Meghalaya Administrative Training Institute: A Study on the Training System for Human Resource Development In The Public Sector

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Abstract: Meghalaya Administrative Training Institute situated in East Khasi Hills District is one of the training centres which help an individual in teaching and developing oneself or others, any skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one’s capability, capacity, productivity and performance. Meghalaya Administrative Training Institute also imparts training for secretariat assistants i.e., Group A (junior) and Group B (Senior). The main mission of MATI is to create an institutional frame work for enhancement of performance of public servants through upgradation of knowledge and skill and strengthen their responsiveness, commitment and accountability towards citizens. The vision of MATI is to develop the institute into a centre of excellence for capacity building and training. With this in mind, this study is carried out.

1.0 Introduction

Administrative activities are no longer simple. They have become so complex and specialised that mere commonsense is not enough to carry them out. Besides, the nature of administrative activities is constantly changing. Hence, there arise the necessity of both In-service and Post-entry training. However, training had not been given due importance till recently. In the word of Nigro, “Even now it is still generally considered one of the lesser developed areas of public personnel administration-one in which must remains to be done”.

Training may be described as of two types-formal and informal. Formal training is training which is carefully conceived, prearranged and conducted under the expert guidance. It is being increasingly realized that the old thinking “administration is to man as swimming is to dog” stands falsified. Formal training is imparted with a view to inculcate administrative skill by well defined course at proper stage in the man’s career. In fact, training schemes are being multiplied through institution of group discussions, conference, seminars, lectures and workshops. Formal training may be discussed under four heads: Pre-entry Training, Orientation Training, In-service Training and Post –Entry Training.

“Informal Training according to Mandell, “occurs in the day-to-day relationship of employee and superior, in conference and staff meeting, in employee newspapers and organisation publication, at meetings of professional associations and in the reading and study that the employee undertakes at his own volition or at his supervisor’ suggestion. Because, such training is connected with the regular task f the employee, he can best into great with his own experience and thereby profit from it. Since there is no compulsion connected with it, his motivation is positive. It influence whether good or bad is profound.

The Department Ministry of Personnel, Public Grievances and Pensions, supported by Department of International Development (DIFD) in its efforts to promote and support improvements in public administration affecting the poor launched the Capacity Building for Poverty Reduction (CBPR) in February 2005. The programme is designed to supplement the evolving of governance reforms agenda to promote and achieve reforms at the cutting edge or point of delivery. The training initiative under the programme is managed by the Training Division, Department of Personnel and Training. The main aims of MATI are to train personnel for improving the quality of service delivery of the selected sectors for achieving quantitative and qualitative results in poverty reduction.

1.1 Justification of the study

The significance of the Research study on Meghalaya Administrative Training Institute is to give importance or how effective the Administrative Training Institute is propagating the methods of training on various grounds for the trainees. A systematized study of this institute will help
contribute as to how systematic training and upgradation of knowledge base and awareness of new ideas in governance helps to evaluate the performance of an administrator by approaching towards the implementation of government policies, peoples participation, fund raising and implementation of innovative ideas in governance. The study of this institute will throw light on how the capacities of civil administrators of the public sector are moulded through timely training inputs. Further the finding of the study is likely to be helpful for the policy makers and the administrators involving capacity building for the human resources development.

Though there were many studies found pertaining to the importance of administrative training in general. Not a single study has been on MATI as such. Except Mooshahary (2013), has studied MATI as an institution of nodal training and capacity building. But he has not gone into the nature and requirement of trainees in depth. Hence, there is a gap which needs to be filled up regarding Meghalaya Administrative Training Institute. It is necessary that the details structure of the institute, the nature and content of training be assessed to some standard.

1.3 Objectives of the Study

The objectives of the study can be illustrated in the following points:

a) To find out the significant difference between the mean score of male and female trainees.
b) To find out the significant difference between the mean scores of male and female trainers.
c) To find out various training imparted at MATI.
d) To find out the duration and number of trainees.
e) To study the system of regular training given to the trainees.
f) To study the process of recruitment of trainers/faculties for Administrative Training Institute, Meghalaya.
g) To find out the financial system of Administrative Training Institute, Meghalaya.

1.4 Hypothesis

HO=There is no significant difference between the mean scores of male and female trainees.

HO=There is no significant difference between the mean scores of male and female trainers.

1.5 Methodology of the Study

In the present study the Descriptive Survey Method is employed and random sampling technique is used for the purpose of data collection.

table a) Population of the Study

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Year</th>
<th>No. of trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2006-2007</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>2007-2008</td>
<td>404</td>
</tr>
<tr>
<td>3</td>
<td>2008-2009</td>
<td>307</td>
</tr>
<tr>
<td>4</td>
<td>2009-2016</td>
<td>1150</td>
</tr>
<tr>
<td>-------</td>
<td>Total</td>
<td>2261</td>
</tr>
</tbody>
</table>


From the above table and figure it is seen that in the year 2006-2007 the number of trainees who attended the training programme was 400 and in the year 2007-2008 the number of trainees was increased to 404 and 2008-2009 the number of trainees who attended the training programme was decreased to 307 and in the year 2009-2016 the number of trainees who attended training was about 1150.

b) Sample of the Study

<table>
<thead>
<tr>
<th>Trainees</th>
<th>Trainers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>59</td>
<td>84</td>
<td>4</td>
</tr>
</tbody>
</table>

| Total | 153 |


From the above table it is seen that the data from 59 male and 84 female trainees; 4 male and 6 female trainers were selected as the sample of the study.

c) Tools

The tool used for this research was questionnaire cum interview schedule. The questionnaire consisted of both open and close ended questions. The researcher also used opinionnaire scale indicated SA, as Strongly Agree, A for agree, UD for Undecided, D for Disagree and SD for Strongly Disagree.

d) Data collection

The data for the study had been collected by visiting different offices in Shillong, Jowai and Khliehriat and from MATI as well as from the trainers and staffs. The questionnaire cum interview schedule was distributed to the trainees, trainers and staff members and the filled in data was collected accordingly.
e) Statistical Technique

The collected data is analysed by using simple percentages, mean, t-test.

1.6 Findings

The findings are extracted from the analysis and field observation which are given in the followings.

a) There is no significant difference between the mean scores of male and female trainees of Meghalaya Administrative Training Institute. Hence, the Null hypothesis is retained.

b) There is no significant difference between the mean scores of male and female trainers of Meghalaya Administrative Training Institute. Hence, the Null hypothesis is retained.

c) The analysis reveals that the training imparted in MATI is good and satisfactory.

d) From the analysis of male we find that the training imparted in MATI is good.

e) From the overall analysis of both male and female the training imparted in MATI is good.

f) From the overall analysis of both male and female in terms of duration and number of trainees in MATI is satisfactory.

g) From the overall analysis of both male and female in terms of system of regular training in MATI is not satisfactory.

h) From the overall analysis of results of both male and female in MATI is very good.

i) Majority of the respondents indicated that the training duration should be longer than what it is at present.

j) A large number of trainees expressed that the training hours should be the normal office hours.

k) The system of regular training is not satisfactory. But the overall female opinion is very good.

l) The system of regular training is not satisfactory. But the overall male opinion is also very good.

m) All requirements and expectations of the Institute are consistently met by the Government of Meghalaya and effectively support all the activities of MATI in training and building capacities of officials and non-officials of the state.

n) It is found that MATI will be having a permanent campus at Mawdiangdiang, Shillong with the art of training facilities, where trainings are expected to meet the needs and the standards of the trainees.

o) MATI is continuously developing to meet the training expectations of its various target groups and participants for better organization.

p) MATI improved a lot in terms of time management and teaching aid as per as interview with the trainees during the field research.

1.7 Suggestions

a) MATI can provide hostel accommodation facilities to the trainees.

b) There can be more trainers especially from among the retired persons having more experience in the subject matter.

c) There can be improvement in documentation and Record Management system in MATI.

d) MATI can adopt a systematic approach for imparting training to all trainees. And for this purpose trainers/resource persons need to undergo specialised training courses in relevant fields.

e) The trainers of MATI can discussed the topic in details so that the trainees will learn better.

f) For the disaster management course there can be more practical classes then theoretical class presentations.

g) As majority of the respondents indicated, training duration can be longer than what is at present.

h) Some of the respondents said that the timing of the training programme can be arranged during morning hours.

i) Some also suggested that the training hours of MATI can be arranged with the normal office hours.

j) MATI needs training provision for all field staff on citizen centric public service delivery.

1.8 Conclusion

Training is the cornerstone of sound personnel management. Training makes the trainees more effective and productive. It is a practical and vital necessity for the trainees because it enables them to develop and rise within the organisation. Training also helps in moulding the trainees’ attitudes and motivation. Its purpose is to improve the skill, knowledge and effectiveness of the civil servants/trainees.

It is found out that the State Government gives proper support to all the activities of MATI concerning training and building capacities of officials and non-officials of the state. Indeed, MATI is still in the process of developing to meet the training expectations of its various target groups and
participants for constructive skills. However, MATI needs training provision for all field staff to become citizen centric for giving public service delivery. Therefore, MATI can adopt a systematic approach for imparting training to all trainees. And for this purpose the trainers or resource persons need to undergo specialised training courses in relevant fields. Therefore, training is an integral part of organisation for the employees to make them more effective and efficient towards the organisation’s goals. So far, all the training programmes conducted in MATI according to the analysis is very good and productive and it will continue to do so in the same manner in the near future.

1.9 References


