessions suffers as a consequence.

4. There is no qualified person to handle the electronic equipment.

5. There is no proper record room.

6. There is no proper rest room for the ministerial staff as also the guest faculty.

7. Non training inputs are as important as training inputs. Therefore the ministerial staff need to be trained periodically to render more effective support to the training activity.

8. The available space for faculty members is inadequate. The faculty members need to keep books and other training related material with them.

9. The Institute lacks sports facilities except for a few indoor games. Even though there is a private club in the premises, it was felt that the facilities there could not be accessed to the desired extent.

10. The class rooms are inadequate in number. There are only three classrooms as against the requirement of five classrooms.

11. There are no guest house facilities. The guests are accommodated presently in the hostel itself causing shortage of hostel facilities for the trainees.

12. Library is not equipped with sufficient trained and qualified staff. Library timings are not suited for the trainees.

13. The faculty members do not have adequate support in the form of independent dialing facility, furniture, residential phone, parking of vehicles, toilets and computer accessories.

14. The number of hostel rooms is inadequate. There is demand for another 25 rooms. There are no telephone facilities in the rooms. Facilities like towel, drinking water, candle and matchbox are lacking.

15. There is no accommodation for drivers and supporting staff of the guests in the hostel.

16. The food served in the hostel mess does not cover North Karnataka and North Indian dishes.

17. The hostel staff are not permanent. The pay and wages are not adequate considering their experience. The catering staff are inadequate and lack training. The hostel does not have a full time warden.

18. There are no boarding facilities for the trainees on public holidays.

19. There is no Estate Officer nor a Public Relations Officer. The infrastructure including vehicles and garden are poorly maintained.

20. There is no equitable distribution of the training programmes among the faculty members.

21. Outdoor visits / dinner for the trainees are not organised.

22. The training material supplied needs updating. The quality of the stationary supplied needs improvement.

OPPORTUNITIES

1. Mysore is the centre of renowned institutions like the CFTRI, the University of Mysore, the Defence Food Research Laboratory, the All India Institute of Speech and Hearing. There is a management college run by the SDM Trust. Besides, the Karnataka State Open University is also headquartered at Mysore. Infosys Limited have established a global training centre for their employees recently. There are the Postal Training College, Karnataka Police Academy and the Survey and Settlement Institute of the State Government. There is possibility of networking with these institutions.

2. The Abdul Nazeer Sab State Institute of Rural Development and the State Institute for Urban Development are located in the campus. The facilities available at these institutes are utilized whenever required.

3. The existence of the universities and good academic institutions in the city has also attracted talent from outside. Officers and academicians who have retired and settled down in the city form a pool of talent from which guest faculty could be drawn.

4. Mysore is 140 kilometres from the city of Bangalore and is well connected by both road and railway. Airport is likely to come up in a few months.

5. The announcement of State Training Policy and the importance given by the Government for training has opened up new vistas of training opportunities.

THREATS

1. The non availability of land for expansion of the activities of the ATI is becoming a constraint.

2. The Institute is a wing of the Government. Almost all the faculty are on deputation. The inconsistency in the transfer policy of the Government many times has resulted in unsuitable and uninterested persons being deputed. This tends to affect the quality of training adversely.

3. The horse stud situated in the vicinity of the ATI is a health hazard and a security threat to the users of the Lalitha Mahal Road.

4. The competition among the different training institutions has increased and the Government has identified different institutions for giving training to its officers. Establishment of new institutions has made training more competitive. Some departments have their own training institutions like the Education department.

5. Training is not mandatory for the officers of the State Government.

CAPACITY BUILDING OF THE
FACULTY MEMBERS

The effectiveness of a training institution depends on the effectiveness of the faculty members. Since almost all the faculty members are on deputation it is necessary that they are prepared to impart quality training to the trainees. This in turn requires that they develop their capacities and skills. To ensure that they contribute to the institution it is necessary that the following conditions are fulfilled:

1. They stay with the institute for a minimum period of three years and give an undertaking to that effect. It is understood that even though a government servant is liable to be transferred at any time, any investment on his capacity building should not be allowed to go waste.

2. Only willing and interested persons should be posted to the institute as a member of the faculty.

3. They should be interested in undergoing training to upgrade their skills

4. Flexibility should be allowed to the faculty members in the matter of attending workshops, seminars and training programmes.

Given the above conditions, it is proposed to develop the members of the faculty on the following lines:

1. Depute them for at least two paid training programmes every year in prestigious training institutions,

concerning their areas of interest.

2. Expose them to training which enhance their competencies as faculty members such as training in research methodology, writing case studies, handling computer programmes such as word, excel and access.

3. Train them in honing their communication skills such as participatory methodology of training, and Government of India programmes such as Design of Training, Direct Training Skills, and Management of Training and Evaluation of Training.

4. Encourage them to visit other training institutions, interact with the experts in fields related to the subject matter of their concern and share training modules with other institutes.

5. Supplying them with the copies of the latest Government orders

6. Allowing them to concentrate on the function of training, research and consultancy

7. Allowing them to purchase the books of their choice either by giving a book allowance or otherwise, so that they can enrich their knowledge.

8. Reimbursing the cost of certain correspondence courses like the one conducted by ISTD.

9. Having a separate post of Deputy Director General to look after administration.

10. Send the faculty members to training institutions abroad

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INNOVATIONS IN TRAINING AND
TRAINING MATERIAL DEVELOPMENT

Training function is as old as the knowledge function and innovations are a part of the learning process. While some of the training innovations may be like reinventing the wheel, it is necessary to use such methods as enhance the effect of training. Training is supposed to influence ASK namely Attitudes, Skills or Knowledge. The techniques that we adopt depend on what factors are we going to influence and in what measure. The other factors influencing innovations in training are:

1. The advances made in science and technology such as ICT.

2. Practices followed in renowned training institutions both inside the country and outside.

3. The ingenuity and the interest shown by the members of the faculty

4. The resources available with the institute, and

5. The content and methodology of the training programme.

The following practices are recommended to enhance the utility of the training programmes of the ATI in future. These are only illustrative and not exhaustive.

1. Each faculty member should produce at least one case study every year for using it in his or her training programme. The case study could be of a best practice or a failed endeavour. The study should bring out issues which will be discussed in the training programme.

2. The faculty member should utilize the following methods selectively to increase effectiveness: participatory methods of learning, icebreaking techniques, field studies/field visits, group exercises, use of multimedia, use of games, demonstration, extempore speeches, use of quiz, use of documentary and feature film clips, library visits and review of books, use of success stories, use of role play, use of street plays, mock sessions and trainee centred approach.

3. It would be a good idea to record by video or audio the thoughts of people eminent in their own field as also eminent resource persons. The clippings can be appropriately used.

4. Where dissemination of knowledge is required e-learning can be a better option. Besides giving freedom of pacing one's learning, it also frees the training infrastructure to be utilized more purposefully.

5. At present the training design is updated rather haphazardly. There should be regular updating of training design based on the feedback of the participants of earlier programmes and observations of the resource persons/faculty members and evaluation of training from other sources.

6. The members of the faculty should regularly use the internet to update their knowledge and the courseware.

7. The external evaluators could be consulted periodically to enhance the value of the training programmes.

8. To enhance the practical utility of the programmes, project work could be made a prerequisite for successful completion of training. The project work could be taken up after the end of the training sessions and the trainees go back to their work situation.

9. At present the District Training Institutes are taking up' training at the doorstep'. It is desirable the ATI also take up such a training which will be more effective and will be an eye opener for the trainer also

10. Indian heritage is a repository of fairy tales like the PANCHATANTRA. The Western world also has its own set of stories, as also the Muslim world. It would be appropriate to utilize these stories selectively to convey a message to the trainees. Animated pictures and cartoons also could be used.

11. The training material could be digitized. The training module and the assessment reports also could be digitized.

12. More refresher courses could be organised in computers.

dular structure for training courses may be adopted. dules could be such that they can be assembled in ferent ways to organise different types of training grammes.

en a second training programme is held on the same bject the participant's feedback on the first gramme should have been analysed and necessary difications should have been incorporated.

channels like the Doordarshan telecast debates, cussions and speeches on various topics. Some of topics may be of interest to the ATI. The video or audio recording of such programmes may be ained from these channels and used appropriately ur training programmes.

uencing attitudes will be the most challenging task raining function in future. The role of short films is ig to be significant. These films should constitute east 50 percent of the training sessions.

re should be a separate unit for training material elopment which ensures that relevant and updated erial is used for training.

IMPROVING INFRASTRUCTU
FACILITIES

1. At present the ATI hostel has 52 rooms.
   rooms need to be added. It has to be ascertain
   the present building can take the additiona

2. The institute does not have an audit
   auditorium of 500 capacity must be built.

3. There should be separate lounge for guest
   sit, before and after the sessions or during c

4. There should be a doctor residing in the pr

5. Toilets should be renovated.

6. Cauvery Hall should be renovated.

7. Computer lab should be renovated
   conditioning, providing chairs and tables. Si
   SIUD hall has to be refurnished.

8. All classrooms should have flipchart boards.
   and white boards should be in the class roo

9. A cine operator is required to look after the a
   equipment.

10. Cloth drying facilities should be provided in
    rooms.

11. Campus should have STD facilities an
    facilities.

12. The members of the faculty should have independent almirahs to stock their training material and books.

13. Separate phone facilities should be provided to the faculty.

14. A 50 seater bus is required to organise field visits for trainees.

15. For each class room, one attendant and one equipment operator should be given

16. A computer, scanner, printer and CD writer may be given to each faculty member.

17. Internet facilities should be provided in all the hostel rooms.

18. Sports and games facilities should be provided for the trainees.

19. Library timings should be extended till 9 or 10 p.m on working days and library should be kept open on holidays.

20. Security personnel should be engaged for all the 24 hours.

21. The hostel needs a receptionist.

22. The direction map of ATI, SIUD, and SIRD should be displayed at the entrance.

23. Ceiling mounted LCD projectors should be provided to all class rooms.

24. A separate maintenance division for the campus is required.

DEVELOPING MANAGEMENT INFORMATION SYSTEM FOR THE ATI

The Administrative Training Institute is engaged in the training function and the connected functions of research and consultancy. In order to ensure that these functions are carried out effectively it is necessary to have a management information system which helps the management to take appropriate decisions at appropriate times. The areas identified for evolving the MIS are as follows. These are only illustrative and not exhaustive.

1. The performance of the faculty: The strength of the Institute is in its faculty. The performance of the faculty in terms of training programmes conducted, faculty time devoted for training, research and consultancy, and the publications brought out by the faculty members, are some of the parameters which need to be monitored.

2. The quality of our training programmes: This can be assessed from the feedback of the participants. There has to be external evaluation to get the different perspective towards improving the content and process of the training programmes. Evaluation has to be done vis-à-vis the training objectives.

3. The extent of the use of the hostel facility: This will help us in maximising the use of the infrastructure facilities.

4. The use of library facilities: This will help us to know whether participants are making use of the facility to the desired extent.

5. Expenditure on training: A parameter needs to be evolved which shows the performance at a glance. This expenditure can be monitored every month. Our aim should be to reduce the expenditure per trainee per month.

6. We should have data on trainees who did not attend inspite of being nominated. This could be used to follow up with concerned departments.

7. Consultation with departments regarding training needs and related matters: This has to be monitored on regular basis so as to cover all departments. Perhaps we could develop a schedule against which the performance could be monitored.

8. A schedule of management committee meetings could be drawn up and could be used to monitor whether meetings are held as required.

9. Action taken on the items approved in the management committee.

10. Utilisation of grants including grants released by Government of India and other funding agencies.
11. The number of e-learning modules developed by the Institute.

12. The work of the District Training Institutes.

13. Submission of annual reports.

While developing the Management Information System it may be necessary to develop data bases which are relevant. Some of the data bases are:

- Trainee data base

- Employee data base

- Training courses data base

- Guest faculty data base

- Training material data base

- Institute website

- Training evaluation data base

- Inventory data base

It would be easier to store these data bases on the computer rather than doing things manually. It would be necessary to develop software for creating and maintaining these data bases as well as for designing the MIS, with outside support.

INTERFACE BETWEEN THE ATI AND OTHER TRAINING INSTITUTIONS

By networking with other training institutions ATI can avail of the synergetic benefits of sharing resources like the faculty, library facilities and the goodwill. By training institutions it includes all learning institutions like the universities and other academic institutions. Mysore city has itself got University of Mysore, Karnataka Open University, CFTRI, DFRL, Karnataka Police Academy and other institutions with which networking is possible. ATI can enter into MOU with such institutions to enrich their training programmes, to collaborate in research projects, to have exchange of faculty , to have a course which is conducted by ATI but for which a certificate or diploma is awarded by the University or to exchange training material.

For achieving this, one has to build up a data base of other learning institutions in the country and outside in areas in which we are interested. ATI should identify its own strong areas where it can contribute to such collaboration and then choose the institutions carefully.

Some time back the ATI was publishing a newsletter. It is necessary to revive the newsletter and also supplement it with a periodical containing articles contributed by the faculty as also others. This will also make the institution known in the fraternity. We can also invite articles by these other institutions.

It would also be a good idea to give projects to the students of other learning institutions. An example would be development of e-learning material by students of Electronics.

INTERFACE BETWEEN ATI AND GOVERNMENT DEPARTMENTS

ATI has the main responsibility of implementing the training policy of the State Government. The departments of the Government are expected to have their own training managers to implement the training policy. The interface between the ATI and the departments would involve the following activities

1. Annual discussion with the heads of departments regarding the training needs. This can be done in the form of workshop or individually.

2. ATI has to devise a training module for training the training managers of the departments or cover them under the GOI training programmes.

3. ATI will have to have annual meeting with the training managers of all the departments regarding the training needs and the fulfillment of these needs.

4. Interaction with specific departments could be entrusted to the faculty members so that over a period of time they develop expertise on the problems and needs of those departments.

5. There should be regular monitoring of the progress of training needs analysis of different departments.

6. There is need for constant interaction with the departments regarding the quality of training given by

the Institute, attendance of the officials of the concerned department and the issues confronting the department which need training inputs.

7. The Institute should become a repository of relevant information which each department could use. It could also suggest solutions to problems which the officials of the departments face in their work situations.

8. Ultimately the ATI should by itself be able to nominate officials for their training programmes by operating the employee data base.

9. ATI should develop the doorstep programmes which study the problems faced by the departments on the work spot and offer training.

10. The inter-departmental issues should be identified by the ATI and the training and non training aspects should be differentiated. There should be separate training programmes for tackling the interdepartmental issues or workshops.

FUTURE OF ATI MYSORE

At present ATI is functioning as a wing of Department of Administrative Reforms and has the mandate to give training to the officers of the State. It is also giving training to the officers of the other State Governments under sponsorship of Government of India and other agencies. The Institute is also giving training to the functionaries of autonomous organisations like the universities in certain matters on a sponsorship basis. The affairs of the Institute are managed by a managing body chaired by the Additional Chief Secretary consisting of the following members namely the Development Commissioner and Additional Chief Secretary, Principal Secretary in charge of Administrative Reforms, Principal Secretary in charge of Urban Development Department, Secretary in charge of Rural Development and Panchayat Raj Department, Principal Secretary of Higher Education Department, Joint Secretary of Government of India in charge of Training, Principal Secretary of Finance Department, Principal Secretary of Revenue Department, Director General of National Institute of Rural Development , Hyderabad, Director of Institute of Socio Economic Change, Sri S. Ramanathan, Chairman of Karnataka Branch of the Indian Institute of Public Administration, Deputy Secretary in charge of Administrative Reforms, and the Director General of Administrative Training Institute Mysore as Member Secretary.

The future of ATI is governed by the following factors:

1. The establishment of department specific training institutions. Departments like the Police, Health and Education have their own training institutions.

2. Outsourcing of the training function to private training institutions. There are many private training colleges which are ready to provide training to Government.

3. The ever increasing complexity of functioning of Government and the plethora of programmes requires specialized training efforts.

4. The growth of science and technology especially communication technology has affected the training function also. The use of e-learning modules and different media presentations are revolutionizing the training function.

5. The need to influence the attitudes of the trainees and to reinforce the right attitudes at periodic intervals.

6. The use of the internet technology in education on an extensive scale and the use of satellites in distance education.

7. Introduction of the liberalized regime in India leading to competition among the learning institutions including training institutions.

8. Emphasis on quality and efficiency of delivery of training services at the right time and at the least cost.

9. Need to add value to the training programmes which is possible only with research and consultancy functions

10. Need to introduce flexibility in operations of training institutions.

Keeping the above factors in view the following appear to be the future of Administrative Training Institute:

1. ATI will be an autonomous organisation with involvement of Government indirectly. This will provide flexibility to its functioning.

2. There will be equal emphasis in training, research and consultancy in the Institute.

3. The Institute will undertake projects for the Government and will assess the impact of government policy on the ground.

4. It will compete with other institutions in getting projects and will deliver service of high quality at the right time.

5. It will be a federal organisation with several centres dealing with different matters like urban development, rural development, good governance etc, with common support functions.

6. It will have network with other institutions and centres of learning and will share resources with them.

7. It will be a centre of excellence in the field of training.

CONCLUSION

This vision document needs to be translated into an action plan. Time frame has to be set.

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