



Technical Manual for The Cooperative Training Institutions

February 2016

Centre for Professional Excellence in Cooperatives (C-PEC)



**Bankers Institute of Rural Development
Lucknow**

An autonomous Institution Promoted by NABARD

TECHNICAL MANUAL FOR THE COOPERATIVE TRAINING INSTITUTIONS

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Lucknow**

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Foreword

Cooperative Credit Institutions have been serving the rural economy of the country for more than one hundred and ten years by now. For human resource development in these institutions, the primary responsibility was assigned by the Government of India to the National Council of Cooperative Training that had set up and supported the Institutes of Cooperative management (ICMs), Regional Institutes of Cooperative management (RICMs) and the VAMNICOM at national level. The Agriculture Cooperative Staff Training Institutes (ACSTIs) initially set up under the World Bank Project were managed, subsequently, by the State Cooperative Banks for the purpose of training of personnel in financial cooperatives with the financial support of NABARD. BIRD was assigned the responsibility of professionalization of ACSTIs and later on in 2008, NABARD established the Centre for Professional Excellence in Cooperatives (C-PEC). C-PEC has been supported under the Rural Financial Institutions Program (RFIP) of Deutsche Gesellschaft fur Internationale Zusammenarbie (GIZ) GMBH for various activities till December 2015.

2. C-PEC organised various items of work pertaining to the professionalization in cooperative training system that included the Accreditation of Cooperative Training Institutions (CTIs), Standardisation of Training Programmes in CTIs, Certificate Courses for the professionals of cooperative credit institutions as also conduct of various Conferences, Seminars, Workshops and training programmes. C-PEC also developed its website (www.bird-cpec.in) to give access to a host of resource material on cooperative credit institutions to the general public, more particularly to its members. For the purpose of accreditation of CTIs, C-PEC has set up an Accreditation Board with members drawn from the national level institutions relating to the cooperatives. As a part of its activities, C-PEC constituted a "Working Group on Technical Manual" with eminent persons (Smt S Vijaylaxmi, Deputy General Manager, NABARD, IDD, Mumbai; Dr N Ranjana Devi, Director, NCCT, New Delhi; Shir Anant Rao, DGM, APCOB, Hyderabad, Dr S S Brar, Principal, ACSTI, Punjab SCB, Jalandhar; Ms Shikha, Deputy General Manager, BIRD, Lucknow) as member to facilitate preparation of standard norms of infrastructure and support system to ensure a meaningful discharge of its mandate by a CTI. These norms would relate to physical and intellectual requirements like the faculty number / qualifications / selection process / tenure / expertise / infrastructure at office / home etc, norms for the guest faculty, infrastructure in class rooms / hostel and similar issues.

3. The Working Group had undertaken detailed studies and deliberations on various aspects of technical nature relevant for cooperative training institutions and made its recommendations. This Technical Manual is an outcome of the appreciable work done by this Working Group with active secretarial and academic support of C-PEC, BIRD.

4. The Manual is organised in three parts: the first part deals with the client orientation in training in Cooperative Sector as also the physical & intellectual infrastructure in a CTI; second part aims at highlighting the technical aspects of various training processes for attention

of the intellectual resource in CTIs and the third part relates to the Accreditation Process and Parameters. Thus, it covers various technical aspects of the training and related activities undertaken by the CTIs and recommends the benchmarks and technical considerations in setting up and managing the CTIs as also those in the training and allied processes. The Technical Manual is designed to help the CTIs as well as their Sponsoring / Promoting Cooperative Institutions in maintaining desired levels of quality in cooperative training system, thus marching ahead towards the objectives and spirit of the fundamental tenets of accreditation of these institutions. The CTIs now have the onus of adopting the contents of this Manual in their day-to-day functions meticulously and efficaciously to their advantage.

5. I hope this manual would take us one more step closer to the objective of Professional Excellence in cooperatives.

6. I would like to congratulate the working Group, Member and C-PEC Team, Shri K.K. Gupta, Consultant & Shri A.K. Shrivastava, Ex-CGM NABARD for their unstinting efforts in bringing out this Manual. I would also like to express gratitude to Institution Development Department (IDD), NABARD, Head Office for all the support & guidance.

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Abbreviations Used:-

ACSTI	: Agriculture Cooperative Staff Training Institute
BIRD	: Bankers Institute of Rural Development
C-PEC	: Centre for Professional Excellence in Cooperatives
CTI	: Cooperative Training Institution
CTFC	: Certified Trainer for Financial Cooperatives
GIZ	: Deutsche Gesellschaft fur Internationale Zusammenarbiel GMBH
GoI	: Government of India
ICM	: Institute of Cooperative Management
JLTC	: Junior Level Training Centre
NCCT	: National Council of Cooperative Training
NABARD	: National Bank for Agriculture & Rural Development
RFIP	: Rural Financial Institutions Programme
RICM	: Regional Institute of Cooperative Management
SCARDB	: State Coop. Agriculture & Rural Development Bank
SOFTCOB	: Scheme of Financial Assistance for Training in Cooperative Banks
St CB / SCB	: State Cooperative Bank
VAMNICOM	: Vaikunth Mehta National Institute of Cooperative Management

Part : I

The Cooperative Training System : Physical and Intellectual Infrastructure

1. Challenges before CTIs in the face of Changing Cooperative Ecosystem in India:-

The following broad developments in the cooperative financial system need being taken into consideration by the Cooperative Training Institutions while formulating their strategies and development plans:-

- i. Agricultural and rural credit has been growing in its dimensions in terms of size, spectrum and the complexities and is poised for further growth so as to keep pace with the targeted growth rate of national economy. The quantum of annual credit flow for agricultural sector alone increased 9.66 times over eleven years from Rs. 87,000 crore in 2003-04 to Rs 8,40,650 crore during 2014-15. The contribution of cooperative structure increased during the same period from Rs 26875 crore to around Rs 1,38,500 crore. While the overall agricultural credit growth was 9.66 times, the growth of cooperative agricultural credit was 5.15 times during this period. The market share of cooperative credit institutions has, thus, been decelerating in geometric proportions. In various other fields as well the cooperatives are playing their role but proportionate deceleration is visible. Notwithstanding the slower business growth in the past, the cooperatives are going to continue as an integral part of rural credit delivery system and shall be required to play an important role in futuristic scenario of inclusive finance. These expectations will call for a versatile mindscape of the workforce and, hence, greater complexities in human resource development in cooperative credit system.
- ii. With The Constitution (Ninety Seventh) Amendment Act, 2011 recognizing the right of people to form cooperative societies as a fundamental right, a fresh push to cooperative movement is in the sight. Various States initiated legal reforms in accordance with the recommendations of Vaidyanathan Committee for strengthening the cooperative credit institutions; subsequently, the process of amendments to the State Cooperative Societies Acts in accordance with The Constitution (Ninety Seventh) Amendment Act was undertaken whereby the States have committed themselves to endeavour to promote voluntary formation, autonomous functioning, democratic control and professional management of cooperative societies. The human resources in cooperative institutions have to imbibe very intimately these intents of cooperative spirit for which the CTIs have a great role to play.
- iii. The current numbers of financial cooperative entities is gigantic and their consolidation is due; even after a re-organisation thereof, the numbers of these institutions and the people within will remain high, posing burgeoning issues of management at apex and intermediary levels. The CTIs have to prepare themselves to arrange for capacity building of these rising numbers and the changing skillsets and processes of management.
- iv. The emphasis laid in Vaidyanathan package on, inter alia, the governance and human resource issues remains valid even today and needs being carried forward. CTIs need imbibing Cooperative Governance inputs in their training and related activities.

- v. The regulatory environment is changing fast and the cooperative banking system is being subjected, by and by, to almost all regulatory norms as applicable to other banks. The corporate management levels in the cooperative institutions have to understand these developments and usher in a set of governance practices at all levels that need to be very different from the current governance practices. Therefore, for effective functional excellence the cooperative professionals have to be kept abreast of and updated on the regulatory developments. The CTIs have greater responsibilities in this regard.
- vi. Competition in the financial market is growing high and complex; to remain relevant in the financial market, the cooperatives have to bring in drastic changes within, so as to prepare and equip themselves to grow in the competitive marketplace. The cooperative institutions no more remain protected or softly treated institutions. Moreover, new products, services and technologies are being adopted by the competing institutions to penetrate in the rural markets that were the bastions of cooperatives till the recent past. The workforce in cooperative institutions have to be prepared for excelling in the competitive financial market.
- vii. Cooperative banking system has been compelled, lately, to adopt technology and Computerisation in their operations by implementing the Core Banking Solutions (CBS): this would require a tremendous change in their work systems as also speed of both the operations and the decision-making processes. While the computerisation enables transparency and systematisation of operations, new areas of operational risk would crop up in the process. Hence, the process of computerisation calls for a wholesale change of mindset as also technological competence of human-resource in the cooperative financial organisations at all levels. The CTIs have not only to adopt the computerised systems in its own functioning but also to prepare themselves to develop and upgrade this competence in cooperative professionals on an on-going basis.
- viii. A large number of the rural cooperative financial institutions are gravely understaffed and recruitment has not taken place in these institutions for a long time. However, the recruitment at different levels can be postponed any more only to the peril of these institutions. New systems of transparent, unbiased and impartial recruitment of appropriate and efficient workforce and their retention in the organisation shall have to be adopted by the cooperative banks. This necessitates a thorough review of their Human Resource Management Policies so as to accommodate the current trends in the HR market. CTIs have to understand the HRD needs in the current HR scenario.
- ix. The ageing and stereotyped work-force currently in most of these banks poses challenges of their re-orientation to make them suitable for the changing organisational requirements. At the same time, the new, to be recruited, computer-savvy work-force would require a different kind of training, capacity building and competence development strategy. The CTIs have to gear themselves up to train the new recruits who would be more informed, more techno-savvy and more volatile in their approach; at the same time, CTIs have to retain the skills of their Faculty Members for adult learning processes for the growing-in-age cooperative professionals.
- x. The large number of staff induction likely to happen in cooperatives in near future would also need a substantially huge set up of staff training and capacity building. The current institutional structure for capacity building in the cooperative system is grossly

inadequate and ill-equipped. This needs their revival and strengthening. Apart from this, new technology-based systems of self-learning need being adopted in cooperative system.

- xi. The Cooperation being a State subject, in a majority number of States, the local language also remains the language of normal working in cooperatives. Therefore, the centrally designed programs have to be adopted by CTIs in local language and they have to develop their capabilities in converting and developing the training material in local languages apart from English and / or Hindi. This will be facilitated by the fact that most of the computer systems are now having provision for working in regional languages as well.

2. Various Aspects of Customer Focus in Cooperative Training System

2.1 It is necessary for the training organisations to adopt the market orientation and customer focus in their work. The CTIs are in the business of capacity building and training and, as such, the cooperative organisations and their trainable staff are the customers of the CTIs. The CTIs need to understand the current as well as the future needs of these customer groups and should not only endeavour to meet the customer-requirements but should also strive to exceed their expectations.

2.2 **The trainables** could be categorised in the context of CTIs, with particular reference to the credit cooperatives, as follows:-

- a. Members of cooperative institutions for the purpose of General Cooperative Education
- b. Directors / Committee members of the State Cooperative Bank, DCCBs and Primary Agriculture Cooperative Credit Societies
- c. Chief Executive Officers of DCCBs
- d. Key Personnel of DCCBs
- e. Middle-level Management Staff of SCB and DCCBs
- f. Junior-level Management Staff of SCB and DCCBs
- g. Staff in clerical and subordinate services of SCB and DCCBs
- h. Secretary and other staff of PACS
- i. Officials of Cooperative Department and the Office of RCS

2.3 The Institutes of Cooperative Management (ICMs) have a wider scope as they cover various non-agricultural and non-credit societies as well, in their fold. The national level institutions like Vaikunth Mehta National Institute of Cooperative Management (VAMNICOM) have a different stature as they cater to the training needs of very senior levels in cooperative structure apart from the courses on cooperative management education. However, the Junior Level Training Centres (JLTCs) of SCARDBs and Regional Training Centres within a State catering to the PACS and other primary cooperative societies also have their own limited captive clientele. Some of the State Cooperative Unions also have their CTIs focussing more on member education and the training of cooperative leaders. However, this Manual focusses on credit cooperatives' training institutions like ASCIIs and ICMs though the broad principles could be applicable, with slight contextual variations, to other CTIs as well.

- 2.4 The **number of trainables** shall be different for each CTI depending upon the size of the cooperative movement, the number of institutions at different tiers as also the structure of cooperative training in the State concerned. Each CTI has to assess the strength of the trainables in the State and then plan for each year for various types of training programmes.
- 2.5 **Training Policy:-** The cooperative system has a wide spectrum of stakeholders and, accordingly, each segment of the cooperative system has responsibilities towards human resource development and capacity building. In this context, while each organisation has to focus on capacity building of its own manpower, there is a need for an integrated approach of training arrangements in the entire cooperative structure. The following approach is necessary in this regard:-
- 2.5.1 Formulation of a **State Policy on Cooperative Training**: this policy may outline, inter alia, the cooperative training requirements for different purposes, different cooperative structures and different levels within a structure. The policy should assign a definite mandate for each CTI in the State; even-though each CTI might have been set up by a different apex institution with a definite perception yet this delineation shall help in role clarity and areas of inter-dependence / collaboration. It would be helpful to assign training programs to both the ACSTI and the ICM in a State for both the credit and non-credit functions depending upon the strengths of a particular CTI and the needs for training irrespective of the institutional financial support for the same. The policy should also define as to by what stage / timeline of service, each of the cooperative personnel should have undergone training in the defined areas. For example, the Board Members should have undergone training & capacity building in corporate governance areas within 06 months of their election; new recruits should have undergone induction training within one month of their joining and then for specialised courses within a specified period of their career and super-specialisation programmes within one month of their posting in a particular Department; middle level officials would be promoted to top levels only when they would have undergone programmes in management areas. This illustrative list could be amplified in the State Policy.
- 2.5.2 Implementation of this policy should be guided by a **Task Force on Cooperative Training** under the chair of Secretary (Coop.) or RCS unless a State level supervisory group of State Government, by whatever name, is already in existence and could be assigned this work also effectively.
- 2.5.3 CTIs may help the State Cooperative Bank & DCCBs to prepare their organisational training policies duly approved by the Boards that should be pursued by them on annual basis in identifying the training needs and the potential trainables. The ad hoc requirements arising out of sudden developments in cooperative sector during a particular year may be adjusted with the priorities laid down in this training policy of the bank. The training policy of DCCBs may incorporate the training needs of all the PACS also under their area of operation irrespective of as to which CTI would take care of it.
- 2.5.4 Based on their mandate, flagship / standard training programmes, emerging training priorities and the number of potential trainables etc the **CTI should prepare their potential plan of training** which, then, should be adjusted in the light of the current physical and financial capacity of CTI plus the negotiated additional support to it from the sponsors during the year. This approach will help the CTI in working out a need

based plan of action duly balanced by its potential capacity and disseminate their **Training Calendar** accordingly.

- 2.5.5 The **training needs not being fulfilled currently by the CTIs** have to be identified and **alternative arrangements** for this gap have to be made both at the State level as also at institutional level in StCB and DCCBs and other apex cooperative institutions by engaging other local training institutions and by deputing the officials to State / National level training institutions.

State Government and the Apex Cooperative Institutions supporting the training in the State might take a view in this matter.

2.6 Individual / Organisational Training Needs:-

- 2.6.1 Any person in an organisation would require three types of inputs for efficient functioning:-

- I. Knowledge
- II. Skill sets
- III. Attitudinal transformation

- 2.6.2 Standard Practices in Identification of Training Needs of Cooperative Personnel that should generally be adopted by the CTI have already been covered in the '**Operational Manual on Systems and Procedures for Training Courses at Cooperative Training Institutions**' circulated by C-PEC amongst all CTIs and technical aspects thereof are dealt with in this manual at a later stage. The CTIs have to undertake identification of levels and categories of cooperative personnel that would be trained in the CTI. A CTI would be required to conduct **Training Programs of various types** that could be grouped broadly as follows:-

- i. Standard Basic / Flagship Programs: each CTI has to conduct a few standard flagship programs for its clients in different categories. These programs have to be conducted by the CTI on standing demand basis; for example the Induction Programs for newly recruited personnel, Cooperative / Banking Practices Education to the existing personnel, Branch Managers' Program etc.
- ii. Functional Programs on various functional areas of the client institutions for different levels of personnel; such programs would cover the standard areas where the officials of a particular level should be expected to have a fair amount of knowledge / skills.
- iii. Programs specifically emerging out of TNA that may include various functional areas as well as individual needs in organisational setting.
- iv. Programs on New and Emerging Issues / Sun-rise areas of client institutions' functioning.
- v. Short duration programs conducted on-location on demand of client institutions.
- vi. Programs sponsored by some or the other institutions for CTI's client institutions.
- vii. Programs sponsored by outside institutions for trainables other than the client institutions of cooperative system but conducted by CTI.

2.6.3 Taking into consideration the present day working environment of the cooperative institutions, the **functional spectrum of training needs** at various levels in cooperative system would cover, *inter alia*, the following subject **categories**:-

- i. Induction Training for newly appointed staff in officers' and clerical cadre
- ii. Basic Training in Cooperative Laws and Systems
- iii. Banking Systems, Etiquettes, Practices and Procedures for Cooperative Banks
- iv. Banking Laws, Systems, Ethics, Practices and Procedures for Cooperatives
- v. Long-range Strategic Operations and Corporate Governance Systems
- vi. Assets & Liabilities Management
- vii. Financial Management including all aspects of Balance-Sheet Management and Financial Reporting Systems
- viii. Cash and Funds Management including the Statutory & Surplus Funds Investment
- ix. Non-Funds Based / Off-Balance Sheet Income Resources Management
- x. Business Development & Business Marketing including Brand Management, Credit Management and Recovery Management
- xi. Technical Aspects of Loan Portfolio
- xii. Business Risks Analysis and Management
- xiii. Regulatory Environment, Supervision and Development of Lower-Tier Institutions
- xiv. Cooperative Accountancy & Reporting Systems including Internal Checks & Control
- xv. Audit and Inspections of internal units and supervised entities
- xvi. Computer Literacy and Computer-based Operations Management
- xvii. Managing Developmental Programmes and Schemes of Government and Banks
- xviii. Human Resource Management & HRD
- xix. Managing non-HR Inventory and Premises
- xx. Customer Relationship Management and Customer Development including KYC
- xxi. Cooperative Inter-Institutional Relationship Development
- xxii. Managing Institutional Culture & Behaviour including the Executive / Management Development Programs (EDP / MDP)
- xxiii. Organisation Development Initiatives

It may be recognised that the above mentioned are the broad training categories and within each of these categories, the CTIs might design the training programs as per their training needs assessment or they might pick up the standardised programs available with the C-PEC.

3. Standardisation of Training Programs:-

3.1 The standardisation of various training programs falling under one or the other category as above has been undertaken by C-PEC. C-PEC standardises the training programs independently at its own level with support of its consultants or in association with the CTIs for standardisation at national level or on CTI-specific basis on receipt of the draft programmes from the concerned CII. These programmes are to be conducted by the CTIs for the cooperative officials at different levels. Broad guidelines on training needs analysis, course-designing, conduct of training programs etc have already been covered in the 'Operational Manual on Systems and Procedures for Training Courses at Cooperative Training Institutions' circulated by C-PEC amongst all CTIs. However, the standard approach of CTIs in proposing the courses to C-PEC for standardisation and, in turn, the standard approach in the process of standardisation at the level of C-PEC needs amplification. For the purpose of general guidance of the training institutions, the following aspects could be kept in consideration as a matter of standard approach for preparing and referring the training courses to C-PEC in BIRD for standardisation:-

- i. First and foremost is the objective of the proposed course. Define the objective very clearly and indicate as to whether this program is worked out on the basis of a training needs analysis or is a result of any other standard process.
- ii. Define the level of the program as to whether it is a preliminary level or appreciation program or normal program or an advanced course over a similar normal level course already given to the proposed trainees
- iii. Define the trainee group as to who are the beneficiaries of the training program
- iv. Outline the contents of the Program
- v. Decide if any field training / exposure visit is needed as a part of the program and at what stage of the program like the program could start with the field visit or it could be after giving some preliminary inputs or just before conclusion of the training after all theoretical inputs would have been given. Write a small paragraph as to justification for the stage of the field visit.
- vi. Set the contents into sessions schedule format.
- vii. Prepare the session plan and the structure for each session and for the field visit as to what all shall be covered in the session; which session shall be purely an input delivery; which session shall involve participants' discussions alongwith Faculty inputs; where it would be a practice session; where it would be necessary to have small group discussions; where it would be based on circulars / guidelines / case studies based critiquing and where it would be individual assignments-based feedback discussion or where the management games / field games would be more effective tools of learning etc. Also define the training methodology of each session taking into consideration these aspects. Duration of the session may also be decided accordingly.
- viii. Decide as to for which sessions it would be advantageous to invite a Guest faculty and which sessions shall be handled by the internal Faculty Members. Wherever the Guest faculty is invited, he has to be given adequate feed-forward on expectations relating to the coverage from him as per the session plan so that the session falls in line with the sequential requirements of the program.

- ix. Based on the number and duration of the sessions, decide on the duration of the Course in terms of days.
- x. Decide on the case studies / management games / field activities etc and other training material needed for the program and attach the copy of the same in the proposal
- xi. Prepare a courseware (reading / reference material) specimen copy.
- xii. Decide about the need for an Entry Level / Exit Level Test to assess the training efficacy and if so, the questions for this purpose may also be designed.

CTI may prepare a covering note outlining the contents of what all is being sent to C-PEC for their consideration for the purpose of standardisation.

- 3.2 On receipt of such proposal, C-PEC would examine each and every contents of the Program Package to refine the same further. It would look specifically at the level of coverage, session content and session plan as to whether it matches with the objective of the program; the training material / techniques etc would also be seen from the angle of its contextual efficacy and decide as to whether the case studies etc could be used on universal basis or some local adaptation should be done thereof. The courseware contents should be seen as to its adequacy or supplementation and up-dating, efficacy of the presentation style etc. After finalisation of the course, C-PEC would place it for scrutiny by a Committee of the Faculty Members of BIRD and, if found necessary in some cases, send it to peer feed-back from a few other CTIs apart from the originating CTI. Based on this feedback, the C-PEC would standardise the Course Package. The Course Packages so standardised by C-PEC would be open for use by other CTIs also with due acknowledgement to the efforts of originating CTI and the C-PEC. The course package as above should be sent to C-PEC in English / Hindi language; C-PEC would standardise the same in English / Hindi language and the user CTIs might decide as to whether they would be able to conduct the Program effectively in English / Hindi or it would be more efficacious to have it in local language. In case of the latter, the CTIs must arrange for translation of entire Course Package in their local language. Wherever C-PEC originates designing and standardisation of a Course at its own level, it will also adopt the same approach.
- 3.3 The training programs so standardised would be taken up by C-PEC for review / up-dation after every three years in the context of changes in the cooperative scenario or the suggestions received out of the training needs analysis.

4. Other Activities in a CTI:-

In addition to the training activities, it may be worthwhile for a CTI to undertake one or more of the following as a part of its mandate of capacity building / development of manpower at all levels in cooperative system and to enhance the efficacy of its training:-

- i. Consultancy support to State Government or Cooperative Banks relating to issues in functioning of cooperatives at various levels
- ii. Project preparation / Research work by the CTI or individually by the FMs to support the cooperative institutions in the State or for preparation of Policy / Research Papers
- iii. Exposure Visits / Tours of cooperative officials to successful Projects / Institutions
- iv. Visiting Faculty Assignments of faculty members in other institutions

- v. Sessions handling in diploma and professional courses in other institutions pertaining to cooperatives
- vi. Preparation of case studies, success stories / videos, publication of articles / research papers etc at Faculty Members' initiative
- vii. Conduct of Training / Seminars / Workshops etc for officials of State Government, other institutions solely or in collaboration with other training institutions
- viii. Adoption of societies / villages / Farmers' Clubs / SHGs etc on demonstrative pattern

As all these activities will be opportunity-specific, it would be difficult to specify standard norms for the same. However, it may be useful if C-PEC organises a training program for the benefit of Faculty members of CTIs to impart guidance on major aspects of Consultancy, Research Methodologies, Case Study / Report Writing, Conduct of Exposure Visits and organising Seminars / Workshops.

5. Physical Infrastructure

Various aspects of physical infrastructure needed for an efficient and efficacious training environment in a CTI are indicated below:-

- 5.1 Each State should have at least one CTI i.e. either the ACSTI or the ICM or both. At present, there are ACSTIs in 14 States namely Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Madhya Pradesh, Odisha, Punjab, Rajasthan, Tamil Nadu, Telangana, Uttar Pradesh and West Bengal. There are 19 RICMs / ICMs in Assam, Bihar, Chandigarh, Gujarat, Kerala (2), Karnataka, Madhya Pradesh, Maharashtra (2), Manipur, Odisha, Rajasthan, Tamilnadu (2), Telangana, Uttarakhand, Uttar Pradesh and West Bengal; the RICMs are extending their functions to the nearby States as assigned to them. Thus, while in a few States, there are one or more CTIs, the States namely Andhra Pradesh (after bifurcation), Chhattisgarh, Delhi, Goa, Jammu & Kashmir, Jharkhand, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura are not having any CTI. In such a situation, the strategy of training in cooperative system in these States needs consideration by the respective State Governments and the Apex Cooperative Institutions in the emerging circumstances, particularly in view of 97th Constitutional Amendment emphasising on formation of the Cooperatives as a right of the citizens of the country. Preferably, each State should have at least one cooperative training institution, with the following recommendations:-
- a. In the States with two-tier system of financial cooperatives, a CTI with at least one channel must be set up; such CTI may also take care of the training needs of non-credit cooperative institutions as also the education of members, potential members and scholars. This recommendation holds good for small North-Eastern States as well.
 - b. In case of States with Three-Tier Cooperative Credit Structure, there should be a CTI with at least one channel till the number of DCCBs is up to 10. Wherever the number of DCCBs is more than 10, there should be one incremental channel for every 15 DCCBs or part thereof
 - c. These recommendations are based on the engagements per channel every year relating to the type of programs as follows:-
 - Standard Basic / Flagship Programs: 10 weeks

- Functional Programs on various functional areas of the client institutions for different clientele groups including those specifically emerging out of TNA : 15 weeks.
- Programs on New and Emerging Issues / Sun-rise areas of client institutions' functioning: 6 weeks
- Programs sponsored by other sponsor institutions for CTI's client institutions : 4 weeks

A program week may be full week or a part thereof; similarly, one program may extend to more than one program week as well. Rest of the program weeks shall be used by the CTI for other work items and Faculty Development; other absence of FMs may also be accounted for in this period. Average number of trainees in one program is presumed to be 20 here and it is recommended that each official of the cooperative institutions in a State must undergo, on an average, 2 training programs per year.

- 5.2 Complementarity of training efforts of ACSTIs and ICMs has to be achieved in each State. ICMs were also managing educational programs like those in Management Courses or other degree courses etc apart from training. In the States wherever there are either ACSTI or ICM, that Institute should be assigned the training of all cooperative institutions as a part of training policy / strategy of that State. Wherever there are both ACSTI and ICM, a system of coordination could be worked out under the State Task Force on Cooperative Training suggested earlier so that both institutions conduct training programs for all cooperative institutions irrespective of credit or non-credit societies; based on the training needs analysis, each CTI should be assigned the type of programs as also the number of programs conforming to their academic strengths as also availability of manpower & resources. This is also in conformity of NABARD's SOFTCOB guidelines that have been extended to support ICMs as well in respect of the programs conducted by them for credit cooperatives. The Programs falling in the ambit of SOFTCOB could be supported by NABARD under its extant policy; the training programs not covered in the SOFTCOB but actually needed for the State could be funded by the State Government out of their budgetary support for cooperative training irrespective of the type of institution.
- 5.3 As per NABARD guidelines on SOFTCOB assistance, a CTI must generate a minimum of 3,500 trainee days per channel in a financial year. This number gets converted into 22 training programs to be coordinated in 12 months by an FM ($3500 / 20$ participants per program / average duration 4 days / average 2 faculty members = 22 training programs in 12 months by an FM). The number of 3,500 trainee days may be counted for all kinds of programs conducted at the CTI including in-house and on-location programs irrespective of whether sponsored by other agencies or SOFTCOB-assisted or those conducted at its own cost. As a matter of broad guideline, this norm of 22 programs per FM is in order but for the purpose of performance review of FMs, the number of trainee days at 1750 covered in the programs coordinated by one FM should be taken as a yardstick for the purpose of monitoring because all programs may not be of 4 days duration nor the number of participants shall be uniform at 20.
- 5.4 Having determined the no of channels to be organised at any point of time in the CTI, as per the criteria mentioned above, there is a need to look into the training facilities. There would be a need to have certain skeletal facilities irrespective of the number of channels whereas a few facilities would increase depending upon the number of channels, but not in same proportion.

- a. The **Classroom** :- The number of channels should be the basis to determine as to the number of class rooms in a CTI. There should be as many classrooms as the number of approved channels. Each classroom should be furnished with the following facilities:-
- Furniture for 30 trainees: this may include separate tables and chairs instead of fixed arrangements so that manoeuvrability is there. The Chair and Table must be of a good quality so as to enable the participants sitting comfortably for one hour & a half at a stretch and about 8 hours a day. Additionally, 05 sets of such chairs and tables might be kept as reserve for accommodating more trainees occasionally or for other requirements.
 - One long table and two chairs for the speaker's side. A fixed and raised stage for the speaker is not preferred in the training class. The trainer and the trainees have to be at the same physical level.
 - One each of the White-Board, cushioned board for pinning up the cards / papers, Flip-Board of standard size
 - Overhead Projectors / LCD Projectors alongwith White Screen for computer-based Power-Point Presentation
 - Desktop / Laptop / K-Yan for presentation
 - One podium provided with the computer extension cords and Public Address System alongwith a Collar Microphone for the speaker. Additionally, a cordless microphone for circulation amongst the participants may be kept in reserve for use in big gatherings.
 - One Wall-clock
 - One corner table with 10-15 covered water-glasses
 - Good-quality curtains on the doors and windows
 - One small board of good quality outside the classroom to indicate the name of the training program in session in the classroom

Notes:-

- The size of the classroom may be decided keeping in mind that it should be able to accommodate 30-35 participants at a time apart from about 7ft wide space for the speaker towards the wall having the whiteboard.
 - Overall ambience in the classroom should provide an amiable learning environment.
 - The classroom may be arranged in traditional classroom / V-shaped or U-shaped sitting system or circular table system depending on the training context; a staggered classroom with fixed seats & tables is not preferred for the reasons of its lack of manoeuvrability.
 - Whether the classroom should be air-conditioned or not could be left at the discretion of the Management taking into consideration various aspects.
- b. **Conference Room:-** There should be a separate Conference Room in each CTI with a seating capacity of a minimum of 30 persons. This facility could be used for various Committee Meetings, special interactions and for facilitating Group Discussions as well. The Conference Room should be furnished with the Conference Table of appropriate

type / size / quality alongwith the matching chairs, public address system, an LCD panel on the wall attached with the facility of Laptop / Desktop with internet connectivity for presentation purposes, One Wall-clock and a corner table with 10-15 covered water-glasses. The curtains within the Conference Room may be of good quality. Issue of air-conditioning of the Conference Room as also the facility of video-conferencing may be left to the discretion of the management.

- c. A **Computer Lab** is a must in today's context in the CTI. The Computer lab must be furnished with at least 15 interlinked Desktops plus one laptop / desktop for the Demonstrator / Speaker alongwith the computer tables and chairs, LCD Projector with White Screen or an LCD panel as the management might decide. The Computer Lab should be equipped with the facility of high-speed Internet to cater to the requirements of all the computers in the Lab.
- d. CTI might create a facility of at least two small **Discussion Rooms** to facilitate Group Discussions of about 6-8 persons. These rooms would be provided with a round table with 6-8 chairs, a Whiteboard and a Flip-Board.
- e. The facility of an **Auditorium** in the CTI may be left to the discretion of the Management taking into consideration the seminars or other large gatherings of participants, cost structure and alternative availability of such facility at the headquarters of the CTI.
- f. Every CTI should have a **library**. Some of the considerations for determining the size of library as also the possibility of a standard list of a minimum of the library books / videos / DVDs / Journals and Periodicals etc to be made available in the library of a CTI are as follows:-
 - Given the fact that the work in cooperative institutions in most of the States is done in local language, the CTI should make efforts to procure books on finance, banking, HR management, cooperation, computer education etc as available in local language; additionally the standard books in these subjects in Hindi and English may also be procured.
 - The books and other periodical publications of RBI, NABARD, State Government, Indian Institute of Finance and Banking (IIBF), BIRD, CAB etc. and various cooperative bodies in India should be necessarily kept on shelf.
 - The library should have a separate section on the books of general reading interest of participants in local language for their leisure time.
 - The magazines and periodicals in local language and journals of repute may subscribed to by the CTI.
 - The ICMs already have a policy regarding the library purchases particularly when they conduct various management courses as well. ACSTIs may also adopt a well laid down policy of purchase / subscription of books / journals / periodicals / magazines and newspapers under the guidance of their Standing Advisory Committee / Management Committee as the case may be.
 - C-PEC may also make efforts in suggesting a common recommendatory list of books / journals / periodicals / magazines and audio - video - DVDs on various subjects of interest in a CTI.

- The CTIs may also adopt a clear policy regarding rodents / pest-control measures in library and weeding out of the books / journals / periodicals / magazines and newspapers.
 - The library soft-wares available at nominal costs may be subscribed to by the CTIs so as to have up-to-date library management as also access to books by the participants / users. In case of any difficulty faced by the CTIs, C-PEC might suggest a common sourcing approach in this regard. A computer terminal may be made available in the library for this purpose.
 - So far as the issue as to whether CTIs have an independent Librarian or a FM or other supporting staff could take care of managing library is concerned, a common approach may not be suggested because the need for an independent person as librarian would arise only when the size of library grows enough to justify the need for it; till then the FMs could manage library with support of the administrative / academic staff. The Advisory Committee / Management Committee of the CTI might take a view at periodical intervals in this regard.
 - In order to improve the current levels of library in the existing CTIs, immediate steps may be taken by them to facilitate a review by the Standing Advisory Committee / Management Committee as the case may be.
 - A separate budget for library may be assigned by the Sponsoring Institutions of each CTI as a part of overall budget of CTI and it may be reviewed accordingly.
- g. The Administrative Building Structure must be able to support requirements of academic and administrative activities. This may include the Principals' Room, the Faculty Rooms, one office room with work-stations for about 4 supporting officials and one room accommodating two officials for academic work.
- h. Computerisation:-
- Apart from availability of computers in the classrooms, the Computer Lab and the library, each of the officials including the Principal, Faculty Members and the Academic and Administrative Officials must be provided with networked desktop personal computers on one-to-one basis alongwith the internet facility.
 - The computers should be loaded with the standard software systems for word / processing, data-base management, presentation etc.
 - The CTI must have up-to-date software systems but it need not provide entire package of standard software systems as the needs of CTI are limited in nature.
 - The CTI should also have entire work relating to administrative, accounting and academic activities on the computer and should also maintain the monitoring and information system software provided by C-PEC for its data supply requirements.
 - The Computer Lab should have access to the bank's Core Banking Solution Systems for the limited purpose of training on CBS based computer application.
 - A limited access to internet facility should be available for the participants also so as to access their own mails and the knowledge websites including that of RBI, NABARD, State Government and banks etc. with appropriate filtering arrangement to obviate its misuse to access unwanted websites.

- CTI may have one Multi-Functional Device (MFD) having a limited facility of Copying, Scanning and Fax etc in the office room of the Principal and one MFD amongst the Faculty Members. No separate FAX or Scanners or Fax Machines are necessary in the CTI after provision of the MFDs. So far as the mass-scale photocopying for multiplication of program training / reading / reference material is concerned, it is always preferable to have outsourcing arrangements rather than the CTI owning these instruments. One heavy duty networked printer each may be provided in the Academic and Administrative / Accounting units.
 - Uninterrupted Power Supply (UPS) systems for the computers and in the classrooms may be provided by appropriate arrangements of UPS / Inverter facility.
 - So far as the specifications, procurement procedures of the equipment and its maintenance etc are concerned, the CTI must adhere to the IT Policy and other computerisation related policies as obtaining in the Sponsoring / Promoting Organisation. However, in view of the fact that the computer related equipment have a purposeful life of about five years and obsolescence rate is high, the most up-to-date available equipment may be purchased at any point of time.
- i. Arrangement for **drinking water** purifier coupled with cooling system
- j. **Newspaper**:- one vernacular newspaper should be provided in the hostel room of the participants apart from placing at least three newspapers in the reading room.
- k. **Recreation, Entertainment and Sports etc**:-
- The CTI may have provision of one indoor games-cum-recreation room as also the facility of light outdoor games like volleyball, badminton etc. so that the participants have opportunity of unwinding themselves after the day-long classroom environment. These facilities might be useful sometimes for the field games contained in curriculum of some management development programs.
 - Furnishing of the recreation / entertainment room may be decided locally by the Management Body of the CTI.
- l. **Hostel Arrangements** :-
- On the issue as to whether CTI should have an independent permanent hostel or to have outsourcing arrangements with a hotel for stay of participants, taking various practical aspects into consideration it is preferable to have permanent own arrangements of CTI, preferably in the vicinity of its Academic Complex. Till the hostel is built up, the outsourcing arrangements might be firmed up with specified standards of facilities.
 - In own hostel, the rooms could be big enough to accommodate two persons in each room. Accordingly, about 15 rooms per channel should be the norm. Additionally, there may be at least three single-seating rooms to accommodate the Guest Faculty or to take care of other exigencies and one room for hostel supervisor / attendant. To the extent possible, each room should have a toilet-cum-bath room attached to it so that it is self-contained.
 - Each of the rooms may be furnished with two beds with mattress, pillows and mosquito-net, two tables and chairs and two locking cupboards alongwith a jug

and two glasses in a tray for drinking water arrangements on each table. The single-seating rooms may be provided with the similar furniture for a single person.

- For providing tea / coffee and food arrangements, a well-maintained kitchen with a dining hall and waiting room-cum-common room should be provided. The cooking arrangements may be made with a contractor on outsourcing basis with firm arrangements for specified quality.
- For **hostel management system**, a hostel supervisor may be arranged on contract basis and for managing the facilities in rooms and its regular cleaning, appropriate contracts could be executed.
- Design and layout of the hostel may be decided by the sponsoring institution based on the availability of space.
- To the extent possible, for **energy conservation** initiatives, solar lighting / water heating systems may be installed.
- **Rain-water harvesting** in the Hostel premises as also the Academic Complex may be made mandatory.

m. The CTI should have one independent **vehicle** arranged through outsourcing for use of the staff for various purposes. For the purpose of field visits of trainees, appropriate arrangements may be made with some travel agencies.

5.5 Appropriate **security arrangements** of premises as also the property and human beings in the CTI in the context of security concerns today need being emphasised.

- The Sponsoring Institutions may extend arrangements with their security agencies to cover the CTI as well if it is at the same city; otherwise, the CTI may enter into separate arrangements thereof locally with the available options of security agencies.
- CCTV cameras may be installed at appropriate place in the CTI.
- The Fire-Safety norms of the local Fire Authorities should also be complied with by the CTI and appropriate arrangements of Fire Extinguishers etc and training in operation thereof by staff members / security personnel etc may be ensured.
- Appropriate Property Insurance Arrangements may also be undertaken by the CTI.

5.6 House-keeping, maintenance and cleanliness of the premises is of paramount importance in providing good learning ambience. The CTI management may make specific arrangements for this purpose and responsibilities be assigned specifically. It would be desirable to outsource some of the arrangements in this regard to outside agencies with strict provisions for imposition of penalty for not adhering to the mutually agreed upon standards of maintenance and cleanliness. The sponsoring / promoting institutions may earmark a specified amount of funds for this purpose out of their Building Fund as a part of the annual budget exercise of the CTI and Management body of the CTI may ensure works accordingly.

5.7 Many of the CTIs in existence have already got the building infrastructure and facilities therein. They would not need looking afresh into these recommendations; however, the Management Bodies and Sponsoring / Promoting Organisations of these CTIs may review their infrastructure so as to take care of the gaps, if any, as also to improve upon the maintenance and cleanliness of the premises and providing an appropriate ambience for effective training & capacity building.

5.8 A review of infrastructure available with 10 ACSTIs during the years 2012-13 and 2013-14 has been presented in a tabulated format in the Annexure-A. Similarly, the position of infrastructure with the ICMs is depicted in Annexure-B. It would be seen that in terms of numbers, most of the CTIs have adequate infrastructure but the issues are there in its effective use and the periodical maintenance.

6 Standardisation of Training Stationery Material:-

It may be worthwhile to adopt standard norms for provision of stationery material for use in the training, seminars and workshops being organised by the CTIs. Rather than national level uniformity, the CTI may develop its own standards taking into consideration the following; once finalised, the same kind of material may be used uniformly for all programs by the CTI.

6.1 Stationery Kit:

- Stationery Bag of cotton canvas in standard size; colour as per the cultural ethos of the CTI; logo and name of CTI on the inner-side of flip cover, if any, otherwise on right-hand-bottom corner; program name not necessary so that the bags could be purchased in bulk order and could be used for any program.
- Writing Pad: A-4 size; 25 both-side-ruled sheets; cover page to be CTI-specific design and colour.
- Ball-point Pen: standard item may be identified and used for all the training programs.

Same stationery may be used in the Training Programs, Seminars and Workshops. For the purpose of the meetings, small 10-page writing pads of half of A-4 size could be got printed with same cover page design and colour; the bag may not be necessary in the meetings.

6.2 Reading / Reference Material Kit:

- Cover Page to be designed in a standard format and colour with the program name in the upper half and CTI logo, name and address at the bottom half with the words 'For Restricted / Internal Circulation Only' on the right hand upper corner; only program name to be changed from one program to the other; date of program is not necessary so as to make use in future programs as well.
- Inside cover page to have Mission and Vision of CTI printed in standard font and colour pattern as might have been decided by CTI for its Mission and Vision statement.
- A program-specific message from the CEO of the Sponsoring / Promoting Organisation or the Director of CTI may be given in the beginning pages followed by Table of Index and Abbreviations used and subsequently the chapters may follow seriatim.
- Each page of the chapters may be numbered and the same chapter-page numbers should appear in the Index Table.
- Sometimes the copies of articles / write ups from other published material are used in the Reading Material; in such cases, the acknowledgement to the source should invariably be given and such material may be re-numbered so as to fall in the page numbering pattern of whole reading material kit.

- Back cover page of the Reading Material Kit may be used for canvassing the messages on behalf of CTI and / or the Sponsoring / Promoting Organisation.
 - Each kit should be not more than 100 pages and in case the material is voluminous, it could be broken into more than one volumes so that each volume is around 100 pages or less. This will ensure ease of handling and reading comfort.
 - The review and up-dation of the Reading / Reference Material should be done at least every two years by the CTI so as to provide updated information and weed-out the irrelevant portions. In case of the programs standardised by C-PEC with the Reading / Reference Material having been supplied alongside, the CTI may seek updated material from C-PEC.
- 6.3 Each case study or training material used in any program should bear on the top centre of the page the name and address of the CTI followed by the name of the Program in next line. In case it has been taken from some other source (including C-PEC), an acknowledgement thereof may be mentioned at the end of the material.
- 6.4 In the programs involving the field visits, a cap of white colour with the logo of the CTI printed in the front centre may be provided to the participants for use during entire duration of the field visit. This will help in easy identification & being together apart from saving from sunstroke.
- 6.5 The overall costs of the stationery material may be controlled within the broad norms specified in the SOFTCOB guidelines from time to time.

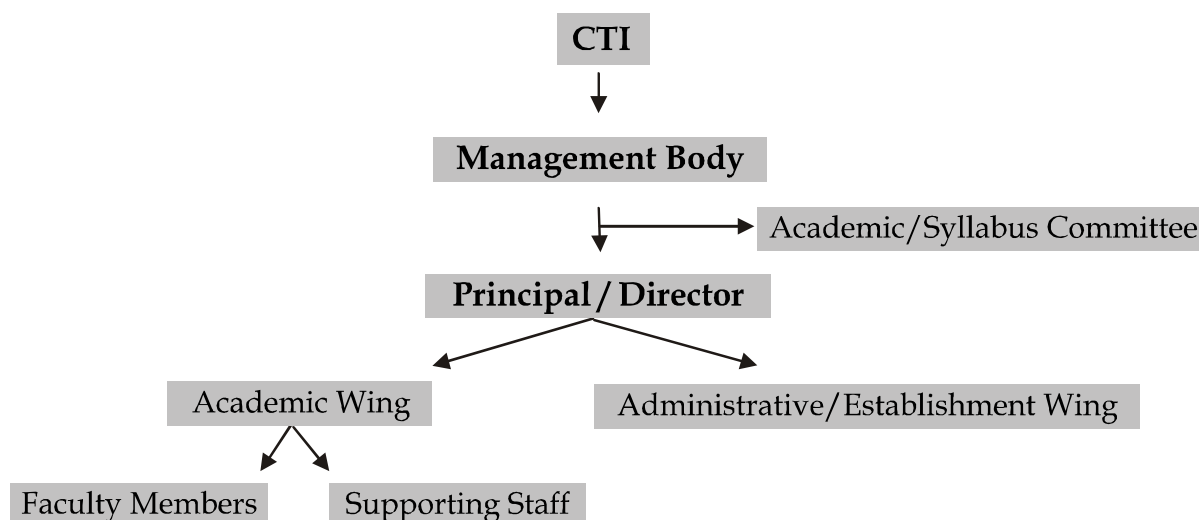
7 Intellectual Capital of a CTI:-

7.1 Vision and Mission Of the CTI :

- 7.1.1 Given the mandate of the CTI, it should prepare its Vision and Mission Statement that should guide its strategic action planning. Both the Vision and Mission should be shared by all in the CTI as also its sponsors and should be displayed at various prominent places in the CTI.
- 7.1.2 The Mission Statement describes the purpose, primary objective and the reason for existence of an organisation both to the members of the organization and to the stakeholders outside the organisation. Mission statement may be short, clear and powerful enough to inspire the people associated with the organisation.
- 7.1.3 The Vision Statement defines the goal, the expectations and the aspirations of an organisation's stakeholders in a futuristic scenario. In nutshell it describes as to what the organisation would like to be over a period of time and communicates the growing organisational culture and values. The Vision Statement motivates the team or whole of the organisation with an inspiring vision of the future.
- 7.1.4 The Vision and Mission Statements are expressions of a participative approach of a majority of the stakeholders of an organisation. It would, therefore, be necessary that the CTIs should prepare their Mission and Vision Statements with the combined wisdom and involvement of all members of CTI, not the Faculty Members alone.

7.2 Organisational Structure of CTI:-

The typical organisational structure of a CTI would be as follows:-



7.3 Management Committee / Standing Advisory Committee of CTI

7.3.1 Objective and Purpose: The Managing Committee or the Standing Advisory Committee, whatever name obtaining in respective CTIs, should be seen as the Committee that manages all the decision making processes in the affairs of the CTI. **Some of these affairs are stated below:-**

- Annual Planning and Budgeting of Training and Other Activities of CTI
- Financial Budgeting and recommending the Financial Budget to the Sponsoring / Promoting Organisation for approval
- Prioritisation of training programs and approval of Calendar of Training as also other activities
- Review of Accreditation related Action Plan
- Determination of Fees etc to be charged to certain programs
- Review of Infrastructure needs of CTI and its Maintenance related issues
- Periodical review of CTI activities and finalisation of an Annual Performance Review of CTI for submission to Sponsoring / Promoting Organisation, C-PEC and NABARD RO
- Any other Policy Review issues

7.3.2 Composition: For ACSTIs NABARD has given guidelines on composition of Standing Advisory Committee. Similarly, NCCT has its own guidelines on composition of Management Committee of ICMs / RICMs. The same needs being reviewed so as to include a wide-base of stakeholders as also the representatives of various apex cooperatives that would be the beneficiaries of the CTIs. The composition of the Management Committee should be conducive to deeper involvement of the stakeholders and the top government officials or the local politically connected leaders representing

on this Committee, for the benefit of these institutions. The decision as to who all should be the members of this Committee should be taken as a part of the State Cooperative Training Policy referred to earlier with specific responsibility and contribution of each member. The CEO of the CTI would be the Member Secretary.

- 7.3.3 This Committee would have **recommendatory powers** relating to administrative and financial matters based on which the Sponsoring / Promoting Organisation could take appropriate action within its own administrative system.
- 7.3.4 **Meetings** of this Committee might be held at least twice a year with the proviso that the gap between two meetings should not be more than 06 months. More meetings could be called as per the requirements.
- 7.3.5 The **quorum** should be at least 50% members with the proviso that the Chairman of the Committee and the representative of Sponsoring Organisation would be necessary to be present unless the Chairman of the Committee has authorised some other member to preside over the meeting in advance.
- 7.3.6 **Agenda** of the meeting should be circulated amongst all members at least one week in advance of the date of meeting.
- 7.3.7 **Decision making process** of the Committee be on mutual consent basis. In the event of any substantial differences of opinion on any issue, the Committee might take decision by majority numbers with the Chairman having a casting vote.
- 7.3.8 The **proceedings** of the meeting of the Committee duly recorded and signed by the Chairman of the Committee may be circulated amongst all members and Sponsoring Organisation as also the Financing Institution (if it is different from the Sponsoring Organisation).

7.4 Syllabus / Academic Advisory Committee:

The Syllabus Committee or Academic Advisory Committee may be put in place for each CTI to focus on decisions relating to the academic and training activities of the CTI separately from the Management / Standing Advisory Committee. The role of this Committee would be to look into the training needs as enshrined in the State Cooperative Training Policy / Strategy as also the directions of the State Cooperative Training Body or that emerging out of the training needs analysis done by the CTI itself. The Committee may guide formulation of the Training Programs / Studies and other work as also finalising the course curriculum and course schedule. This Committee may have a small size with the experts on training drawn from Sponsoring Organisation, NABARD, one prominent Management Institute, Cooperation Department / RCS, State Cooperative Bank, State Cooperative Union and one or two apex cooperatives of the State. Professional Training Experts might be invited by the Committee on need basis.

7.5 Head of CTI : Director / Principal :-

- 7.5.1 The Head of the CTI, by whatever name he is called, shall be the overall in-charge of the CTI with appropriate administrative and financial powers. He would be expected to play the leadership role for the Institute and will be responsible for smooth and outcome-oriented conduct of the training and other activities within the CTI as also the relationship building with all concerned in the external environment.
- 7.5.2 The Head of a CTI should be available on full-time basis. While in ICMs, there are specified guidelines in respect of the role and responsibilities of the Director as also the

minimum tenure, the Principals in ACSTIs needed such guidelines to be framed; in absence of appropriate guidelines, the officers of State Cooperative Bank (the Sponsoring Organisation) were holding charge in addition to their other work responsibilities, without a clear perspective of their tenure of this charge.

7.5.3 The guidelines relating to the criteria and qualifications for selection of the Director of ICMs / RICMs might be suitably adopted by the ACSTIs as well for the purpose of the placement of Principal.

7.5.4 In general, the head of a CTI should have at least 05 years' experience as a Faculty Member and he should have at least 05 years' tenure of his term so that he could have enough experience and could develop a medium term perspective of the affairs of CTI.

7.5.5 The performance review of the Head should be done on annual basis apart from the annual review of the activities of CTI and appropriate view is to be taken in the circumstances of under-performance.

7.5.6 For continuous performance efficiency of the post as also that of the CTI, there is a need for the arrangements for on-going development of the Head. He could be given adequate chance to participate in the Conferences and Seminars organised at national / international level apart from the training programs being organised by national level training organisations.

7.6 Faculty Members:-

7.6.1 The jobs expected of the Faculty Members in a CTI would be:-

- Undertaking Training Needs Analysis
- Assisting in preparation of a training plan of Client Institutions as also of the CTI
- Specification of training areas for CTI and those for outside training institutions
- Identification of levels of trainables
- Designing programmes specific for different categories of trainables' in the subject areas and appropriate approvals thereof
- Standardisation of Program through C-PEC
- Preparation and Announcement of Training Calendar of CTI
- Mobilisation of Trainables to different programs from various cooperative institutions
- In conduct of Training Programs / Courses:-
 - ❖ Delineation of Program Objectives, Syllabus and Schedule
 - ❖ Preparation of Session Plan for each session
 - ❖ Preparation of Program Kit
 - ❖ Compilation of Reading / Reference Material
 - ❖ Finalisation of Teaching / Training Material : Presentations / Case Studies / Business Games / Management Games / Discussion Notes / CDs or DVDs or other media

- ❖ Taking Sessions
- ❖ Organising other Faculty Members / Guest Faculty for various sessions
- ❖ Facilitating Group Work
- ❖ Organising Field Visits
- ❖ Training Assessment and Participants' Feedback
- ❖ Classroom Management
- ❖ Program-Specific Library Reference Management
- ❖ Trainees Management
- ❖ Post-Programme Documentation, Reporting and Feedback Record
- ❖ Follow-up , if any
- ❖ Post-Program Impact Evaluation
- ❖ Financial management of the program including the budgeting and accounting
- Periodic Review and Up-dation of Teaching / Training material and Reading / Reference material
- Computer-based data-base management & analysis for programs/seminars etc
- Preparation of research / status papers
- Organisation of Consultancies and Project Work for Cooperative Institutions
- Conduct of Seminars / Workshops on Subjects of Topical Importance in CTI or on sponsorship from StCB or State Cooperative Union or other organisations
- Conduct of Exposure Tours of Participants
- Visiting Faculty Assignments in other Institutions
- Own enrichment by way of attending Training / Seminars / Workshops in other institutions
- General Support in administrative and establishment aspects of CTI

7.6.2 The number of posts of FMs in a CTI should be determined on the basis of the channels to be run in the CTI based on the criteria discussed earlier.

7.6.3 System of Selection of FMs and their minimum tenure should be a part of the policy obtaining in the CTI. In ACSTIs where the clear cut policies in this regard are not in existence, the policy issued by NCCT in respect of ICMs might be adopted appropriately. The norms for Faculty Qualification and Experience at the time of placement should also be the part of such a policy.

7.6.4 The arrangements for Faculty Development at the time of joining and periodically, subsequently, should be specified in the CTIs' context. Each Faculty Member should undergo a Trainers' Training Program being organised by C-PEC at the earliest after his joining and he should complete the Certified Cooperative Trainers' Course (CTFC) of C-PEC within one year of his placement as FM. The Faculty Members may be deputed in the subject-specific Trainers' Training Programs also in C-PEC.

7.7 Guest Faculty Arrangements:

- i. CTI should ensure that in normal programs 25 to 40% sessions are taken by the Guest Faculty. In purely technical programs or the programs for which no faculty expertise is available in CTI, the number of sessions by the Guest Faculty could exceed this number but such fact should be properly recorded by the Head of the CTI.
- ii. The CTI should maintain a panel of experts from which to invite the Guest Faculty for the specific program.
- iii. The Guest Faculty should be appropriately briefed in advance about the program objective, session objective, session plan, coverage in earlier sessions of the program and the expectations from him at the end of the session so that his delivery is specific to the session objective.
- iv. The honorarium for the Guest Faculty may be paid as per the norms adopted by the CTI.
- v. It would be advantageous to furnish periodically the feedback from the participants to the Guest Speaker in an appropriate manner.

7.8 The number of **Support Staff for Academic and Administrative** work may be determined on the basis of the needs in a CTI. A minimum of two support persons should be available for one channel.

7.9 CTIs may also determine as to what **support systems could be outsourced** by them. Such outsourced functions may be managed by them under the guidance of the Sponsoring Organisation.

8 Funding Arrangements:-

8.1 The ACSTIs are sponsored by a State Cooperative Bank, Junior Level Training Centres (JLTCs) by SCARDBs and ICMs are sponsored by the NCCT. Other CTIs are also having their parent organisations that have set up the CTI concerned. These sponsor institutions are basically responsible for funding the activities of respective CTIs.

8.2 A limited amount of financial support is available from NABARD for training activities of CTIs on the basis of following terms and conditions as laid down in the current guidelines of SOFTCOB assistance (vide NABARD circular no. NB.HO.IDD.CB / 534 / Tng - 202 / 2014-15 dated 18 July 2014):-

- a. CTI shall be free to run training programmes and courses as per guidance and instructions given by its managing body. However, SOFTCOB financial assistance is extended to accredited-CTIs, for conducting approved programmes coordinated by CTFC pass Faculty Members of CTI. Therefore, the CTI has to be accredited by C-PEC and the Faculty Members have to be CTFC qualified or get qualified within the period of one year from the date of their appointment. Moreover, the Training Programs have to be approved by the Standing committee of CTI out of those standardised by the C-PEC or for new programs, the reference has to be made to C-PEC for their standardisation / approval within not less than one month in advance of the date of commencement of the training program.

- b. The assistance on per trainee per day basis will cover both the class room and the on-location modes of training delivery including field visits as a part of approved course design.
 - c. CTI must possess a minimum of the prescribed physical (class rooms, hostel and related services) and intellectual infrastructure (adequate number of updated faculty members on a full-time basis).
 - d. Training at CTIs must be organised as per systems and procedures brought out by C-PEC in an 'Operational Manual on Systems and Procedures for Training Courses at Cooperative Training Institutions'
 - e. It has to be ensured that CTI's training capacity is optimally utilised as measured by generation of trainee days during the year; a CTI must generate a minimum of 3,500 trainee days in a financial year for all kinds of programmes conducted at the CTI including in-house and on-location programmes irrespective of the fact as to whether the program is assisted under SOFTCOB or sponsored by other agencies or conducted by CTI at its own cost. In the event of non-compliance of this condition, total SOFTCOB assistance will be reduced in proportion to the default.
 - f. The program duration has to be a minimum of 03 days and maximum 02 weeks for in-house programs and 02 to 03 days for on-location programs. The programs designed for shorter or longer period will not be eligible. However, the NABARD-approved workshops of one-day's duration shall be eligible.
 - g. SOFTCOB assistance shall be eligible in respect of the training programs for staff and management officials from all the tiers of STCCS / LTCCS. Need-based allocation of few seats may be done for the officials of Cooperation Department of State within these programs. Similarly, the programs conducted at other CTIs shall be eligible only if the same are sponsored by NABARD for the benefit of staff of STCCS / LTCCS with a limited allocation of seats to Cooperation Department officials.
 - h. In order to ensure training of PACS officials it has been made mandatory for CTIs to conduct programs for PACS officials and Management Committee members to the extent of a benchmark percentage (minimum 25% and maximum 75%) of trainee days as arrived at by the concerned Regional Office of NABARD on the basis of comparative strength of staff of total PACS (including loss-making ones) and that available with cooperative banks (StCB+ all DCCBs) as also the alternate opportunities / arrangements of training for PACS in the State. This is on cumulative basis and shall be scrutinised at the time of settling claims of last quarter of the financial year. Upon non-compliance of this norm, the claims would be reduced on proportionate basis.
 - i. The items and extent of financial assistance under SOFTCOB at present is indicated in the Annexure-C. Additional assistance of 10% of the approved scale will be provided to the CTI scoring a rating of more than 60% upto 75% in the C-PEC Accreditation; it will be raised to 20% for CTIs scoring a rating of more than 75%.
 - j. Total SOFTCOB assistance to a CTI in a year should not exceed 80% of the total expenditure of the CTI in that financial year.
- 8.3** The assistance from NABARD is supplementary in nature and the items of expenditure not eligible under the SOFTCOB or those eligible but not granted by NABARD for various reasons

have to be borne by the sponsoring / promoting institution. Therefore, it is incumbent upon the sponsoring / promoting institution to commit the approved expenditure of the CTI. It will be desirable that the CTI prepares its Work Budget alongwith the Financial Budget in the beginning of the financial year and gets it approved from the managing body of the concerned CTI and the budget so approved should be duly approved by the competent authority of the sponsoring / promoting institution. **It would be advantageous if the CTI gets the single-source funding from the sponsoring / promoting institution and the reimbursement from NABARD (or any other source) may be obtained by the sponsoring / promoting institution based on the information to be made available by the CTI. It will relieve the CTI from spending time and efforts on claiming reimbursement from NABARD so as to focus more on training activities as also to avoid some of the accounting hassles. Moreover, the sponsoring / promoting institution would take the expenditure as also the receivables from NABARD (or any other source) in its books of accounts & the Balance Sheet.**

- 9 **Finance and Accounting System** : Each CTI should conform to the systems as prevailing in respect of their Sponsoring Institution or as specified by them.

10 **Management Information and Reporting System:-**

10.1 The CTIs are required to forward periodical information to the Sponsoring / Promoting Organisation, NABARD Regional Office, C-PEC, NAFSCOB etc. These information needs are to be captured and put into a reporting format output. These needs would be broadly in the nature of the following inputs:-

- Training Programs conducted vis-à-vis planned:
 - ❖ Number
 - ❖ Duration-wise break-up of programs
 - ❖ No of sessions: sessions by Faculty Members; sessions by Guest faculty
 - ❖ Programs with Field visits & those without
 - ❖ No of Trainee Days
 - ❖ Number of participants: program-wise, total, breakup into certain groups
 - ❖ Program Report & Feedback; feedback by participants; action points arising out of this feedback etc.
 - ❖ Expenditure reporting under various heads
- Reporting on infrastructural items / issues
- Reporting on accreditation parameters to C-PEC
- Reporting on financial claims from NABARD and from Sponsoring / Promoting Organisation
- Annual Performance Review as required in terms of the Accreditation Guidelines as covered in Part - III of this Report
- Change in incumbency of Faculty Members
- Reporting to Management Body

- 10.2** The MIS system of CTIs has to be computerised and the package suggested by C-PEC may be considered for adoption for both the internal MIS and the reporting to C-PEC and other agencies including the sponsoring Cooperative Bank or NCCT.
- 10.3** In the era of information sharing, the CTIs may also work out managing their own independent **web-site** or may have adequate space on the website of the Sponsoring Institution so as to contribute in a larger way towards updating the knowledge base of the staff of cooperative institutions in their area of operation. The web-site of C-PEC should also be used more frequently by the CTIs, their Faculty Members as also by the staff of cooperative institutions.

11 Trainers' Training:-

- 11.1** Each faculty member should be deputed to Trainers' Training Program being organised by BIRD every year soon after his / her appointment as FM. The Calendar of Programs of BIRD may be referred to for this purpose. C-PEC may also keep the CTI informed of the same.
- 11.2** The CTI may also take opportunity of training of its Faculty Members in subject specific Trainers' Training Programs being organised by C-PEC.
- 11.3** Each FM should be encouraged by the CTI to undertake the CTFC course organised by C-PEC within not more than a year of joining as per the conditions of SOFTCOB assistance.
- 11.4** C-PEC may cover the aspects of responsibilities of FMs other than the training also in the Trainers' Training Programs. This includes consultancy, studies, research methodologies, writing case studies, events management etc

12 Role of Sponsoring/Promoter Organisations:-

- 12.1** The Sponsoring / Promoting Organisations of CTIs have the basic responsibilities of training & capacity building in respect of entire staff strength under their mandate. For discharging these responsibilities in an organised manner they have taken initiatives to set up and own the CTIs. Therefore the role of the Sponsoring / Promoting organisations could be perceived in the following manner:-
- i. Owners of CTI; the CTIs are an integral part of their organisational set up. CTIs have been set up by them as specialised institutions.
 - ii. Directions, instructions and policy guidance to CTI in the matters of training and capacity building.
 - iii. Setting up and supporting the systems and procedures of CTI within the bound of procedures and policies of the organisation.
 - iv. Provision of physical infrastructure and related arrangements for its upkeep and maintenance.
 - v. Management Support by way of organising Management Committee / Standing Advisory Committee and presiding over of its meetings by Chairman / CEO.
 - vi. Academic support by way of organising Academic / Syllabus Advisory Committee and presiding over of its meetings.

- vii. Selection and placement of Principal and Faculty Members and arrangements for their Faculty Development
 - viii. Provision of supporting staff in various cadres.
 - ix. Procurement of capital goods and consumables for use in the CTI
 - x. Support & guidance in managing Annual Maintenance Contracts (AMC) for various services
 - xi. Guidance to participants in the training programs by way of sessions handling by expert officials of the organisation.
 - xii. Committing and Managing single-point financial support for activities of CTI
- 12.2 it may be reiterated that training system has to be given a high priority by the Sponsoring / Promoting Organisations for the reason of the need for setting in excellence in training systems in the light of the emerging challenges some of which have been discussed in the initial stages of this manual. Better the ambience of training infrastructure and competence trainers, the better will be the quality of training and the better will be the competence building of the manpower in the organisation to face the emerging challenges to cooperatives in the rural economy.

Part II

Technical Aspects of Training Activities

This Part covers the technical aspects that should be considered by the CTI and its trainers in the normal course of their training activities. It is appropriate to bring out certain major aspects in this Manual which could be learnt elaborately by the trainers as part of their development process during the Trainers' Training Programs as also as a part of their pursuing the C-PEC Course on 'Certified Trainer for Financial Cooperatives' (CTFC). The following aspects have been captured in this part:

1. Training Concepts
2. Concept of Systematic Approach to Training (SAT)
3. Training Methods
4. Presentation Skills
5. Training Needs Analysis (TNA)
6. Designing Training Programs
7. Session Planning
8. Assessment, Validation and Evaluation of Training

1. Training Concepts:-

1.1 Training is a planned process to modify attitude, knowledge or skill behaviour through learning experience so as to develop the abilities of the individual in line with the manpower competence needs of the organisation. The training process is, thus, about acquiring or modifying knowledge, skills or attitudes of the recipients. It is, therefore, necessary that the Faculty Members must possess an appropriate orientation towards various technical aspects of training processes and clarity about the concepts of training so that they could be more effective in organising the whole systems and processes of training in their CTI.

1.2 Knowledge, Skills and Attitude

1.2.1 Knowledge refers to the information we acquire and place in our memory in an organized structure with an understanding of how and when it is used. There are three inter-related types of knowledge viz., declarative, procedural and strategic.

- i. **Declarative knowledge** is a store of factual information about a specific subject e.g. understanding the concept of assets and liabilities in financial statements.
- ii. **Procedural knowledge** is about understanding how and when to apply factual knowledge. This presupposes possession of a certain extent of factual knowledge, e.g. having knowledge of what constitute assets and liabilities in the financial statements of a business concern is declarative knowledge, but applying this knowledge for construction of balance sheet and preparation of financial ratios is procedural knowledge.

iii. **Strategic knowledge** is goal-oriented and used for planning, execution and monitoring. For example, preparing business development plan, budgeting, use of variance analysis of budgets etc as a management tool for monitoring performance. This is a higher level of knowledge structure and is expected from senior level of management vis-à-vis the other two types of knowledge being required in detail at middle and junior management level. Strategic knowledge pre-supposes an existing level of declarative and procedural knowledge.

1.2.2 A **skill** is explained as acquiring proficiency about doing something, which is more than just knowing something about it. Skills are the capacities needed to perform a set of tasks and are often developed as a result of training and experience. Skills are reflected in how well a person is able to perform specific actions related to a task (Example, driving skills, typing skills, swimming skills, skills of a surgeon, oratory skills, skills in handling manpower etc.). A certain amount of pre-existing knowledge helps in forming and fine tuning the skills.

1.2.3 **Skills** are normally categorised as follows:-

- i. **Thinking Skills:** Essentially based on pre-existing knowledge, thinking skills develop by themselves and more so by repeated applications of such knowledge in some activity. Thinking skills essentially enable one to remember facts or explain ideas.
- ii. **Acting Skills** are physical skills that involve engaging in a series of activities in performing a task. For example a credit officer in a bank has knowledge of factors governing viability of a loan proposal. When it comes to processing a loan application for sanction, he is engaged in carrying out the procedure or activities in the sanction process. In other words, he is engaged in exercising his active skills.
- iii. **Reacting Skills** are mainly behavioural skills and are closely associated with our feelings, emotions and attitudes. They are more in tune with the psychological rather than the physical aspects of behaviour. For example, how a member of staff deals with a complaint from a customer.
- iv. Developing **Interacting Skills** enables the person to work amicably and purposefully with others. There is a need to be conscious of our own behavioural traits and that of others and interpret behaviour accordingly for responding to others. For example, a manager negotiating with trade union leaders on specific demands.
- v. **Productive skills** require planning, strategizing and decision making. They exhibit substantial variation from one instance of application to another. For example, the skills associated with resource mobilization in a bank. The officer engaged in this activity has to assess the potential for deposits by market segments, think of appropriate deposit products, evolve a strategy for mobilization, assign area-wise targets and create an accounting system.
- vi. **Re-productive skills** are repetitive with hardly any variation in application. Example: A front office assistant in a cash counter who receives and makes payments and records them in a ledger. There is no planning or strategizing in

this kind of activity and it is a routine repetition. Such activities can be guided by printed instruction manuals.

1.2.4 **Attitudes** are the reflections of beliefs and opinions that influence behaviour. Our concern as trainers is about attitudes of trainees which relate to their job performance. These beliefs and opinions can generate positive or negative feelings among employees and such feelings and opinions may be about the policies, management style, goals, business ethics, job content, etc. Attitudes affect motivation and therefore, would be an issue of concern for the trainer. Any amount of knowledge or skills training may not succeed, if the right attitude is not developed among employees. On the contrary, it is also true that acquiring knowledge and skills by itself would have a positive influence on attitudes. A person, who knows his job thoroughly, is always motivated to perform well.

1.3 **Micro and Macro Level Training Needs:-**

1.3.1 **Macro level training needs** arise when all the employees of an organization or those engaged in a particular function or sub-system of an organization would require to be trained. These requirements arise when some restructuring of the organization is being done or when an organization is being taken over by another organization or when new products, technologies, procedures are introduced or when new policy pronouncements are made by the management or government or the banking regulator. For example, when the Common Accounting System (CAS) for PACS was introduced, it ushered in a completely new accounting and finance system for PACS. This required a comprehensive training for all the PACS' staff in the new accounting system.

1.3.2 **Micro level training needs** are more specifically related to performance gaps at the individual job performer level. KSA factors are studied and suitable programmes are delivered. A majority of operations-related training courses like credit appraisal, investment management, internal audit, branch profitability, etc., would fall under the category of micro level training needs.

1.4 **Learning Process:-**

1.4.1 Trainers need to have an understanding of what goes on in the learning process. Trainees are basically the Learners and, as such, their learning process is influenced by the "perception" they carry and their "motivation" for training that drives as to why they should learn during the training process. When new information the learner is exposed to can be easily related in the learners' mind with a framework of previous experiences or perceptions, he has relatively much less difficulty in absorbing and internalizing such information. However, if the material he has to learn is totally unrelated to his previous experiences, then there is a need to build a bridge between the new and the previous knowledge. So, **perception** is one important factor and design of training has to be related to the trainees' previous knowledge and experience.

1.4.2 The "motivation", as a factor, influences a learner's response to a training stimulus. The trainer has to understand what motivates a trainee in his job and only then he can place the training in the right context, making it appealing to the trainee. In the training context, motivation can be explained as the willingness of the learner to show keen interest in training and ultimately in the performance of his job. This implies involvement

and commitment, an active interest in the job and a readiness to accept training as a factor contributing to improved job performance.

1.4.3 A few simple rules of learning are as follows:-

- i. Trainees have to be dealt with as individual learners by the Trainer even in a classroom setting or a group mode training. It is important to know the capabilities of individual learners to decide as to what can be learnt by them and how long they will take to learn.
- ii. The order and sequence of learning is also important. What is presented in a logical sequence facilitates easy learning. Further, it is also established that what is presented at the beginning and at the end of a presentation is remembered well than what comes in the middle. This is an important factor in session planning by trainers. It also emphasizes the need for an effective summarizing, at the end of each session.
- iii. Knowledge of results out of the training leads to increased motivation for learning and, therefore, helps in increased learning and retention.
- iv. Learning is facilitated by active participation rather than the passive listening. This is why a lecture should be intercepted by some provoked questioning and discussion by the trainer.
- v. There is a tendency to forget rapidly what is learnt, soon after the learning process is over. Good trainers are conscious of this and that is why they repeat, at regular intervals, the important messages emanating out of the training. Application of learning on the work situation immediately after training process is also important on this account.
- vi. People have a strong tendency to hold on to their beliefs. Anything that interferes with or contradicts earlier beliefs, habits or experiences makes learning difficult. Therefore, good trainers adopt a systematic approach of slow but steady sequence of inputs.

1.4.4 Some Attributes of Adult Learning:-

The training in cooperative institutions is for **two kinds of trainees** as discussed elsewhere in this Manual: first the Induction Training to **fresh recruits** who are at the 'child's state' so far as their exposure to cooperative system is concerned but are adult enough so far as the training is concerned; secondly, the **officials who are already in the system** and are provided different kinds of functional or other training and have an 'adult's behaviour' in the learning process. Therefore, it is very important for a trainer in a CTI to understand basic attributes of Adult Learning, some of which are discussed below:-

- i. Adults have pre-possessed sets of experiences, values, prejudices and attitudes. They are very strongly pre-conditioned by these factors. They would try to relate any new learning to their own previous knowledge or experiences. They would reflect on and analyse their new learning in the context of their already possessed experiences, values and attitudes.

- ii. Adults are aware of their specific learning needs based on real life events in their personal or work environment but may not be clear about the new perspectives.
- iii. Adults are independent, self-directing and, often, like to be in control of their learning.
- iv. Adults prefer competency-based learning. This implies that they are motivated if learning can be immediately applied or if learning benefits them in their work related current role or in personal life. They are motivated to acquire knowledge or learn a skill that they can apply pragmatically to their immediate circumstances
- v. Adults are least interested in learning disciplines or an assemblage of facts or discussing theories alone. They seek real world situations, problems and associated analysis in the process of learning
- vi. Adults learn faster by becoming involved and by actually being engaged in doing an activity rather than someone lecturing to them on the process.
- vii. Adults learn best in good, comfortable environment (meaning informal and feel at ease sort of physical arrangements) for learning.
- viii. Adults prefer to learn at their own pace. They welcome professional guidance but prefer to have their learning as self-directed. The psychological environment in the classroom should make adult trainees feel that the training is self-directed. It should clearly show that their experience is valued and respected and would be the platform from which further learning would be launched.
- ix. Adults respond positively and warmly to credit / recognition being given to them. Such positive reinforcement from trainers during the course of session enhances their motivation to learn.
- x. Adults learn as individuals even if they are part of a group. The trainer needs to identify and cater to the individual traits of learners' learning. Trainer to learner, learner to trainer and learner to learner interactions should be facilitated and encouraged.
- xi. There should be adequate emphasis on training methods and techniques that use the experience of the trainees. Methods like group discussions, case studies, action learning, presentations, etc. facilitate more active involvement of the adult learners and enable them to own responsibilities for their learning;
- xii. The behaviour of the trainer probably influences the learning event more than any other single factor. The trainer, apart from establishing his credibility of being a subject expert and a professional, should exhibit characteristics of respecting the knowledge and experiences of learners. He should get to know the trainees individually, allow them the freedom to interact and present their views and be willing to listen and respond to the views and opinions of adult trainees in a systematic manner. The trainer should be able to play the roles of a 'resource person' as well as a 'facilitator of learning' simultaneously.

The trainer should keep in mind these broad principles of adult learning when he is planning and executing a training event.

1.4.5 Four Types of Learners:-

Every person has his own individuality and, with this perception, every individual has his own responses to the learning processes. Therefore, the trainer has to be conscious of the behavioural pattern of the trainees in front of him and modulate the learning process accordingly, wherever necessary. Broadly, the following four categories of learners have been identified:-

i. Activists:

Activists involve themselves fully and without bias in new experiences. They are open minded and not sceptical. Being receptive to new ideas they will try anything at least once. They relish the challenge of new experiences and are seen constantly involving themselves with others, but in doing so, they tend to centre all activities on themselves.

ii. Reflectors:

Reflectors like to ponder over their experiences and analyse them from many different perspectives. They collect more data about these experiences and prefer to analyse them thoroughly before reaching any definitive conclusions. They would like to examine all possible angles and implications of a problem before making a move. They prefer to observe other people in action and listen to them before making their own observations. They adopt a low profile and have a slightly distant and unruffled air about them. When they act, their action is part of a wide picture which they have arrived at based on their own analysis.

iii. Theorists:

Theorists integrate their observations in a vertical step by step logical manner. They like to analyse and synthesise. Their approach to problems is consistently logical. They examine very keenly the assumptions, the principles, the theories, the models etc. Their approach is based heavily on rationality and logic. This is their 'mental set' and they would reject anything that does not fit with it. They prefer to maximize certainty as also correctness and feel uncomfortable with any alternative judgement or lateral thinking.

iv. Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They come out with new ideas and try to experiment with application of these ideas. They would like to get on with things and act quickly and confidently on ideas that attract them. Their philosophy is 'if it works, it is good'. They tend to be impatient in case of prolonged discussions. They are essentially practical, down to earth people who like making practical decisions for solving problems.

2. Concept of Systematic Approach to Training (SAT):-

- 2.1 The logical and sequential planning and execution of the training functions in a systematic manner is generally perceived to be the Systematic Approach to Training (SAT). The systematic approach is applicable at the level of day-to-day operations of the training functions. There are different models of SAT but all of them revolve around five main activities:-

2.2 Identifying Training Needs

This is an essential component of systematic training. It is the link between the instruction the trainer is providing and the performance problems of trainees. The more thorough the analysis of on-the-job performance problems and associated training needs, the easier it will be to provide training activities suited to their needs. The training needs might be emerging from the felt demands of the individuals but at the same time the organisational needs expected of the employees in respect of job knowledge and performance are equally important. Hence, as a result of training needs analysis, the trainer will be having information about specific tasks trainees are required to perform and to do so more efficiently what skill-sets are necessary in possession of the employees at different levels and in different work situations. Additionally, the trainees may be given indication of the areas of knowledge required of them to do their job or to do it better. If either of this is not done, it may result in ineffective training. The trainer attempting the training needs analysis has to keep these aspects in consideration.

2.3 Planning and Designing Training

If a trainer is newly appointed, he is dependent on other more experienced trainers to provide him with the design and resources for training sessions. As he gains experience and training skills, it becomes an additional responsibility to design courses and training sessions and develop resource materials for use by other trainers. The trainer may find it useful to apply the discipline of the Learning Unit to the preparation of training sessions. This can be done independently or in consultation with colleagues and for this, the trainer should clarify objectives for the session, adjust the learning event to suit the trainee's entry behaviour, and adopt agreed methods of training impact assessment.

2.4 Implementing the Training

This is the trainer's exclusive domain, where he interacts with trainees to provide them with opportunities to learn. The trainer has to guide them the ways in which they can achieve the objective of training. As a trainer, he has to decide whether he is going to make the learning event practical, work related and interesting using different ways of learning.

2.5 Performance Evaluation

The imaginative choice of training methods, careful preparation and skilful instruction will help the trainees improve their performance and in the process give the trainer a great deal of personal satisfaction. The trainer needs reinforcing the learnings as also reviewing the trainee's performance improvement out of the training, hence the recapitulation session as also the entry-point and exit-stage questionnaire system.

2.6 Assessing the results

The intention of training activities is to help people and organizations cope with their performance problems. Intentions cannot be measured but, results are measurable. The final part of systematic training is, therefore, to use suitable measuring techniques to assess:

- i. the quality of training the trainer provided;
- ii. whether this resulted in improved job performance; and
- iii. what was the overall impact of training and whether it was worth the effort.

The CTI should develop its Post-Program Feedback system that the Faculty Members coordinating that program should be required to submit soon after the program is over and

these records should be suitably preserved by the CTI. The feedback available in these formats should be used to review and revise the programs in future.

3. Training Methods:-

- 3.1 Training Process has many **dimensions and techniques**. Training methods differ in their ability to influence individual's knowledge, skills and attitudes. It is important for the trainer to acquire and develop skills of various instructional methods. The trainer should also be able to understand the relative strengths and weaknesses of different training methods. It would be incumbent upon the CTI to ensure that facilities for various kinds of training methods are set up and the same are accessible to its Faculty Members as per the design of the training program.
- 3.2 Training methods are broadly classified under the **cognitive methods** and the **participative methods**. Cognitive methods are best suited for providing information or declaratory knowledge or for conceptual understanding or the procedural knowledge or rules about how to do something or how to perform a task. Such methods can also be used to a certain extent in influencing attitudes and, sometimes, the skills development as well. Participative methods are good in facilitating the trainee to practice performance of a task / work behaviour / activities in a real or simulated training environment. These methods are best suited for skill development and can also contribute to attitude change. Training courses may have learning objectives encompassing more than one aspect and it may be necessary to use a combination of different training methods to achieve the enabling, training or performance objectives. The trainer has to develop his ability to choose appropriate methods for different learning situations. A trainer needs to be realistic about the importance of each training method and try to assess the advantages and disadvantages of any specific method vis-à-vis other methods / options. Some technical considerations in this regard are as follows:-
- i. It is necessary to match the training method with the objectives of the course / session and specific conditions in which learning has to take place.
 - ii. The trainer has to be comfortable with the method he chooses. His knowledge, experience and personal attributes are important. If the trainer has expertise in a particular tool of training skills, he should use it more to his advantage.
 - iii. Trainee profile such as their educational background, age, work experience, work culture and environment obtaining in the trainees' organization also determine the choice of the training method.
 - iv. The objectives of training revolve around knowledge, skills and attitudes. Choice of appropriate training methods would be influenced by the expected outcomes of the concerned session in a training course. Training needs often emerge in a situation where some change is perceived by the client organization and in order to cope with such a change, the training of employees is required.
 - v. Time available at the command of the trainer is also an important determinant. Time could relate to preparation time, length of the course and time of the day when a particular session is delivered. Participative methods require more time to administer in the class. The trainer cannot rush through the process. Time of the day is important. Generally, trainers use pre-lunch sessions for lecture and in post lunch sessions, training methods with the active involvement of the participants are preferred.

- vi. Financial resources and infrastructure facilities also have a bearing on the choice of training methods. Participative methods initially cost more. But if the material can be reused in future training, the unit cost comes down.
- vii. Other facilities like availability of space (for syndicate discussions), training material etc. would also have a bearing on the choice of participative methods. At the time of designing the course, the trainer would need matching the training objectives with the training methods and availability of material resources used in training.
- viii. Finally, the outcomes of the learning process, viz., attention, perception, retention and recall are the main factors the trainer aims to achieve. To what extent each method is appropriate for achieving this, considering the nature of the topic, would have a say on the suitability of a particular method for a specific learning event.

3.3 Some major training methods relevant in the context of CTIs and their main technical aspects are elaborated in the following paragraphs.

3.4.1 **Lecture method** is one among the oldest and most traditional training methods. Nearly, all training programmes have some lecture component. In a simple way, lecture is described as telling someone about something. It is defined as a discourse read or delivered before an audience or class for the purpose of instruction' by someone who is knowledgeable on the subject. Lecture Method is used to introduce a subject, to transfer / cover a great amount of information in a limited time, to transfer knowledge before practice or participative training sessions are launched or to summarize at the end of a session. Lecture method becomes mandatory for a large group and also when there are constraints of time and a limited budget. It is largely a one-way delivery process that has to be made a meaningful learning experience for the trainees or the audience. Therefore, while using the Lecture Method, a trainer's concern is to make this method effective by ensuring better session planning, better self-preparation, an effective delivery of the lecture and, most importantly, ensuring high level of participation of the audience in one's discourse by making it interesting.

3.4.2 While planning a lecture, the following basic questions should be raised by the trainer:-

- i. Who is the audience?
- ii. What is the objective and purpose of the lecture?
- iii. What is the subject matter?
- iv. What is the time allotted for lecture?
- v. When to emphasise what during the course of the lecture?
- vi. When and how to end the lecture?

3.4.3 In a lecture, the Trainer must make a good beginning by arousing the curiosity of the audience regarding the subject. Therefore, it is desirable to plan the opening remarks very carefully. The Body of the lecture must present the main theme in logical steps so that the most important points will be remembered. The Trainer must endeavour creating certain reference points in his lecture as it will enable the participants to understand and remember various components of the lecture. Trainer should progress from simple concepts to the difficult ones and keep time for questions / clarifications from the audience at any time or at the end of lecture as suitable to a particular situation. Care

should be taken to balance time between the lecture and questions and discussions. Conclusion of the lecture must be brief and it is desirable to give a brief recapitulation of the main points instead of ending abruptly.

- 3.4.4 During the course of a lecture, the Trainer must take care of managing himself, his physique, his postures and body action as also his nervousness / tension. The Trainer would be required to have a clarity on the subject as also a command over his language and use his voice modulations while emphasising certain aspects; it should not be a monotonous delivery. He should use his mental pause buttons judiciously to allow the audience understand his points of arguments and take their notes at appropriate time during the lecture. The Trainer must keep an eye on entire audience and keep eye-to-eye relations with each one to let them feel that the Trainer is addressing each one of them and when he generates an impression that the audience is not with him anymore and it is inevitable to bring them back in an active mode, he should start preparing to conclude his lecture irrespective of the stage of the lecture or the time still left out of the allotted slot. Conversely, it is possible that there might be a need to spill over the allotted time due to interest evinced by the participants but the spill-over should be as limited as possible so as not to encroach upon the time allotted for others; the interested participants could be advised to have one-to-one discussions at an opportune time subsequently.
- 3.5.1 **Guided Discussion** is another method of mass-delivery where the trainer introduces a subject and facilitates as also moderates the discussion on various aspects of the subject amongst the participants. The Trainer still retains the command of the session but his role is more of a facilitator to facilitate the discussions amongst the participants and to ensure that each one of the audience understands the points of discussion. He may also be required to participate actively by clarifying the discussion-issues as also to add to the combined knowledge pool to supplement wherever necessary. The Trainer is not the primary speaker here but he generates many speakers from amongst the audience to put forth their arguments or view-points and notes down all important aspects emerging out of such a discussion. At the end, the Trainer must take charge and sum up the guided discussion by briefly narrating the process, the issues, the arguments / counter-arguments, view-points, decisions and conclusions. The Trainer has to keep the major aspects of the Lecture Method, as discussed above, in view while using the Guided Discussion as a training method.
- 3.6.1 **Group Discussion** promotes learning among group members and between the trainer and group members by gainfully using resources and experiences available within the group. It develops participation and involvement of learners by placing the group members in an active learning situation and building up motivation to learn from the peer feedback in a non-threatening learning environment. It stimulates critical thinking over the existing and new dimensions of the issues. The Group Discussion also helps in developing oral communication and listening skills, problem resolution skills, skills for managing group process and group dynamics and skills for decision making processes.
- 3.6.2 Group Discussion process is used to analyse a situation / issue / information / experience, create / generate ideas, resolve a problem, facilitate decision, suggest / recommend action and so on.

- 3.6.3 In a training context, the Group discussion can be facilitated by various means such as oral initiation of the subject, brainstorming on a point of discussion, analysing a written note, deliberating on a picture / video show / power-point presentation, working on management games material, instituting formal case studies / case-lets / situations etc.
- 3.6.4 The following are some of the technical aspects of Group Discussion Method of training that have to be considered by the Faculty Members:-
- i. Overall purpose and objective of learning through the proposed Group Discussion
 - ii. The Subject Matter for Group Discussion
 - iii. Style of the Group Discussion as suitable to the objective and the subject matter
 - iv. Ascertain the entry behaviour of the participants and see how the exercise suits their learning preference
 - v. Having knowledge of the Participants' skill-level and formation of Balanced Groups
 - vi. Group Structure : Composition, Size, Leader, Rapporteur, Active Participants, Observers
 - vii. Designing the role of participants, their activity and time allocation; briefing of the participants and observers accordingly
 - viii. Defining the place of the Group Discussion
 - ix. Identifying learning aids / materials to be used for facilitating Group Discussion
 - x. Observing the Group Process and guiding / intervening at appropriate time, if necessary to ensure that the participants are on the right track
 - xi. Facilitating the conclusions out of the Group Discussion and preparation of Group Report / Observations / Recommendations
 - xii. Feedback and summing up on learnings out of the Group Discussion
- 3.6.5 The learning through the Group Discussion is more effective if:
- i. Group members understand the objectives of Group Discussion very clearly and are prepared to work for realizing the same
 - ii. Group members possess / are provided adequate information, knowledge and skills for the purpose of learning in line with the objectives of Group Discussion
 - iii. All members are made to involve and contribute despite the fact that some members might exhibit greater experience, expertise and credibility compared to others during the course of discussion
 - iv. Group approach to the discussion is managed to be systematic and focused towards resolving the issues under discussion rather than beating around the bush
 - v. Group members communicate in the language that is understood by all
 - vi. Group cohesion and group synergy is developed as also sustained throughout the process

- vii. Towards the end, the group members realise that they learnt new skills or developed new attitudes as also that they had an agenda for action subsequently out of the learning.

3.6.7 In a Group Discussion the role of the trainer is that of a facilitator. To be effective in this training method, the trainer should be:-

- i. Thorough in the subject matter of the Group Discussion
- ii. Sure that the method is appropriate to the objectives
- iii. Thorough with the procedure for conducting group exercises
- iv. Meticulous in planning the Group Discussions
- v. Adept with the analysis and implications of the issues and arguments arising / likely to arise during the course of Group Discussion

3.6.8 While actually administering a Group Discussion, the trainer should:-

- i. Form the 'equitable' groups
- ii. Give a clear briefing on what all is supposed to be done by the Group
- iii. Observe, but never dictate, the group-discussion
- iv. Facilitate, but never lead, the group-conclusions
- v. Encourage participation of each group member if there appears to be any 'fence-sitter'
- vi. Remind the Group to come to winding up stage when the time is running up
- vii. Appreciate, but never criticise, the group work though the group could be brought to understand the areas of improvement or alternative approaches by way of their own deliberations in an affirmative mode
- viii. Make the Group present its understanding of the issues, methodology adopted, observations made, conclusions drawn and recommendations offered for the purpose of larger discussion, interpretation and coming to certain commonly accepted learnings
- ix. Respect dissent amongst the group members but encourage them to sort out amongst themselves as to the final viewpoint of the Group; never force his own viewpoint over the Group
- x. Reserve his supplementation of the Group work or bring attention to the missing or hidden issues / arguments not yet in the attention of the Group so as to communicate it in an "also....." mode only after the Group has exhausted its work and it has nothing more to add on its own wisdom

3.7.1 **Case Study Method** of Training involves group discussion over various aspects of a case story / study relating to the subject matter of discussion. This method involves identification of the problem / issues, diagnostic analysis, identification of a choice of solutions, determining the most optimal solution and working out an action plan for implementing the solution so determined. The Cases could vary in their size, content or presentation format as appropriate to the context of the subject matter of discussion.

Taking into consideration the basic aspects of the case method, there could be the following different types of cases:-

- i. The problem is not identified in the write up. It is up to the trainees to discover what the issue is and then proceed further.
- ii. The problem is identified but no solution is presented. The discussants search for appropriate ways to handle the problem and arrive at the most optimal solution.
- iii. The problem is identified and one or several solutions are outlined. The discussants are expected to assess the relevance of the given option(s) and determine the most optimal solution as also to prepare action plan therefor.
- iv. The problem is identified, its potential solution decided upon and the outline of the action plan presented. The discussants are required to determine the validity of the suggested action plan.
- v. The problem is clearly identified, its solution selected, an action carried out and its outcome presented. The discussants assess the solution as well as the effectiveness of the action plan.

3.7.2 The case studies / stories could be Qualitative or Quantitative in nature. A Qualitative case makes an effective presentation of a problem situation which affects the institution and performance of people and looks for a creative and practical solution. Such case studies could relate to business related problems, issues in productivity, strategies of enhancing / widening / deepening market share, issues in labour turn over or other industrial disputes. A majority of 'management cases' are qualitative in nature.

3.7.3 Quantitative case studies are generally referred to as '**case exercises**'. Quantitative cases are characterized by a focus on a specific problem or situation, mainly operational in nature, and finding the best solution; the discussion material / case write up provides factual quantitative data relating to the problem and supporting non-quantitative information.

3.8 **Caselets** are a variant of Case Stories. These are single situation or problem exercises. They are very short and highlight some concepts or situations.

3.9 **Incident process** is another variation of the case method. In this method, a bare incidence is reported to the group by the trainer. Other information related to the incident is known only to the trainer. The group of trainees would get this information in bits and pieces only by asking for it specifically. If no one asks, the key information is withheld by the trainer. The group engages itself in making an attempt to determine the major issues to be resolved. Thereafter, each member writes out his solution based on his understanding of the issue and the data base explored by him and then the group is engaged in a general discussion of all the proposed solutions. When the debate is over and differences are sorted out, a spokesman of the group presents the process and findings of the group. The trainer, thereafter, presents the 'real life' solution and facilitates the Group Members to compare their own understanding with reference to the real life happenings. The merit of the incident process is that, it is totally participative. What kind of information is necessary and should be processed is also decided by the group of trainees which generates a considerable amount of thinking and analysis of the problem situation by them. Virtually, they assemble the entire information required for the process and finding a solution.

- 3.10 **Action maze** is a further variation of the case study method. This is a programmed case study method in which the initial information provided is limited to that necessary for the trainer to arrive at their first decision. A number of alternatives are given from which the groups have to select one which they deem most appropriate after analysing all the data. When they would have made their choice, they obtain further information from the trainer to cross check the effects of their decision. This would lead them to the next stage of decisions, to be processed in the same manner. The number of such decision sequences will be decided by the trainer depending on the number of specific issues he wants to pose before the trainees.
- 3.11 **Multi-stage case study** is a holistic description of a complete real life situation presented in various stages of the problem, the people and the environmental factors as they evolved either as part of the problem or influencing it at different stages. Such complex cases are usually used in teaching project management involving complex situations of a project right from the stage of its conception, detailed project report, appraisal, execution and final evaluation. The trainees analyse the decisions taken at the different stages and their impact based on information provided. They comment on how best the various situations should have been handled and on the quality of decision making, based on information provided.
- 3.12 In the context of CTIs the standardised programs shall have their own case studies / stories. However, sometimes the trainer in a CTI might need **preparing a case study** in a local context or might need preparing the one for a new program being proposed for standardisation. Hence, the trainer should pay due attention to the technical aspects of case writing. This requires special skills in a trainer although there are no universally accepted conventions for writing cases. The following are some of the steps in writing a case study:-
- i. A case writer has to set an objective for the case-study and the end-point outcome (after the group-deliberations over the case). These aspects must emerge from the Training Needs Analysis which throws open the areas of the knowledge gap that must be addressed to in the case study.
 - ii. Various leads to be covered in the case-study are to be well-articulated, the chain of events covered in the case have to be well-sequenced, the information / data / facts have to be real and natural without any manipulation unless the manipulation is intended for a purpose, the language has to be simple and communicative of the ideas behind the objective of the case.
 - iii. Once the case leads are set, the case specific data and information collection for amplification of the case ideas has to be done. A list of the data / information so required must be prepared and by its proper sequencing, a data collection format or information questionnaire should be prepared for quantitative and qualitative data. The sources of primary / secondary information be decided and by approaching them, as much data should be collected as possible. This data should be appropriately filtered and arranged for use in the case study.
 - iv. The contents and size of the case may be different on case to case basis but it should leave enough scope for interpretative discussions amongst the participants to reach to certain conclusions of their own.

3.13 **Brainstorming** is a technique used for finding solutions by means of stimulating ideas amongst a small group of people with or without conscious knowledge of the subject matter; such participants contribute any suggestion or idea that comes to their mind no matter how fantastic or impossible it may sound initially. All suggestions are encouraged and criticism is not allowed at this stage, although contributors are later on invited to explain their ideas. Subsequently, all the ideas submitted by the participants are sifted, assessed and either accepted or rejected. The value of ideas generated collectively is more than the sum of ideas produced independently. Interactions in the group trigger new ideas. Discussions and unexpected support often turn ideas, which would normally be dismissed as ludicrous or incredible, into practical and feasible suggestions. As the process continues, the aggregated list of ideas would get assorted and within each category, the ideas would be rated and ranked in order of acceptability and costs involved. The use of brainstorming as a training method requires absolute discipline of respecting others' views and not passing personal judgements. Also, there should not be any imposing of restrictions to think in a particular style or direction or through a narrow channel. The trainer should not be preconditioned by past experience of similar situations / brainstorming exercises and should not hold views on what will work and what will not.

3.14 **Simulation** is another mode of group work. This is aimed at reproducing an almost real event under controlled conditions. These could be simple simulations or role plays or business games or field games.

4. Presentation Skills:-

4.1 A trainer should possess effective presentation skills that are necessary to present the content before the trainees in a manner calling for their attention and arousing their interest in the subject leading to easy comprehension and absorption as also effective retention during delivery and subsequent recall at the time of need. Presentation skills have two major components viz. the communication skills and the skills in managing the multimedia aids and other modes of training equipment used for presentation. A few technical aspects of both these components are narrated below.

4.2 Communication as a part of the Presentation Skills:-

4.2.1 Non-verbal Communication:-

- i. Physical outfit of the trainer communicates a lot. A trainer has not only to be physically alert but render a message of his confidence level and disposition by way of his smart outfit.
- ii. The trainees receive a message from the way the trainer enters the classroom, looks at them initially and opens up his salutation to them.
- iii. The trainees would be as serious in receiving the inputs out of the presentation as serious, though with a smiling face, the trainer is in his efforts.
- iv. The trainer should be conscious that his body language during a presentation is in consonance with his verbal presentation. The body movements reveal the thoughts, moods, and attitudes of the presenter. Both consciously and sub-consciously one's body tells others what's really going on with him. A good body

language expresses trust, openness and a relaxed but purposeful interaction with the trainees. On the contrary, some forms of body language can reflect mistrust, stress, anxiety, defensiveness, aggression and similar other negative interactions.

- v. Similarly, it is also necessary for the trainer to receive appropriate signals from the body language of the audience, regarding the response to his presentation and he should be able to make suitable changes in his presentation, if necessary.
- vi. Trainer should avoid mannerisms like breaking the chalk, playing with duster in hands or keys in the pocket or keeping hands in the pocket or keeping hands crossed frequently while making the presentation or shrugging the shoulders or blinking the eye too frequently etc. These actions not only distract the audience but also convey impressions of presenter's lack of confidence.
- vii. The trainer should keep eye contact with all the trainees so as to make them feel that he is talking to each one of them rather than keeping eye to eye contact straight with one or two persons; staring fixedly for a long at any one person should also be avoided.

4.2.2 Verbal Communication:-

- i. In a CTI situation, while the oratory skills of a trainer are important, it is of greater importance to be more factual, to the point and encouraging participative learning.
- ii. The content of the presentation is important. There has to be a trade-off between the extent of coverage of the subject and the time available so that areas of more contextual relevance are adequately covered in the given time period. For a good presentation, it is necessary to prioritise the subject areas to be covered and sequence them in a logical context.
- iii. The audience has to be kept in consideration while deciding the content of the presentation. Whether the presentation material should be of the preliminary level or an advanced one would depend on the type of audience. The same topic may have different dimensions for the people of different responsibilities or the presenter may have to decide as to how much of the matter to present before whom or what to present and what not to. The degree of complexities of the matter shall also be determined keeping in view the audience.
- iv. The presenter should decide about the style of the presentation; the style has to be in consonance with the quality and complexity of the subject matter, level of audience and the presentation aids available at the command of the presenter. It may be pertinent somewhere to have a one-way delivery of the presentation while in some other situation, it would be more appropriate to involve the audience as well. In some presentations, it may be more appropriate to provide the entire text of the presentation well in advance to the audience whereas in some other cases, short phrases or terms might be used for reference purpose of both the presenter as also as take away for the audience.
- v. A good presentation could be divided into three parts namely the introductory or opening up, the main body of the presentation and conclusive part. The introductory / opening remarks are important as it sets the tone of the presentation and makes an initial impact on the audience. An outline of the presentation as to

what all is going to be covered by the presenter in the opening remarks itself is always helpful in keeping the audience engaged. The main body of the presentation needs to be focussed and interesting and the conclusive part must leave some impact on the mind and a few take-aways for the audience.

- vi. A good presentation always provides for certain mental reference points of interest to the audience; such mental reference points help in better understanding of the subject but more importantly they help in effective retention and recall of the content and substance of the presentation by the individual members of the audience subconsciously when facing the same type of situations. In some presentations one might use the text alone for this purpose but in a larger number of presentations the use of films / video / audio-visual / pictorial or other forms of references like short stories, poems, quotes, songs or cartoons etc is becoming more popular for better impact on the audience.
- vii. Personal attributes of the presenter carry a multitude of weights in a presentation. A few aspects to be kept in consideration by a trainer, more specifically in a CTI, are as follows:-
 - a. Power of expression
 - b. Style of speaking
 - c. Audibility of the voice
 - d. Avoiding monotony of voice by appropriate use of speech modulation
 - e. Keeping an eye-contact with all in the audience.
 - f. Varying the pitch according to the assertion on a point (the body language depicted by the face, eyes, hands etc. should be in consonance with this situation); avoid dramatizing too much as it might reflect over-reaction
 - g. Avoiding
 - ❖ the tendency to talk too rapidly as often it is at the cost of receptive power of the audience
 - ❖ use of language and accent that is difficult for the audience to follow
 - ❖ excessive use of jargons
 - ❖ excessive use of space fillers like 'hmm..', 'er..', 'ahh..', etc.
 - ❖ repetition of same thing unless it is for emphasis; even in such eventuality, try to use different words
- viii. Good presenters do a considerable amount of rehearsal before they are ready for their own presentation to the intended audience. A trainer may adopt his own ways of doing preparatory rehearsal.
- ix. When the presenter has progressed a bit in his presentation, it is always helpful to involve the audience by asking a question or asking their opinion on something contextually relevant. It gives the presenter a break, helps him to assess as to how responsive the audience is and also lets the audience lessen its monotony.

- x. If the presentation is supposed to be using the audio-visual aids or multi-media presentation or a computer-based system (like the power-point presentation etc.), there should be an institution-specific template of presentation so that everyone in the CTI uses the same blank template. Furthermore, the CTI must also work out its own guidelines for use of fonts, particularly its size / colour and other features, background colour, use of CTI logo, slide numbering etc. for uniform adoption.
- xi. Wherever the presentation is based on an original work of someone else and it is being used for the non-commercial training purposes, it should be duly acknowledged in the beginning of the presentation itself.
- xii. A successful presenter always remembers certain basic attributes of the audience. Some of these are:-
 - a. Not all in the audience would have an equal interest in the presentation.
 - b. Audience may be enthusiastic to listen to a good presentation but they are not as attentive as the presenter himself and their mind might not be as focussed as the mind of the presenter; this may be due to the “disturbances” which keep coming in the mind of the individuals in the audience and often distort their receptivity.
 - c. Listening is a passive activity and it is difficult to prolong the concentration beyond a point, in a monotonous manner.
 - d. Perceptions of the individuals are different and, therefore, there is a likelihood of a different message being perceived by a few in the audience unless the presenter keeps confirming and reconfirming what he intends to communicate in different words without the threat of being too much repetitive.
 - e. Some of the members of the audience would be judgemental in their approach and much before the effective part of presentation is presented to them, they would have already made their judgement on the quality of the presentation or on what is going to come next in the presentation.
 - f. Some of those in audience have a habit of “contributing” much before the presentation is over and a few also have a tendency to make counter-arguments to what is being presented. Similarly, some of the persons might have a tendency of “evaluating” as against listening and they start evaluating the issues and contents of the presentation much in advance.

A good presenter takes care to address all types of individuals in audience and to involve them all to the maximum extent. He never takes the audience as granted that the entire audience is understanding all what he is presenting before them.

4.2.3 Preparing Multimedia Presentation : A Few Tips:-

- i. Title Slide : This slide indicates the title of the presentation, name of the program where presentation is made, author’s name, date and place of presentation. While the title is in bigger fonts, author’s name, date and place of presentation are in smaller fonts and the name of the program in medium font size.

- ii. Outline : in the 2nd slide an outline of the presentation is given in maximum 5-6 lines or so. This order of outline should be followed during the presentation. Generally the titles of each slide are used as main points in this slide.
- iii. Body of the presentation : Good presenters use 1-2 slides per minute of their presentation. Brief points, using key words and phrases only and not the complete sentences, are written in each slide such that 4-5 points are included per slide. Too many words in a point / paragraph in a slide make it difficult both for the audience to read and for presenter to emphasise each point. As a result, the audience will spend too much time trying to read the paragraph instead of listening to the presenter.
- iv. Showing one point at a time helps audience concentrate on what the presenter is saying and will prevent audience from reading ahead; this will enable the presenter to take the audience with him and keep the presentation focused. To do so, the slide animations are used. Good presentations do not use distracting animations and have consistency of animations throughout.
- v. The font to be used and the font-size should be the one that has eye-soothing visuals. Fonts like Arial, Calibri, Tahoma and likewise are preferred. Different size fonts are used for the main points and the secondary points. In general, the title font should be not more than 36-point, the main point font 28-point and sub-point font 24-point. In case of need, the bold and shadowed fonts could also be good to use.
- vi. To the extent possible, the running sentence form of words should be used and the words should be fully capitalised only sporadically to emphasise certain point. It is difficult to read a sentence in capitalised format.
- vii. Good presentations use a colour of font that contrasts sharply with the background; for example black or blue colour font on white background. Using a font colour that does not contrast with the background colour is hard to read.
- viii. Templates of backgrounds should be attractive but simple and not distracting or not difficult to read from. Generally the backgrounds which are light are preferred but sometimes people use dark background with white or light colour fonts. It is always good to use the same background consistently throughout the presentation.
- ix. Different font colours could be used to reinforce the logic of the presentation structure for example light blue title and dark blue text. Coloured fonts are also used to emphasize a point but only occasionally. It is not a good practice to use a different colour for every line or words. Using colour merely for decoration is often distracting and annoying.
- x. While presenting data, care should be taken to use the table in grid form with appropriate line thickness. However, quite often the data is better comprehensible from the graphs or the bar charts or the pie charts, more importantly when certain trends or the comparative positions are to be exhibited. Appropriate titles should be used for the graphs / bar charts / pie charts. Too many colours or other distracting factors should be avoided in the graphs / charts.

- x. Care has to be taken from the angle of language as well so as to avoid spelling mistakes, grammatical errors, punctuations and repetitive use of words etc.
- xii. It is good to use certain reference points in the slides so that the audience remembers the same for a longer period. This could be done by contextual use of appropriate video, pictorial or other multimedia effects on the slide. But this should not be done for mere decorative purposes.
- xiii. Sometimes a different file or a different slide in the same file has to be referred. This could be done by linking process so that after the need for this reference is over, one could come back on the basic slide.
- xiv. After the main body of the presentation is over, one or two concluding slides are used to sum up the main aspects of the whole presentation that should be the 'take away' for the audience. The presentation should not end abruptly. If necessary, a reference list for further readings / sources could be made for those interested in additional knowledge on the subject.
- xv. A "Thank You" slide as the last slide is a matter of courtesy. Presenters also use this slide to invite comments and questions as also to indicate their contact details for further and future reference.
- xvi. Use of slide numbers and date of presentation at the bottom alongwith the small institutional logo and / or punchline at appropriate place gives a better aesthetic look.
- xvii. It is advisable that the CTI should adopt a common code and templates for presentations by all Faculty Members so that it could reflect an institutional image.
- xviii. While communicating the presentations to someone else through e-mail etc, it is advisable to send it in 'pdf' format so as to save one's intellectual property to the extent possible.

5. Training Needs Analysis (TNA):-

Some of the technical aspects of doing Training Needs Analysis in the context of CTIs are enumerated below:-

5.1.1 Training Needs arise when a gap is observed in actual performance of individuals vis-à-vis the expected performance levels. This may be on account of certain new things being introduced in the work system or a change being brought about in the work style / functions or higher level of output is prescribed or higher competencies are demanded by the individual job performers. Therefore, the first stage for any successful training initiative is to identify the performance gap / issues and causative factors therefor. The analysis of these aspects will lead to identifying the emerging training needs as precisely as possible. Some of the major factors / areas for capturing the training needs are as follows:-

- a. **New legislation / rules / guidelines governing the business** : The new initiatives or changes in the legislation relating to the cooperatives / rules framed by the state Government / regulatory guidelines of RBI / NABARD etc direct the cooperatives to align itself with these changes. This process calls for new perspective

or new styles / systems of work and, consequently, the need for training of the workforce. In such cases, the organisation has to understand these changes, study its impact on the current organisational functioning and design the policies / interventions to face the change or new work situation. This would require aligning the workforce in line with these policies / interventions through training and capacity building process. CTI has to assess the training needs for this purpose.

- b. **New People:** When new people join the organisation for general or a specified / specialised work requirement, they need to be trained to make them abreast of the organisational policies, strategies, culture, work systems etc. There would be certain levels of operational knowledge expected of the new entrants before they start actual work operations and this knowledge through the basic programs has to be upgraded by and by through subsequent training by way of refresher programs / advanced level programs / specialised programs so as to prepare them for various work situation in the organisation. Further, when the people move vertically in the same organisation, there would be the need of certain additional skills & attitudinal transformation.
- c. **New products, services and work systems:** When the organisation introduces new products or services or work systems, the workforce would need new skills and work styles and they have to be trained to work effectively and efficiently for these new areas. Computerisation of the work systems is throwing open new opportunities but, at the same time, new challenges as well.
- d. **New Technology:** Induction of any new technology would require alignment of existing skills to new operating environment or inculcation of new skills and, hence, the need for training.
- e. **New Work Environment:** Change on account of the new work environment for whatever reason expects the employees to adopt attitudinal changes particularly the customer services. Such a change may also result from the organisational preparedness to meet the market competition.
- f. **Higher Productivity:** Requirements for higher productivity on a sustainable basis so as to remain competitive, relevant and profitable with consequent betterment of employees as well would necessitate better skills and the attitudinal transformation.
- g. **Audit, inspection and organisational reviews:** Such reports throw open certain observations on the system or suggest new approaches in the interest of the organisation that are required to be complied with. The consequent changes in the work system require new or additional skill-sets.
- h. **Performance Appraisal/ Employee Satisfaction Surveys/ Market Positioning Surveys:** Periodical performance appraisal of employees brings forth the areas of individual competence building needs of different employees. On the other hand, employee satisfaction surveys highlight what competence enhancement could lead to better results. The Market Positioning Surveys / Reviews underline the areas of organisational improvements expected by the market and clients / customers and consequent training needs. On specific feedback the employees could also indicate the areas of training that they would like to have for their enhanced efficiency.

- 5.1.2** The trainer requires understanding well the **macro-level** and **micro-level** training needs in the organisation. Macro-level training needs arise when all the employees of an organization or those engaged in a particular function or sub-system of an organization would require to be trained. These requirements are captured when some restructuring of the organization is being done or when new products, technologies, procedures are introduced or when new policy pronouncements are made by the management or the banking regulator. Micro-level training needs are more specifically related to performance gaps at the individual job performer level. KSA factors are studied and suitable programmes are delivered. A majority of operations related training courses would fall under the category of micro level training needs.
- 5.1.3** Similarly, one has to appreciate the Reactive TNA and the Proactive TNA. The Reactive TNA captures an existing discrepancy in job performance and endeavours to design training programs that would address this gap or discrepancy. Pro-active TNA, on the other hand, focuses on future human resource development requirements. This could arise from the vision, goal setting and strategic planning process within the organisation or to address the emerging challenges in the external environment.
- 5.1.4** The trainer needs to realise that the TNA has to be specific to the different levels of HR in the organisation. On the same subject, the training needs of junior level, middle management level and the senior / top management levels may be different. However, there may be certain areas where the same capability behaviour is expected of the entire HR. To do the level specific training needs analysis, the trainer would need undertaking organisational, operational and job level specific aspects of training needs quite in details.
- 5.1.5** TNA would lead to an inventory of training needs created as a result of the trainer's analysis. This has to be subjected to a priority analysis in consultation with the top management so as to prioritise the training needs in relation to the organisational requirements and the CTI's capabilities.
- 5.1.6** The plethora of the resource brought about by the training needs analysis in the organisation done by the CTI has to be woven into the training programs to be conducted by it.

6 Designing Training Programs

Various technical aspects that have to be taken into account by the trainer, in the context of CTI, are discussed below:-

- 6.1 A training program may be designed in isolation to cover one or more particular aspects or it may be in a series as a part of organisational training strategy based on the training needs analysis.
- 6.2 The training needs that need to be addressed in a training program have to be clearly identified and, accordingly, the training aim / objective has to be decided.
- 6.3 In consonance with the objective, the title and content / subject matter has to be identified and its logical sequencing be determined.
- 6.4 For each component of the content / subject matter, the best suitable training mode / technique / method has to be identified. Training Methods for the Program and for

each session have to be designed with an objective of achieving the best possible outcome of the training program. The sessions may remain classroom oriented or include field work or field exposure visits.

- 6.5 Next step is to assess the focus, coverage and details of each of the components and also to assess the time to be devoted to cover all these aspects in most optimal manner. Accordingly, the content has to be fitted into the sessions of standard time period in the training program.
- 6.6 Having decided upon the sessions as above, the schedule of the training program has to be prepared based on the logical sequencing of the content / sessions. At this stage, it may need some adjustment so as to get fitted into a standard time period like a week / two weeks; in other situation, if there are four sessions each day and number of sessions so worked out comes to 17, it needs to be adjusted within four days' period rather than calling for one more day only for the sake of one session and if the number of sessions in this case would be 15 then the content needs to be expanded so as to utilise one remaining session in four days' duration.
- 6.7 Training Material for each session of the Program needs to be decided in advance as to what all training aids / audio-visual media would be needed in addition to the academic input oriented exercises, presentations, or other modes.
- 6.8 Some material may have to be given as reference material apart from the classroom inputs. Some of this might be useful as post-training reference and some of the material might be needed to be sent for study by the participants in advance, before they actually attend the Program.
- 6.9 The **training kit** has to be designed so as to provide the trainees all the material at one place that they may require during the course of the Program.
- 6.10 Wherever field visits are organised as a part of the Program, it would be necessary to carefully plan all the events in advance in consultation with the coordinator of the site of field visit. Mode of conveyance and other logistic arrangements as also expenditure have also to be planned as a part of the Program design and make provision accordingly. A write up indicating the objective of field visit, tasks to be performed, advance information on the Project of visit, preparatory attention, end-point learnings, post-visit narration etc may be designed for being furnished to the participants.
- 6.11 Having done designing of the program internally, the most important aspect now is the delivery for which a careful identification of the trainer has to be undertaken. While on some of the aspects of the training program, the expertise would be available internally within CTI, it may be required to engage services of external experts / subject matter specialists. In any case, it would be necessary that the person coordinating a Program should discuss the expectations from each trainer in the sessions assigned to him so as to maintain the continuity of the content and approach. It would be worthwhile to prepare a write up from the Course Coordinator's perspective in this regard to be sent alongwith the Speaker Invitation Letter.
- 6.12 Time and venue (whether within CTI or on-location or elsewhere) of the Program needs to be decided as a part of the Calendar of the Training in CTI or in isolation as the case may be. On-location Programs have to be decided in consultation with the clients concerned. The training methods in on-location programs may have to be adjusted to suit the physical environment available for the training.

- 6.13 Taking into consideration the above aspects, the costing of the Program has to be assessed and financial resources have to be mobilised by CTI accordingly from the sponsors or other sources. It would be worthwhile to have a budget approval on training program-wise basis and to have a post-program review of actual expenditure.
- 6.14 For high-value programs, it may be worthwhile to have a pilot run with dummy trainees. The Pilot-run may be designed accordingly as a part of Program / Course Design. This will help in validation and finalisation of the Program Design on the basis of actual operational input.
- 6.15 The Course Designing Process has also to take care of the mode of assessment of 'Entry' and 'Exit' behaviour of participants, Participants' feedback on the training and the periodical impact evaluation of the Program.
- 6.16 The training programs aimed at specific work inputs should also devote sometime on the action planning by the participants in groups as also individually as to how in their work situations they proposed to utilise and implements their learnings out of the program in their actual work situations. Some institutions have also adopted a system of sending these action plans back to the participants, by post or e-mail, as a matter of reminder of their action planning after passage of a quarter of a year and to get a brief feedback on the extent to which they could implement the same by that time and how did they propose to do in the next quarter.
- 6.17 Once the course design is over, a view has to be taken in respect of the competence of the Faculty Members to implement the course objectives. It may involve identification of **Faculty Members and Guest Faculty**, if need be, as also the trainers' training inputs on the course so designed.
- 6.18 Various aspects discussed in the paragraph on "Standardisation of the Training Programs by C-PEC" may also be taken care of by the CTI in Course Design Process as it will facilitate expeditious standardisation.

7. Session Planning:-

- 7.1 While initiating the work for planning a session, the **Session Objectives** have to be defined within the overall Program Objectives. The session objectives should not be outside the scope of, or in conflict with, the overall program objectives. The session objective has to be achieved in a specific time frame, corresponding to its relative significance.
- 7.2 Having decided the session objective, the trainer has to decide as to how he is going to run the session. If the trainer is the course designer and the person handling the session is someone else, the **session outline and plan** have to be written out quite in details. While doing so, the trainer has to examine as to what is the expectation out of this session within the overall training program and, simultaneously, what would the trainees expect from the trainer in this session.
- 7.3 The first consideration before the session planner is the nature and quantum of the subject **coverage** and the **time** allotted for it. Depending upon the time, the subject matter needs to be fitted in the span of the session.

- 7.4 The subject matter needs to be broken into various parts and **sequencing** of each part of the subject needs to be decided based on logical concept or on relative importance as the case may be. The session planner has to decide allocation of time to each part within the overall time.
- 7.5 The session planner has to assess the **average entry-point behaviour** in the session based on the subject coverage in earlier sessions. He should also foresee the average **exit-point behaviour** expected out of the session. Based on this, it needs to be decided as to what preparatory assignment work should be given to the participants before the session as also what post-session reference material / exercises etc need to be furnished to them.
- 7.6 For each part of the session, the trainer has to define the **training methodology**. It needs to be decided as to whether the session is going to be a one-way delivery / presentation or a participative session or a mix of the two; in the latter case, at what stage to involve the group and in what mode / manner, how to get the group members involved (whether individually or in small sub-groups) and for how long and, finally, how the session is supposed to be concluded including the question – answer slot.
- 7.7 Based on the training methodology, the **training material** has be developed. The multimedia presentation, the case studies / caselets, data sheets, discussion material, flip charts, meta-plan cards, writing boards, pin boards, white boards, white-board marker, bold marker, loose paper sheets and similar other material will be needed in appropriate numbers depending on the methodology and the number of individual participants / participant groups. **Training aids** and equipment required for effective delivery also needs to be indicated accordingly.
- 7.8 While deciding about the contents, basic information, supportive information and incidental information has to be covered appropriately in the session material.
- 7.9 A list of the end-point achievements out of the session needs being generated so as to enable the session handler to be conscious of ensuring these achievements.
- 7.10 The session planner has also to take into consideration the likely **digressions** during the course of the session and suggest broad trainer’s approach to handle the same including as to how long to allow the digressions and how to dilute the digressions without hurting the sentiments of the participants.
- 7.11 The session plan may need a little bit of **flexibility** depending upon the trainer’s competence as also the participants’ profile.
- 7.12 Taking the above aspects into consideration, the session planner may finalise the write up as a **session guide**.

8. Assessment, Validation and Evaluation of Training

- 8.1 It is necessary that each Training Program be assessed for its **efficacy** in conduct as also for **impact** on job behaviour in both the social and the financial terms. It is also necessary to validate the training program as to whether the trainees are able to apply their learnings in their actual work environment in the manner they were guided in the training program; conversely, the validation process would also lead to assess the changes that might be needed in a program as also to conclude about the continued

relevance of the program in the changing scenario. Hence, assessment, validation and evaluation of training programs assume importance.

- 8.2 The first assessment of the program should come from the program coordinator as he is expected to watch the conduct of the program very closely and interact with the participants intimately during the course of the conduct of the program. He should be able to gather the impressions very objectively about actual conduct of the program, relevance of particular sessions, areas of weakness, issues in effective delivery of the inputs in the program, level of involvement of particular speakers, general interest and response of the participants and other areas of feedback emerging during coordination of the program. He should be able to observe the changes in trainee behaviour during the program so far as its impact on their work areas is concerned and give feedback individually or collectively as may be required.
- 8.3 **Primary assessment** of the training program may be sought from the participants. Feedback of the participants could be structured to obtain their opinion on the level of achievement of the course objective, coverage of the subject matter, efficacy of particular sessions / activities as also their rating thereof, efficacy of particular trainer, further coverage, utility of the learnings to their work situations as also the participants' suggestions on further improvement of the program etc. For the purpose of structuring the **participants' feedback**, various approaches learnt in the CTFC could be referred to by the trainer.
- 8.4 **Validation** of the training is basically aimed at looking into various aspects of level and extent of achievement of objectives of the program, extent of absorption of inputs imparted during the program by the participants and their take-away as learnings and, finally, as to whether and to what extent as well as how effectively the learnings during the program could be applied by the participants in their work situations. The validation process done during the program is generally referred to as the Internal Validation and that on work situations is called as External Validation. Various models of Internal Validation are in use, the most common being the variation in 'Entry' level and 'Exit' level tests. The External Validation also could be done by the CTIs based on a checklist that could be prepared by them taking into consideration a particular program, its objectives, contents, participants' learnings etc.
- 8.5 The **Evaluation** of a training program basically aims at assessing the 'total value of training', including its costs and benefits and it's general outcome benefiting the organization in terms of various parameters relating to impact on productivity, cost of operations, quality of development and rendering of the product / service to customers, improvement in organisational income, employee-attrition factors, etc. Evaluation is thus an elaborate process and involves various stages of work. Evaluation may be done by way of interview of trained officials as also their supervisors and peers, control group review, critical incidence measure and organisational data analysis. The general approach for evaluation of a program shall be specific to the program as the evaluation criteria will vary according to the objective of the program. Appropriate formats are required for the purpose of seeking feedback and information as also for processing this information in order to draw the logical conclusions for the purpose of evaluation.

Part III

Accreditation of Cooperative Training Institutions by C-PEC

1. **Accreditation is the process** of instilling an assurance and confidence amongst all stakeholders in respect of acceptable standards of institutional performance. Accreditation is the tool to monitor, assess, and evaluate the standards and quality of the training the trainees receive at an institution of learning and assures them that the training they are paying for has a value and is worth spending their time, money, and effort. Accreditation acknowledges a level of organizational competence that is comparable to other organizations accredited by the same accrediting body. By accepting accreditation status from a recognized accreditation organization, the accredited institution agrees to uphold the quality standards set by the accreditation organization. Accreditation also identifies areas requiring improvement and provides suggestions on how such improvements could be made in a time-bound manner. Accreditation organization, in turn, is accountable for the institutions to which it grants accreditation status. The trainees, faculty, administrators, State Government, and the funding agencies rely on them to thoroughly review an institution's working before granting accreditation. In the context of the cooperative training system, the accreditation by C-PEC helps in improving the quality of training as the accreditation status indicates that the CTI meets the standards of quality set by the C-PEC in terms of faculty, curriculum, administration, libraries, financial well-being and the trainee services. The purpose of accreditation by C-PEC is to:

- Assess organizational proficiency as also reliable mechanisms in operation in the CTI
- Use standards of evaluation to ensure quality in training, consultancy, research, project work etc in the CTI
- Encourage CTIs to improve quality of training and its contents in line with the changing business environment
- Ensure the accountability of the CTI
- Provide a better sense of confidence in the CTI

It is worth mention here that C-PEC undertakes accreditation of CTIs and standardisation of training programs; as such the training programs themselves are not accredited by C-PEC.

2. **Need for Accreditation of CTIs:-**

CTIs are being supported by NABARD for their training activities under its policy of SOFTCOB that has made it mandatory for the CTIs to get accredited with C-PEC established in BIRD. Similarly, the accreditation of Institutes of Cooperative Management (ICMs) set up under the aegis of National Council of Cooperative Training (NCCT) also facilitated their funding by Government of India and, lately, by NABARD. Thus, funding has been the primary motive for accreditation of the CTIs. However, there are far more important advantages to CTIs arising out of their accreditation. Some of these are listed below:-

- i. Accreditation process quantifies the strengths / weaknesses in the processes adopted by the CTI and provides directions and opportunities for future growth through quality improvement initiatives identified in the process of accreditation.

- ii. Accreditation process imparts a confidence that the CTI is providing good services and it has built-in mechanisms to ensure continuous efforts to improve its services
- iii. Accreditation leads to better institutional image building by enabling a CTI to state publicly that it has voluntarily accepted independent accreditation and has, thereby, satisfied all the requirements for efficacious operation and maintenance of quality in training.
- iv. Accreditation provides a quality label that differentiates the CTIs from its peers leading to a widespread recognition and greater appreciation of the brand name that motivates the Institutions to strive for more and improve its efficiency & accountability.
- v. Accreditation improves culture in the CTI and motivates Faculty Members and others associated with CTI to participate more actively in academic and related activities by way of creating a sound and challenging academic environment in the CTI and adoption of innovative and modern methods of pedagogy / andragogy.
- vi. Accreditation provides a reasonable level of assurance to funding bodies and the Promoters / Sponsors of CTIs that the organization is well-run and provides good return on their investments. It also leads to reduction or elimination of the need for regular audits by the funding body or the ongoing evaluations seeking information on effectiveness, efficiency, and client satisfaction. It also helps them in identification of common problems related to similar agencies that need attention through focused training.

3. Accreditation Policy of C-PEC

The following are the general guiding principles for the accreditation of CTIs by C-PEC:-

- i. **Voluntary Accreditation:-** The accreditation undertaken by C-PEC is purely on voluntary basis for CTIs. C-PEC is a Centre established in BIRD with the purpose of promoting excellence in functioning of the cooperative institutions by way of an improved environment for human resource development (HRD) and other support measures of excellence. As a part of its working approach, C-PEC evolved a system of accreditation and offered it to the CTIs. NABARD is supporting the cooperative training institutions under its Scheme of SOFTCOB and it has called upon the CTIs to get accreditation from C-PEC so as to facilitate the procedures of assistance under the said scheme. 14 ACSTIs were the first set of institutions initiating the requests for accreditation, followed by other CTIs.
- ii. **Institutional Accreditation:-** C-PEC undertakes accreditation of cooperative training institutions whereas it standardises the training programs being / proposed to be undertaken by the CTIs. C-PEC does not undertake accreditation of training programs, *per se*.
- iii. **Eligibility of CTIs:-** The CTIs set up by the cooperative institutions established under any statute governing the cooperative institutions in India in any manner, are eligible for accreditation by C-PEC. It is not mandatory for the CTIs to receive assistance under SOFTCOB of NABARD to be eligible for accreditation even-though such CTIs were the first institutions to benefit from C-PEC accreditation. These include the following:-
 - Training Institutions under State Cooperative Banks
 - Training Institutions under National Council for Cooperative Training

- Training Institutions under District Central Cooperative Banks
- Training Institutions under State Cooperative Federations / Unions
- Other Cooperative Training Institutions

Training Institutions under Private Sector could also be considered for accreditation provided that they are engaged solely in training of cooperative personnel.

iv. Accreditation Criteria: C-PEC has developed the criteria for accreditation of CTIs with the aim to ensure that the CTIs adhere to basic norms for quality in the process of delivery of cooperative training / education. Any CTI seeking institutional accreditation with C-PEC needs to align its operations to the norms laid down by C-PEC and ensure necessary infrastructure and facilities to be eligible for accreditation. The criteria broadly considered by C-PEC during the process of accreditation of a CTI are as follows:-

- a. The accreditation would lay emphasis on the following aspects:-
 - i. Top Management Commitment for Effective Institutional Governance & Leadership
 - ii. Training Infrastructure and Support Facilities
 - iii. Curriculum Design and Development
 - iv. Delivery of training programs : Training Methodologies, Faculty Expertise & Development
 - v. Performance evaluation and improvement
 - vi. Innovations and other Initiatives
- b. With the above considerations, the C-PEC would look for the record and evidence for the following aspects in an objective manner:-
 - i. Ability of the CTI to do the training needs analysis and based thereupon, to consistently design, develop and deliver the training courses that meet the requirements and expectations of cooperative institutions.
 - ii. Ability of the CTI to achieve the objective of the individual training programs through appropriate design of curriculum, and its delivery process.
 - iii. Availability of competent Faculty Members / Resource Persons and their capabilities for effective training delivery
 - iv. Operationalisation of a system of on-going improvement in training delivery
 - v. Ability of the CTI to assess the performance improvement of participants.
- c. Institutional Mission, Vision and Objectives of the CTI should relate to the training and education primarily of the personnel associated with the cooperative institutions.
- d. The CTI should be willing to institutionalize a mechanism for managing, operating, monitoring, evaluating and improving various processes for effective delivery of required training in cooperative sector as also to abide by other standard practices as evolved by the C-PEC from time to time in respect of cooperative training and other related areas of work normally expected of CTIs in fulfilment of their objectives.

- e. The promoting / sponsoring organisation of the CTI should have a commitment to ensure necessary financial & human resources, infrastructure as also a sound management support to the CTI. It should also ensure the CTI meeting all statutory and regulatory requirements whatsoever.
- f. The CTI should be willing to ensure that only those training programs / courses as standardised by C-PEC are conducted in the CTI after its accreditation. For other programs evolved by the CTI as a part of its training needs analysis, it will ensure that the new training programs/ courses designed by CTI are referred to C-PEC for standardisation well in advance of the date of commencement of the training program / course. Though the CTIs could undertake minor adaptations in the standardised program only to the extent of requirements of the local context, any major changes could not be introduced by the CTI in a standardised program without the prior approval of C-PEC. In turn, if C-PEC advises any changes in any standardised course / program package to CTI, the latter would ensure carrying out those changes within a reasonable time and, then, discontinue using the old material. Exception to this rule may be a tailor-made training program / course sponsored by any other organisation to be conducted by CTI for the benefit of the people nominated / specified by the sponsor organisation.
- g. The Faculty Members conducting the training programs in the CTI should be well-trained and should have completed the course entitled “Certified Trainer for Financial Cooperatives” (CTFC) offered by C-PEC soon after its accreditation; the new Faculty Members inducted in the CTI should also complete this course within a period of not more than one year of their joining the CTI. Similarly, the accredited CTI shall regularly monitor and evaluate the performance of the Guest Faculty Members / Resource Persons and keep record of the same for perusal of Accreditation / Validation Teams as and when necessary.
- h. The training and teaching methodologies adopted by the CTI shall be in conformity with those recommended by C-PEC and broadly guided under the CTFC course to the Faculty Members. Similarly, the training / reference material being provided to the participants would conform to the standards suggested by C-PEC. The CTI should maintain the high operational standards of institutional efficiency.
- i. The participants of the training programs in accredited CTI would be evaluated for their performance improvement and shall, accordingly, be awarded a Certificate of Participation in the specified training program in the standard format that it will be duly serial-numbered. A serial record of such certificates issued by CTI shall be maintained by it.
- j. The applicant CTI should be committed to maintain appropriate program-wise records of the training and other activities as also financial accounts as prescribed by C-PEC from time to time, provide C-PEC all the information necessary for accreditation and to, subsequently, furnish the periodical information and data including the self-assessment report as prescribed by C-PEC for continual review of accreditation status of CTI. The CTI holding the accreditation or seeking the same shall engage in the whole process in good faith by providing truthful and accurate information to C-PEC during and after the process of accreditation.

- k. The CTI would be required to ensure confidentiality of all communications between the C-PEC and the concerned CTI in relation to the accreditation.

v. Accreditation Parameters:

The parameters adopted by C-PEC for assessment of CTI for the purpose of accreditation are as follows:-

- a. Training Needs Assessment and Preparation of Course Calendar that includes the practices adopted by CTI in respect of TNA, functioning of Syllabus Committee, process of finalising the annual training calendar and its circulation. A view is also taken on adherence to the calendar during the course of the year.
- b. Coverage and relevance of course content, preparation of course material, inclusion of Case Studies, Articles and Success Stories etc in the course material. A view is also taken about the language used in the course material as also the training material.
- c. Introduction of new programs based on TNA or sponsorship, customization of other programs, up-dation of training modules and course material for regular (old & ongoing) programmes etc.
- d. Degree of academic flexibility in conduct of programmes & taking up field assignments.
- e. System of Feedback from participants in terms of entry / exit tests, structured feedback etc as also the feedback from Cooperative Institutions by way of performance improvement impact evaluation etc.
- f. Evaluation of Faculty Expertise and Development that focuses on faculty qualification, experience, selection process, tenure of faculty members, faculty development initiatives, average no. of training days per faculty, sessions handled by core faculty / guest faculty, utilization of experts as guest faculty, faculty capability in respect of catering to diverse training needs and any other achievements / innovations by the faculty. Feedback on Faculty Members from the participants in specific training programs is also taken into cognizance.
- g. Assessment of Training Methodology that includes the class room sessions, group discussions, case studies, management games / cases, case exercises, brainstorming, assignments, presentations, role-play, field games etc.
- h. Availability and use of audio-visual & other modern devices for enhancing efficacy of training.
- i. System of organising the field exposure visits and their efficacy.
- j. Involvement of CTI in project preparation and consultancy work, research work / studies etc on fee-basis and extent of use of such work in training up-gradation.
- k. Other faculty's initiative like support extended to State Government, sponsoring organisation or various cooperative institutions, adoption of societies / villages etc.
- l. Assessment of Governance and Leadership covering the Vision, Mission and Objective of the CTI, Leadership Structure & its efficacy, functional strategy

- development and deployment, strategy for marketing of training programmes, organizational culture / processes, reporting system and compliance etc.
- m. A review of Financial Management that focuses on finalisation of annual budgets, mobilisation and effective utilization of resources, maintenance of account books, finalisation of accounting statements / returns / reports and claim of reimbursement of expenses.
 - n. Comprehensive review of availability, maintenance and use of Infrastructure including the classroom, conference room, discussion rooms, auditorium, computer lab and internet facility, library and reading room, hostel and catering, office equipment, audio-visual aids, etc. A view is also taken of the systems of general house-keeping & cleanliness of premises.
 - o. Initiatives / Innovations Undertaken by the CTI are also taken on record.
- vi. Evaluation of Accreditation Parameters:-

C-PEC places all the parameters mentioned above in seven broad categories as the basis for its assessment of the CTIs for the purpose of Accreditation with an assumption that all the functions of the CTIs are broadly covered in these parameters. For the purpose of evaluation of CTI, weights have been assigned for each parameter under each of these categories. The weights are in the form of marks. The relative weightage assigned is as follows on the scale of 1000:-

S N	Parameters	Weightage
1	Curriculum Design and Development	200
2	Faculty Expertise and Development	200
3	Training Methodology	100
4	Project Preparation and Consultancy	75
5	Governance and Leadership	150
6	Infrastructure	200
7	Other Initiatives / Innovations undertaken	75
	Total	1000

The weights assigned as above are sub-divided for various parameters under each category as illustrated in Annexure-D and a CTI has to score necessarily at least 50% marks under the category 1 and 2 as above for consideration of accreditation. This assessment is done by a validation team appointed by C-PEC on the basis of a letter of intent and the self-assessment report received by C-PEC from the applicant CTI.

During the re-accreditation process in the second and subsequent stages of a CTI, a rigorous assessment would be done and there would be more focus on Governance and Leadership as also on Training Methodology and less weightage to the Physical Infrastructure.

- vii. Gradation of Accreditation:-

Based on the evaluation of the CTI under various accreditation parameters as mentioned above, the gradation of the CTI is done as per the rating achieved by it as indicated in the following table:-

	Marks Obtained	Rating	Grade
1	900 and above	Outstanding	A+
2	Between 800 to 899	Excellent	A
3	Between 700 to 799	Very Good	B+
4	Between 600 to 699	Good	B
5	Between 500 to 599	Satisfactory	C
6	499 and below	Average	D

The CTIs securing a 'C' rating would be awarded the provisional accreditation subject to compliance of specific advices of C-PEC by the concerned CTI within a period of one year; full-fledged accreditation would be granted to the CTI after review of the compliance by it within this period. No further extension of the compliance period would be available except for not more than three months' period on specific approval by the Accreditation Board in exceptional circumstances.

The CTI securing a 'D' rating would not be awarded the accreditation; C-PEC would communicate reasons and suggestions for improvement to the CTIs denied accreditation so as to enable them to improve their standards of performance and prepare for re-assessment. They may apply for re-assessment after meeting the requisite standards. Other institutions would also be communicated about the areas of improvement in their functioning so as to achieve higher standards of performance.

viii. Accreditation Certificate:-

The CTI securing adequate marks / rating as above shall be issued the Accreditation Certificate upon satisfaction about the professional competence of the applicant CTI as also the approval of the gradation of accreditation by the Accreditation Board of C-PEC, based on the recommendations of the Validation Committee set up by C-PEC for each institution under consideration of accreditation. The Accreditation Certificate shall bear all the details pertaining to the accreditation including the Grade awarded to the CTI concerned as also the date of its validity period. Conditions, if any, as also the suggestions for improvement would also be sent to the CTI alongwith the certificate. The accreditation status would be reviewed on an annual basis and in case of any major slippages noticed in the performance of CTI, the Accreditation Board shall have powers to review and de-accredit the institution.

ix. Accreditation Validity Period:-

Accreditation of a CTI will be valid for a period of three years from the date of grant of the Accreditation such that the accreditations issued in the half year ending September of each financial year would be valid till 30 September of the third year following the date of grant of accreditation. Similarly, the accreditations issued any time in the half year ending March of a particular financial year would be valid till 31 March of the third year following the date of grant of accreditation.

x. Re-assessment:-

The CTI not satisfied with the grading awarded to it will have an option to seek re-assessment of the grade allocated by the Accreditation Board by way of an application in prescribed format alongwith a re-evaluation fee equivalent to 50% of the accreditation fee within a period of one month from the date of receipt of accreditation advice by it from C-PEC. In case of any dispute, the decision of Accreditation Board would be final.

xi. Re-accreditation:-

On completion of 3 years of accreditation as indicated in para ix. above, a CTI will be required to seek the re-accreditation. The re-accreditation process shall also be based on the same procedure that is prescribed for accreditation. To ensure continuity in accreditation, the CTIs may prefer forwarding their applications for renewal at least 3 months before the expiry of the accreditation validity period.

xii. **Provision for Cancellation of Accreditation or Keeping it in Abeyance:-**

In case of non-compliance of any norms or advices of C-PEC, submitted information being found to be incorrect subsequently, doing major changes in the standardised training programs without approval of C-PEC, unethical use of Accreditation Certificate or any other situation deemed appropriate by C-PEC, the accreditation of a CTI may be kept in abeyance for the time being pending corrective measures or it may be cancelled totally by C-PEC under appropriate advice to the CTI after giving prior opportunity of natural justice to CTI. If CTI would like to prefer any appeal against such a decision, it may prefer an appropriately worded appeal, alongwith supportive evidences, addressed to the Chairman of the Accreditation Board at the address of C-PEC. The accreditation may also be cancelled at the option of CTI if a specific request to that effect is made to C-PEC.

xiii. Use of Accreditation Status by the CTI:-

The accredited CTI may use the words “(Accredited by C-PEC)” in brackets under its name in appropriate size wherever it uses its name, like on Sign Boards, Banners, Advertisement, Letterhead, Stationery, Envelops, Books, Reading / Reference Material, Program Certificate or any other promotional material etc. A copy of the Accreditation Certificate, preferably a colour copy, may be displayed by CTI at appropriate places in its premises. However, this being a voluntary accreditation, CTI may not use this in any legal document or may not put it to any commercial use.

xiv. Accreditation Fee:

C-PEC will levy an Accreditation fee as announced from time to time. The current rates are given as under:

(Amount in Rupees)

Category	North Eastern (N.E.) States	Other than N.E. States
Training Institutions under State Cooperative Banks	5,000	10,000
Training Institutions under National Council for Cooperative Training	5,000	10,000
Training Institutions under State Cooperative Unions / Federations	1,500	2,500
Training Institutions under District Central Cooperative Banks	2,500	5,000
Other Cooperative Training Institutions	5,000	10,000
Training Institutions under Private Sector imparting training to staff of Cooperative Institutions	10,000	20,000

4. Procedure for Accreditation:-

The accreditation process involves the following steps:

- i. Submission of “Letter of Intent” along with “Institutional Self-Assessment Report” by the applicant Cooperative Training Institute (CTI) and with the prescribed fee. Formats for both these requirements are available on website of C-PEC. These formats may need a review in the light of acceptance of recommendations made in this Report in respect of the Accreditation.
- ii. “Desk Review” and completion of identified information-gaps.
- iii. “On-site visit” to CTI by a Validation Team constituted by C-PEC, if considered necessary; extensive guidelines are in existence in C-PEC for the use of Validation Teams for undertaking the work of validation.
- iv. Consideration of “Observation Report” of Validation Team by Accreditation Board.
- v. Accreditation Board’s decision on the Accreditation Status of the CTI.
- vi. Communication of the Accreditation Status to the CTI.
- vii. Issuance of Accreditation Certificate in line with the Accreditation Status

5. Accreditation Board:-

The Accreditation Board comprises of the representatives of the institutions as follows:-

S N	Organization	No of Members
1	Director, BIRD, Lucknow	1
2	College of Agriculture Banking (CAB), RBI, Pune	1
3	NABARD, Institutional development Department, Head Office, Mumbai	1
4	National Federation of State Cooperative Banks (NAFSCOB), Mumbai	1
5	National Council for Cooperative Training (NCCT), New Delhi	1
6	VAMNICOM / NIBM / IIM-L	1
7	Registrar of Cooperative Societies of States (By Rotation)	1
8	Officer-in-Charge of C-PEC : Convener of the Board	1

Any other person of eminence / subject matter specialist may be invited by the Accreditation Board to assist it in the meetings. The Accreditation Board shall be chaired by the Director, BIRD, Lucknow. The Accreditation Board shall have tenure of three years. Operational guidelines for the use of C-PEC for the purpose of accreditation process have been approved by the Accreditation Board.

6. Annual Accreditation Review:-

The accredited CTI shall be required to submit an Annual Status Report (in the Self-Assessment Format) and / or additional information in the format as might be prescribed by C-PEC for review, at the end of each year. The Format for Self-Assessment in use at present is same as referred to in the para 4.1. above.

1.7 Annual Management Review:-

The Management Body (with whatsoever name it is called) of CTI should review the functioning of the CTI as per their own rules in this regard but necessarily it should undertake an Annual Management Review of CTI that should encompass all its activities and more particularly the following:-

- i. Action-points outstanding from previous Annual Management Review
- ii. Review / Action Taken Report on the Action Plan of CTI for the year under review and finalisation of Action Plan for the ensuing year
- iii. Actions Taken Report on Review Advices sent by C-PEC, if any.
- iv. Developments regarding Administrative/Establishment Matters in the year
- v. Review of developments relating to training programs / courses as per the calendar
- vi. Review of New Training Programs developed or introduced by CTI
- vii. Review of Research, Studies, Consultancy /other Innovations during the year
- viii. Review of adequacy and performance of Faculty Members/ Resource Persons; future needs of training / capacity development required for them
- ix. Analysis of participants' feedback, Course Coordinators' Post-Program Report and Training Impact Evaluation Studies, if any, during the year
- x. Additions (or need for) in Building / Training Infrastructure / Other Assets in the CTI
- xi. Complaints of any nature, if received against CTI or its Staff members or for any specific training program

A copy of such Review Note alongwith the Action Plan for the ensuing year as approved by the Management Body may be furnished to C-PEC by the CTI.

Annexure A

Data Analysis - Best Performance Awards To Agricultural Cooperative Staff Training Institutes (Acstis) For The Year 2012-13

Sl. No.	Parameters	APCOB CTI	ACSTI	ACSTI	ASCTI	ACSTI	ACSTI	ACSTI	ACSTI	ACSTI	ACMART
		Andhra Pradesh	Haryana	H. P.	Karnataka	Kerala	M. P.	Punjab	T. N.	U. P.	W. B.
Infrastructure:											
	Classrooms	y	y	y	y	y	y	y	y	y	y
	Availability of conference hall/auditorium	y	Y	Y	Y	Y	Y	Y	Y	Y	N
	Computer Lab and Internet Facility										
a	Computer Lab	y	Y	y	Y	Y	Y	y	y	N	y
b	Internet facility	y	Y	y	Y	Y	Y	y	y	Y	y
	Library and Reading room										
a	No. of books in the library	2942	978	1722	1512	1049	1304	3129	1970	1059	605
c	No. of CDs in the library	70	7 NOS	28 (4)	52	8 NOS	Verna 05	5 nos	55 nos	10 NOS	33 (23)
d	No. of Magazines and Periodicals subscribed	19 (10)	1 (1)	17 (4)	2 (2)	4 (3)	1(5)	n	5 (6)	3 (3)	3 (1)
e	No. of newspapers subscribed	19 (10)	2 (2)	3 (4)	4 (5)	3 (4)	1(6)	12 (3)	3 (2)	N	3 (5)
f	Availability of Reading Room	Y	Y	y	Y	Y	y	y	y	na	y
	Hostel and Catering										
a	No. of Hostel Rooms	94 nos.	9 NOS	36 nos	19 Nos.	30 NOS	32 nos	28 nos	50 Nos	32 NOS	11 nos
b	No. of Beds	188 Nos.	18 BEDS	72 nos	45 Nos.	90 BEDS	64 beds	56 beds	100 + 20 Nos	90 BEDS	30 beds
c	Basic amenities in hostel rooms	Y	Y	y	y	Y	y	y	Y	Y	y
d	Dining hall with basic amenities	Y	Y	y	y	Y	y	y	Y	Y	y
e	Full-fledged kitchen with utensils and equipments	Y	Y	y	y	Y	y	y	Y	Y	y
f	Hygienic food & drinking water	Y	Y	y	y	Y	y	y	Y	Y	y
	Office Equipments and Others:										
a	No. of Personal Computers	109 Nos	NA	4 nos	4 NOS	4 NOS	28 nos	28 nos	32 Nos	1 NOS	10 nos
b	No. of Laptops	3 Nos	NA	4 nos	1 NOS	NO	1 nos	6 nos	4 Nos	N	2 nos
c	No. of Printers	7 Nos	2 NOS	3 nos	4 NOS	2 NOS	2 nos	10 nos	3 Nos	1NOS	5 nos
d	Total capacity of UPS	36 kv	NA	10 KV	1000 KV (1 Gen)	NA	01 nos	10.7 KVA	7.5 KV	N	15 nos

e	No. of Scanners	one	1 NOS	1 NOS	2 NOS	1 NOS	1 nos	2 nos	one	N	2 nos
f	No. of Fax Machines	one	2 NOS	1 NOS	2 NOS	1 NOS	1 nos	1 nos	one	N	1 nos
g	No. of Photostat Machines	one	5 NOS	1 NOS	No	1 NOS	1 nos	N	one	N	1 nos
h	No. of OHPs	4 Nos.	4 NOS	2 NOS	2 NOS	1 NOS	2 nos	2 nos	4 Nos	1 NOS	1 nos
i	No. of multimedia LCDs	10 Nos.	N	3 nos	2 NOS	1 NOS	2 nos	3 nos	4 Nos	N	2 nos
j	Public Address System	one	N	10 nos	1 NOS	1 NOS	1 nos	N	4 Nos	N	1 nos
k	No. of Podium	one	1 NOS	1 nos	1 NOS	2 NOS	1 nos	2 nos	one	N	1 nos
l	Adequate Furniture and Fixtures	Y	Y	y	Y	Y	NA	Y	Y	Y	y
m	Details of Vehicles	Y	Y	one car	No	1 MINI BUS	1 car	1 Car	N	Car	N
	Maintenance:										
a	Maintenance of premises	y	Y	y	Y	Y	y	y	y	y	Y
b	Electricity and Water Supply	y	Y	y	Y	Y	y	y	y	y	Y
c	Availability of Generator	y	Y	y	Y	Y	y	y	y	y	N
d	Waste Management	y	Y	y	Y	Y	y	y	y	y	Y
e	Security of the premises	y	Y	y	Y	Y	y	y	y	y	Y
	Other Infrastructure:										
a	Maximum utilization of available facilities	y	Y	Y	Y	Y	y	y	y	y	Y
b	Recreational facilities	y	Y	Y	Y	Y	y	y	y	y	Y
c	Indoor and outdoor games	y	Y	Y	Y	Y	y	y	y	n	Y
d	Yoga and Health care	y	Y	Y	No	Y	y	y	y	n	N
e	Latest version of computers	y	Y	Y	Y	Y	y	y	y	y	Y
f	Books added to library during last 3 years	y	Y	Y	Y	Y	y	y	y	y	Y
g	Fire extinguishers	y	Y	Y	No	Y	y	y	y	n	Y
h	Rain water harvesting	y	Y	Y	No	N	n	n	y	n	N
			#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	

Annexure - A Cont.

Data Analysis - Infrastructure with ACSTIs For The Year 2013-14

Sl. No.	Parameters	APCOB CTI Andhra Pradesh	ACSTI Haryana	ACSTI H. P.	ASCTI Karnataka	ACSTI Kerala	ACSTI M. P.	ACSTI Mahara-shtra	ACSTI Punjab	ACSTI T. N.	ACSTI U. P.	ACMART W. B.
Infrastructure:												
	No. of Classrooms	y	y	y	y	y	y	y	y	y	y	y
	Availability of conference hall / auditorium	y	y	y	y	y	y	y	y	y	y	y
	Computer Lab and Internet Facility											
a	Computer Lab	y	y	y	n	y	y	Y	Y	Y	y	y
b	Internet facility	y	y	y	y	y	y	Y	Y	Y	y	y
Library and Reading room												
a	No. of books in the library	y	1068	1786 (198)	1690 (1101)	1049 (169)	Vern 1321	8918 (15%)	3155 (560)	3048 Nos	1053 (582)	605 (32)
b	No. of new books	y	35(12)	64 Nos (1)	2 (14)	Nil	Vern 17	N	91 (2)	83 Nos	11 (20)	n
c	No. of CDs in the library	y	12	28 (4)	45 (7)	8 nos	Vern 05	N	5	55 Nos	3 (3)	33 (23)
d	No. of Magazines and Periodicals subscribed	27	3	17 (4)	3 (3)	4 (3)	1 (05)	2 (10)	28 (2)	11 Nos		3 (1)
e	No. of newspapers subscribed	12	3(3)	3 (4)	4 (5)	3 (4)	1 (06)	2 (10)	12 (3)	5 Nos.		3 (5)
f	Availability of Reading Room	y	y	y	y	y	y	Y	Y	Y	Not Given	y
Hostel and Catering												
a	No. of Hostel Rooms	94 nos.	9 nos	36 Nos	19 Nos.	30 nos	32 nos	19 NOS	28 Nos	50 Nos	32 Nos.	11 nos
b	No. of Beds	188 Nos.	18 Nos.	72 Nos	45 Nos.	90 beds	64 nos	60 BEDS	56 Nos	100 + 20 Nos	90 beds	30 beds
c	Basic amenities in hostel rooms	Y	y	y	y	y	y	Y	y	Y	y	y
d	Dining hall with basic amenities	Y	y	y	y	y	y	Y	y	Y	y	y
e	Full-fledged kitchen with utensils and equipments	Y	y	y	y	y	y	Y	y	Y	y	y
f	Hygienic food & drinking water	Y	y	y	y	y	y	Y	y	Y	y	y
Office Equipments and Others:												
a	No. of Personal Computers	109 Nos	2 Nos.	4	4	4 nos	28 nos	4 NOS	28 nos	32 Nos	1	10 nos
b	No. Lap Tops	3 Nos	one	4	1	nil	1 nos	5 NOS	6 nos	4 Nos	1	2 nos

c	No. of Printers	7 Nos	2	3	4	2 nos	2 nos	3 NOS	10 nos	3 Nos	3	5 nos
d	Total capacity of UPS	36 kv	6 KV	10 KV	1000 KV (1 Gen)	NA	1 nos	20 kva	1 nos	7.5 KV	6 KVA	15 nos
e	No. of Scanners	one	one	1	2	1 nos	1 nos	1 NOS	2 nos	one	2	2 nos
f	No. of Fax Machines	one	one	1	2	1 nos	1 nos	2 NOS	1nos	one	1	1 nos
g	No. of Photostat Machines	one	one	1	No	1 nos	1 nos	2 NOS	no	one		1 nos
h	No. of OHPs	4 Nos.	5 Nos.	2	2	1 nos	2 nos	3 NOS	2 nos	4 Nos	1	1 nos
i	No. of multimedia LCDs	10 Nos.	1	3	2	1 nos	02 nos	N	3 nos	4 Nos	1	2 nos
j	Public Address System	one	1	10	1	1 nos	1 nos	3 NOS	no	4 Nos	2	1 nos
k	No. of Podium	one	1	1	1	2 nos	1 nos	2 NOS	2 nos	one	1	1 nos
l	Adequate Furniture and Fixtures	Y	y	Y	Y	y	N	Y	y	Y	y	y
m	Details of Vehicles	Y	No	1	No	27 seater Bus	1	N	one car	N	y	N
	Maintenance:											
a	Maintenance of premises	Y	y	y	y	Y	y	Y	y	Y	y	y
b	Electricity and Water Supply	Y	y	y	y	Y	y	Y	y	Y	y	y
c	Availability of Generator	Y	y	y	y	Y	y	Y	y	Y	y	n
d	Waste Management	Y	y	y	n	Y	y	N	y	Y	y	y
e	Security of the premises	Y	NA	y	y	Y	y	Y	y	Y	y	y
	Other Infrastructure:											
a	Maximum utilization of available facilities	y	y	y	y	Y	y	Y	y	Y	y	y
b	Recreational facilities	y	y	y	y	Y	y	N	y	Y	y	y
c	Indoor and outdoor games	y	y	y	y	Y	y	N	y	Y	y	y
d	Yoga and Health care	y	y	y	n	Y	n	Y	y	Y	n	n
e	Latest version of computers	y	y	y	y	Y	y	Y	y	Y	y	n
f	Books added to library during last 3 years	y	y	y	y	Y	y	NA	y	Y	y	y
g	Fire extinguishers	y	y	y	n	Y	y	Y	y	Y	n	y
h	Rain water harvesting	y	y	y	n	N	n	N	n	Y	n	n

Annexure B

VAMNICOM/ RICMs/ICMs	Admn. Block No. of Rooms (Office, Faculty, Libray, Store/ Record Room)	Class Rooms		Hostel Gents/ Ladies		Messing Capacity	Computer Lab with number of Computer	Audit- orium with capacity	Staff Quar- ters	Year of Establ- ishment	Any other
		No. of Rooms	Capacity	No. of Rooms	Capacity						
1	2	3	4	5	6	7	8	9	10	11	12
VAMINICOM	60	8	164	16(L) 35 (G)	32 70	373	33	3(1140)	43		
Bangaluru	12	14	640	96	347	210	3(53)	800	14	1962	Dormitory Participants 80
Chandigarh	13	5	155	36 (G) 14 (L)	90 30	60	48	150	1	1956	
Gandhinagar	8	7	245	40 (G) 4 (L)	80 60	100	25	100	21	-	-
Kalyani	6	5	250	60	117	50	20	-	2		Garage 1 Security Room 1
Patna	15	7	295	32	64	150	25	275	-		6 Dormitories
Bhopal	9	5	150	12	53	30	35	75	6	1956-57	
Bhubaneswar	10	5	220	70	140	48	41	100	18	1955	-
Chennai	13	12	460	65	130	300	20	100	9	-	-
Dehradun	11	10	50	30 (G)	60	10	2(80)	200	12		Conf. Hall one
Guwahati	9	3	150	6 (G) 6 (L)	18 18	35	40	-	-	1974	-
Hyderabad	9	4	140	59	137	50	32	-	-	-	-
Imphal	23	4	160	-	-	-	2(60)	100	13	1988	-
Jaipur	13	4	120	30	60	60	30	-	-	1956	-
Kanpur	13	5	210	8 (L) 14 (G)	24 14	72	2(32)	100	-	1992	-
Lucknow	12	7	350	102	204	100	30	70	1	1955-56	Recreation Hall
Madurai	16	4	180	31	100	50	32	75	6	-	-
Nagpur	10	4	240	40	80	80	27	150	-	-	-
Pune	8	3	90	30	60	30	15	-	-	-	-
Thiruvanan- thapuram	14	7	250	55	90	100	2(40)	70	-	-	-

Annexure C

NB.HO.IDD.CB / 534 / Tng - 202 / 2014-15 dated : 18 July 2014

From : CGM, IDD, NABARD, HO, Mumbai

To : CGM, NABARD, All ROs / HODs / BIRD (Lucknow, Mangalore and Bolpur)

Scheme of Financial Assistance for Training of Cooperative

Banks Personnel {SOFTCOB} - Operational Guidelines : 2014-15

1. NABARD has been extending financial support to different Cooperative Training Institutions (CTIs) under SOFTCOB out of Cooperative Development Fund (CDF) to facilitate effective training delivery and support their training capacities. With a view to position our financial support for bringing about necessary improvements in the training system of CCS, the scheme has been reviewed from time to time on the basis of feedback and suggestions received from CCS stakeholders including all CTIs, NABARD ROs, BIRD and C-PEC.
2. We advise that Management Committee of NABARD has since reviewed the operational guidelines of SOFTCOB. SOFTCOB guidelines as revised and approved by MC are attached for implementation w.e.f. 01st April 2014.
3. Following general principles shall be followed under SOFTCOB guidelines :-
 - i) Financial assistance from NABARD must be gainfully utilised and it should result in increased performance in measurable terms.
 - ii) NABARD shall like to associate and partner or extend SOFTCOB assistance for those training programmes which are conducted and delivered conforming to basic minimum quality standards.
 - iii) The norms fixed by Managing Committee of NABARD in the year 2012 linking SOFTCOB assistance to services extended by C-PEC shall continue. Accordingly, SOFTCOB assistance shall be extended to accredited CTIs for conducting approved programmes coordinated by CTFC pass faculty members. The relaxation, if any, may be granted by CGM, IDD, Head Office on request of CTI and justification from NB Regional Office located in the State of CTI's headquarters. Such relaxation shall be considered on a very selective basis for a defined period on submission of an acceptable action plan that could be measured and monitored in quantitative terms.
 - iv) C-PEC accredited JLTCs promoted by SCARDBs who avail NABARD refinance during the financial year shall be brought under the ambit of SOFTCOB operational guidelines at par with ACSTIs.
 - v) NCCT-fold CTIs (VAMNICOM, RICMs and ICMs) shall be reimbursed training cost on per trainee per day basis for sponsored programmes only. Similarly, the NIRB, Bengaluru and SAHARDA, Bidar shall also be covered for programmes sponsored by Regional Offices.
 - vi) NABARD with a mandate of institutional development under cooperative sector may facilitate / support training and/or training related activities.
 - vii) The assistance on per trainee per day basis will cover class room and on-location mode of training delivery including field visits as a part of course design.

- viii)** Training to be imparted in an environment conducive to training, i.e., CTI must possess minimum physical (class rooms, hostel and related services) and intellectual infrastructure (adequate number of updated faculty members on a full-time basis).
- ix)** Training at CTIs must be organised as per systems and procedures brought out by C-PEC in an “Operational Manual” and as approved in the CTI Principal’s Conference.
- x)** Being the employer, credit institutions at all three tiers of CCS must own the responsibility of keeping their staff abreast with latest working and operational guidelines of banking industry, i.e., to keep their staff regularly updated and having suitable training policy in place
- xi)** NABARD would supplement the efforts taken by CCS institutions for training. In other words, onus of running the CTI and imparting training with desired standards should remain on the promoters and the benefiting stakeholders.
- xii)** CTI shall be free to run training programmes and courses as per guidance and instructions given by its managing body. Assistance from NABARD under SOFTCOB may be restricted to training programmes conducted in conformity with the operational guidelines issued by NABARD from time to time. The onus of marketing and conduct of training programmes shall also lie solely on CTIs themselves.

Kindly acknowledge receipt.

Yours faithfully

(M.I. Ganagi)
Chief General Manager
Encl : SOFTCOB Operational
Guidelines

SOFTCOB : OPERATIONAL GUIDELINES - 2014-15

“Scheme of Financial Assistance for Training of Cooperative Banks’ Personnel” (SOFTCOB) - Operational Guidelines for financial year April 2014 - March 2015

The skill enhancement and capacity building of the staff and management of Cooperative Credit Structure (CCS) institutions have been one of the focused agenda of NABARD since long. It has been supporting training interventions initiated by Cooperative Training Institutions (CTIs) on a reimbursement / sponsorship basis.

A. Eligible States

SOFTCOB guidelines shall be applicable for reimbursement of training expenses to eligible Cooperative Training Institutions (CTIs) in all States of the Indian Union.

B. Eligible training institutions

I: CTIs owned / promoted by StCBs and SCARDBs

Individual CTIs have been listed in at Sr. 'B' in Annexure-VI and shall include ACSTIs, ITIs, RICEM, NICM, MDML. C-PEC accredited JLTCs promoted by SCARDBs who avail NABARD refinance during the financial year shall be treated at par with ACSTIs.

II: Other CTIs

- i) VAMNICOM, RICMs and ICMs (NCCT-fold) - (Listed in Sr. 'A' in Annexure-VI)
- ii) SAHARDA, Bidar (promoted by Bidar DCCB)
- iii) NIRB, Bengaluru
- iv) Any other institution as approved by IDD, NB, HO

C. Performance level of CTI in terms of trainee days (Applicable for CTIs included at 'B. I' above)

It is assumed that a Cooperative Training Institution (CTI) involves a lot of investment and expenditure put in by its promoters and other grant providing institutions to create and maintain its physical and intellectual infrastructure. It has, thus, to be ensured that its capacity is optimally utilised as measured by generation of trainee days during the year. Accordingly, we expect that a CTI must generate a minimum of 3,500 trainee days in a financial year (3500 / 20 participants per programme / average duration 4 days / average 2 faculty members = 22 training programmes in 12 months by an FM). It is clarified that 3,500 trainee days may be counted for all kinds of programmes conducted at the CTI including in-house and on-location programmes sponsored by other agencies, SOFTCOB assisted and those conducted at its own cost. In the event of non-compliance of this condition, total Training Cost assistance will be reduced @ proportionate to the default.

Example : Say :

- i) Total trainee days generated by a CTI in 2014-15 = 2500
- ii) Default percentage = $((3500-2500) / 3500 * 100) = 28.6\%$
- iii) Total Training claim found eligible for the year 2014-15 (*) = 10.00 lakh
- iv) Amount to be reduced on proportionate basis = $10.00 * 28.6\% = 2.86$ lakh

v) Total Training claim to be sanctioned for 2014-15 = 7.14 lakh

(*) = Only training cost arrived at on per trainee per day basis

The compliance to this condition will be ensured by NABARD Regional Offices while admitting SOFTCOB claim for the last quarter of the financial year.

D. Eligible participants (applicable for training programmes to be claimed under SOFTCOB assistance)

- i) Staff and management from all the three tiers of STCCS / LTCCS.
- ii) Need-based allocation of few seats to officials of Cooperative Department.
- iii) Other conditions :

- Minimum Participants from PACS : Each RO shall fix a benchmark %age (minimum 25% and maximum 75%) of trainee days for staff & management from PACS in training programmes reimbursable under SOFTCOB (other sponsorship sources excluded) during 2014-15. Such percentage may be arrived at on the basis of comparative strength of staff of total PACS (including loss-making ones) and that available with cooperative banks (StCB + all DCCBs); and alternate opportunities / arrangements of training for PACS in the State. The fixed percentage may be followed on a cumulative basis, i.e, for both in-house and on-location programmes taken together. The achievement under this category for full year shall be verified by ROs while scrutinising the claims submitted by the CTI for the last quarter and the claims shall be reduced for non-compliance.

Example : Say :

- i) %age fixed by RO for PACS trainee days = 40% (for 2014-15)
- ii) Total trainee days in 2014-15 as per claims submitted by CTI : 'For PACS' : 2000 + 'Other CCS' : 4000
- iii) Eligible trainee days for 'Other CCS' = $2000 / 40 * 60 = 3000$
- iv) Eligible amount for training cost under SOFTCOB (2014-15) = $(2000+3000) * \text{applicable rate (per trainee per day)}$

This condition shall not be applicable to VAMNICOM and NIRB where only senior level officials are expected.

- It is suggested that as far as possible the participants from CCS may not be mixed / combined with those from other banking streams in a training programme.

E. Detail terms governing assistance

- i) Annexure - I : General conditions for CTI and Training Programmes
- ii) Annexure - II : Financial parameters for Sponsored Programmes
- iii) Annexure - III : Linking training activities with C-PEC
- iv) Annexure - IV : Financial parameters for reimbursement of training and related costs
- v) Annexure - V : Other procedural and claim related aspects
- vi) Annexure - VI : List of Eligible CTIs
- vii) Annexure - VII : List of standardised training programmes

Annexure - I

General conditions for CTIs and Training programmes Sr.	Parameters	Norms prescribed for SOFTCOB Policy 2014-15
1	Standing Committee	Constitution of the Managing / Standing Committee may be kept as per bye-laws and related rules/regulation of the CTI. However, it may be ensured that NABARD is represented by its CGM/OIC in all CTIs.
2	Selection Committee for FMs (only bank promoted CTIs)	<ul style="list-style-type: none"> - Chairman or MD of promoting StCB/SCADR B - CGM/OIC, NABARD, RO - Representative of BIRD
3	Minimum Academic Support	<ul style="list-style-type: none"> - Principal (Full Time) - Faculty Members (Per channel) - 2 to 3 - Guest faculty to be maintained @ minimum of 20% and maximum of 40%
4	Faculty Development	<ul style="list-style-type: none"> - The tenure of the faculty member (FM) must be fixed for a minimum period of three years. - All FMs must complete "CTFC" course launched by C-PEC within one year of his/her posting as FM besides being deputed to ToTs announced by BIRD, Lucknow. / Bolpur / Mangalore
5	No. of Training Programmes per year for CTIs	Minimum benchmark of 3,500 trainee days per year (both in campus and on location). Non-compliance shall reduce total SOFTCOB eligibility on a proportionate basis to be adjusted in the claim lodged for the last quarter. Details given in para 3 (iii) of Policy Circular dated 16.07.2014 on the issue shall be final.
6	Training Programmes	<ul style="list-style-type: none"> - "Corporate Governance" programmes should be conducted after obtaining prior approval from IDD, NABARD, HO. Currently, BIRD has been authorised to conduct the same. - For CTIs owned / promoted by StCBs and SCARDBs, the SOFTCOB assistance will be available for programmes approved by a special Standing Committee held immediately after issue of SOFTCOB guidelines for the current year. Priority should be given to C-PEC standardised training programmes (program designs, schedule and reading material). The list is given in Annexure - VII. For other credit related programmes

		<p>not approved by C-PEC, however, duly approved by Standing Committee, CTI must submit details of programme design, schedule and session-wise coverage areas to NABARD RO and C-PEC one month prior to the commencement of programme for suggestions. Ratio of participant from PACS fixed by RO (para 3 (iv) of Policy Circular dated 16.07.2014) in training programmes to be maintained.</p> <p>- For all other CTIs (listed in para 'A' of Annexure-VI) local NABARD RO in the State, where headquarter of CTI exists, will approve credit related training programmes out of the proposal received from interested CTIs. The allocation of number of programmes shall be based on the number of 'CTFC' certified FMs, expertise available with CTI for credit related programmes, %age fixed in state by RO for participants from PACS, and previous experience with the CTI, etc.</p>
7	Program duration - In-Campus	<p>Min - 3 days Max - 2 weeks (13 days)</p> <p>The cost for programs of lower duration, if conducted by the CTI, must be absorbed by CTIs themselves.</p>
8	Program duration - On-Location	<p>Min - 2 days Max - 3 days</p> <p>The cost for programs of lower duration, if conducted by the CTI, must be absorbed by CTIs themselves.</p>
9	Computer Training in outside professional institutions	The duration should not exceed 7 days.
10	Workshops / Training	<p>- Theme-based workshops/training of 1 to 2 days' duration.</p> <p>- NABARD RO's prior approval shall be mandatory.</p> <p>- ROs may be prudent and permit limited number of need based 1-2 day programs wherein course contents and duration justify the basic theme. For example : Lending Potentials, Norms for Recovery, KYC, Deposit Mobilisation, Capital Augmentation and use of IT-enabled services, etc.</p> <p>- Participation level in such programs not to go beyond 50.</p> <p>- Proceedings and learnings to be shared with NABARD immediately on completion of the programme or before claiming reimbursement.</p>
11	Number of participants per program	<p>Participants per Program : Minimum (Lower limit) = 15</p> <p>Maximum (Upper limit) = 30</p> <p>(If no. of participants are less than lower limit (but not less than 10) or more than max. limit (but not more than 35) in a particular programme; NABARD RO may permit reimbursement for such program <i>with justification recorded in writing</i>).</p> <p>It is clarified that non-adherence to criteria of number of participants shall make that training programme ineligible for SOFTCOB assistance and no reimbursement shall be permitted even if the CTI has limited the claim upto 35 participants only.</p>

Annexure – II

Training Programmes and Financial parameters -

per trainee per day basis – Applicable uniformly to all CTIs

1. The SOFTCOB assistance may be considered for conducting exclusive programmes for the staff and management only from Credit Cooperatives, viz., StCBs, DCCBs, PACS, SCARDBs and PCARDBs.
2. The CTIs promoted by StCBs and SCARDBs may get their training calendar (2014-15) **re-approved in a special Standing Committee immediately** after issue of these guidelines in the light of revised operational guidelines.
3. The CTIs other than those promoted by StCBs and SCARDBs and desirous of getting financial assistance under SOFTCOB, may draw a list of credit related training programmes for the entire financial year and obtain prior approval from the local Regional Office of NABARD **latest by 08th August 2014**. Regional Offices may approve feasible number of training programmes keeping in view the number of 'CTFC' certified FMs, expertise available with CTI for credit related programmes, %age fixed in state by RO for participants from PACS, and previous experience with the CTI, etc. Preference should be given for the training programmes conducted for CCS clientele from States where bank promoted CTIs do not exist.
4. Other governing conditions, like participation level and minimum %age of trainee days to be maintained for PACS trainees, etc. shall be applicable uniformly to all CTIs except VAMNICOM and NIRB where senior level officials are expected to participate.
5. The **maximum** reimbursement rate for training cost (per trainee per day basis) for in-campus and on-location programmes shall be followed at ' **800/- for all CTIs across all states of the Indian Union**. In addition, C-PEC linked incentives as mentioned in para i) to iii) of Annexure-III shall be available to all CTIs. However, per trainee per day rates for VAMNICOM and NIRB will be fixed by IDD, Head Office on the recommendations of local NABARD RO. The recommendation and justification of the local Regional Office should be forwarded to IDD, HO with a common per day budget break-up to be followed in 2014-15.
6. **The CTIs are given a call to claim on actual basis or at lesser per diem rates for those programmes where no reading material is provided or no elaborate stationery kit is given or no field visit is organised or no stay arrangements are made for participants, etc.** The CTI when claiming at full rates should certify that participants in the training programme were provided with basic stationery kit and course reading material / study kit and hostel facilities and also no participation fee was charged from them.
7. Total SOFTCOB assistance to a CTI in a year **should not exceed 80% of the total expenditure of the CTI** in that financial year.
8. The claims for computer related training programmes (maximum training duration of 7 days) arranged by the CTI at professional institutes may be limited to actual fee or @Rs.1,000/- per day paid to the agency, whichever is less.

Annexure - III

Reimbursement of Training and training related costs to CTIs for linking with C-PEC activities

- i) SOFTCOB assistance shall be available only to C-PEC accredited CTIs for conducting approved training programmes after obtaining prior approval from NABARD RO (in Standing Committee or otherwise) and those coordinated by 'CTFC' pass Faculty Members. The assistance will cease immediately on expiry of validity of accreditation or withdrawal of accreditation of the CTI by C-PEC.
- ii) Additional assistance will be granted to C-PEC linked CTIs at following rates to link their training activities with C-PEC, BIRD:

CTIs scoring less than 50%	Not accredited - Not eligible
CTIs scoring 50% and upto 60% in accreditation evaluation	As per approved scale. No additional assistance
CTIs scoring between more than 60% and upto 75% in accreditation evaluation	Additional assistance - @ 10% of the approved scale
CTIs scoring more than 75% of accreditation evaluation	Additional assistance - @ 20% of the approved scale

Annexure - IV

Reimbursement of training related other costs to StCB/ SCARDB promoted Cooperative Training Institutions (CTIs) Sr.	Parameters	Norms prescribed for SOFTCOB Policy 2014-15
1	Rent - Office Premises / Hostel	<p>a. 100% reimbursement of the rent towards office, classroom and Hostel Premises for the year 2014-15, if not operating from their own premises.</p> <p>b. No assistance for rent shall be admissible beyond 31.03.2017. It would be lowered on a tapering basis over next three years, i.e., 2015-16 @ 75% and 2016-17 @ 50%.</p>
2	Library Expenditure	<p>a. Reimbursement towards purchase of books on management / banking / economics / behavioural sciences / e-books, CDs, VCDs, DVDs, etc, will be 100% subject to a maximum of Rs. 30,000/- p.a.</p> <p>b. Reimbursement towards purchase of Newspapers & Periodicals for hostel and office library will be 100% subject to a maximum of Rs. 15,000/- per annum.</p>
3	Capital Expenditure	<p>a. CTIs will be reimbursed capital expenditure incurred on specified training related equipment purchased after prior approval of the controlling RO of NABARD.</p> <p>b. Yearly limit will be Rs. 5.00 lakh and cumulative assistance to a CTI should not exceed Rs. 20.00 lakhs in a block of 10 years of 2014-15 to 2023-24.</p> <p>c. Eligible items for acquisition will be of capital nature and will only include fresh purchase of :</p> <p>i) Modern training imparting aids, audio-visual equipment and air-conditioner / heater for furnishing a maximum of 2 class rooms.</p>

		<p>ii) Public address system with cordless/hand-held/collar mikes and audio system (microphone, speakers and amplifiers, etc.) for conference hall.</p> <p>iii) Computer related facilities (PC/Laptop, internet modem, printer-cum-scanner) in the cabins of regular full-time FMs.</p> <p>For purchase of any other item of capital nature and/or exceeding yearly limit of Rs. 5.00 lakhs (within 10 year block limit of Rs. 20.00 lakhs), the permission will have to be obtained from IDD, NB, HO with due recommendations & justifications from controlling NB RO.</p>
4	TNA and Impact Evaluation Studies	<p>Maximum of Rs. 1.00 lakh each on TNA exercise and Impact Evaluation Studies per year. Conduct of any or both of them can be outsourced with prior approval of NABARD. In case, the TNA exercise is conducted by faculty members of the CTI, the travelling / lodging component may not exceed 50% of the maximum limit.</p>
5	Exposure Visits	<p>Individual requests, if any, will be considered separately by NABARD ROs as per terms and conditions of general CDF guidelines.</p>

Annexure -V

Other procedural and claim related aspects

- i) For all practical purpose, Regional Offices of NABARD shall perform all coordinating activities, like sanction of programmes, settlement of reimbursement claims, inspections, etc. relating to all CTIs having headquarters in their respective States. However, if the CTI has conducted on-location training programme for CCS clientele in other / neighbouring State, the RO of that State shall provide feedback on the quality and conduct of the training to the RO in the CTI's headquarter before settlement of claim.
- ii) NABARD Regional Offices should participate in the Standing Committee (SC) meetings of the CTIs in their jurisdiction. The agenda items, amongst others, should invariably include : the human resource development plan for StCB / SCARDB and DCCBs / PCARDBs; other CCS trainable in the State and capacity utilization of CTI, faculty development initiatives; field exposure of the Principal / FMs; review and relevance of training programmes; preparation of case studies / handouts / reading material and their updation at the CTI; flow of MIS to controlling organisations; and participation level in training programmes, etc. Minimum physical infrastructure has to be ensured in class rooms and also in the hostel.
- iii) The reimbursement claims on a quarterly basis from the CTI must reach concerned NABARD RO of **within 30 days of the close of the quarter** and CTI should ensure that all eligible training programmes / workshops have been covered. **No claim, what so ever, should be entertained after a lapse of 60 days from the close of the quarter.** Formats for lodging reimbursement claim by the CTI shall be finalised by IDD, NB, HO.
- iv) An officer from the Regional Office may be deputed to the CTI to verify the correctness of the claim from official records maintained by CTI and its scrutiny.
- v) The claim may be processed for sanction as per the prescribed norms and guidelines of the SOFTCOB and also other guidelines issued by NABARD HO regarding grant eligibility of the RO from time to time.
- vi) The Chief General Manager / OIC shall have the powers to sanction SOFTCOB claim as submitted by the CTIs in their jurisdiction / State on actual basis (without any limit) on the recommendations of Project Sanctioning Committee (PSC). The PSC may consist of GM and DGM looking after IDD in the RO and any other DGM as nominated by the CGM/OIC. In smaller ROs, the PSC may consist of three senior most officers other than OIC.
- vii) Release orders for the claims sanctioned by CGM / OIC can be passed by the DGM of the IDD in the RO subject to satisfactory progress and complying with the terms and conditions.
- viii) It has been decided that the expenditure under SOFTCOB may be booked by Regional Offices by debiting CDF account as being done for other CDF expenditure. The entries may be reflected in the quarterly returns (IDD - S11 Q) of the RO and the CLMAS as the case may be.
- ix) The inspection of CTIs should be conducted on Half-yearly basis as at the end of March and September every year. The inspecting officers' reports for the half year ended March and September must reach IDD, HO on or before 30 May and 31 November every year with the comments of the RO. The broad areas / checklist / format for conducting such inspections shall be advised by IDD separately. It has been decided that officials from IDD, NB, HO, Mumbai and C-PEC, BIRD, Lucknow shall associate with the inspections on a selective basis.

It may be ensured by RO that date/s of inspection are advised to IDD, NB, HO, Mumbai and C-PEC, BIRD, Lucknow at least one month in advance.

- x) NABARD reserves the right to call for any information from the CTIs. It can conduct, with or without notice, the inspection of the CTI and any on-going training programme directly or through authorised representative.

Annexure -VI

List of CTIs eligible for SOFTCOB Assistance (Subject to C-PEC accreditation)

A: Only for reimbursement of training cost @ per trainee per day basis (+ C-PEC linked incentives mentioned at para i) and ii) of Annexure-III)

- i) VAMNICOM, Pune
- ii) RICMs at Bangalore, Chandigarh, Kalyani, Gandhinagar and Patna
- iii) ICMs at Bhopal, Bhubaneswar, Chennai, Dehradun, Guwahati, Hyderabad, Imphal, Jaipur, Kannur, Lucknow, Madurai, Nagpur, Pune and Trivandrum
- iv) SAHARDA, Bidar (promoted by Bidar DCCB)
- v) NIRB, Bangalore
- vi) Other institutions as approved by IDD, NB, HO, Mumbai

B: For reimbursement of training @ per trainee per day basis and other training related costs (Annexure III and IV)

i) STCCS

1	AP	APCOB-CTI, Hyderabad	9	Meghalaya	MDMI Shillong
2	Gujarat	NICM, Ahmedabad	10	Odisha	Bhubaneswar
3	Haryana	STC, Panchkula	11	Punjab	Jalandhar
4	HP	ACSTI, Shimla	12	Rajasthan	RICEM Jaipur
5	Karnataka	ACSTI, Bangalore	13	Tamil Nadu	Chennai
6	Kerala	ACSTI, Trivandrum	14	UP	Lucknow
7	Maharashtra	Shikhar Vashi and Nagpur	15	West Bengal	ACMART Kolkata
8	Madhya Pr.		Bhopal	New CTIs promoted by StCBs or SCARDBs after approval of NABARD, HO	

Annexure -VII

List of training programmes standardised by C-PEC, Lucknow Sr.No.	Training Course Title	Target Group	Duration (Days)
1	Standardised Banking Programme for Cooperatives (SBPC)	Cooperative Bank Officers (other than Deptt. Heads) with 4 to 10 years of service	12
2	Problem Solving and Decision Making	Deptt. Heads of Banks	3
3	Management Development Programme	Sr. Officers / Managers of Banks	3
4	Project Appraisal and Loan Documentation - Non Farm Sector	Officers of Apex Banks / DCC Banks	5
5	Project Appraisal and Loan Documentation - Farm Sector	Br. Managers / Asstt. Managers / Officers of Banks	5
6	Non-Fund Business and Cross Selling	Br. Managers / Asstt. Managers / Officers of Banks	3
7	Financing under Government of India Subsidy Schemes (with inputs on Project Appraisal)	Branch Managers / Officers of Banks	3
8	Banking Laws and Practice and Legal Aspects in Loan Proposals	Officers of Banks	3
9	Business Development, Profit Planning and Diversification	Br. Managers/ Asstt. Managers / Officers of Banks	3
10	Know your Customer, Prevention of Money Laundering and Customer Protection	Br. Managers / Asstt. Managers/ Officers of Banks	3
11	Internal Checks and Controls	Officers of Banks	3
12	Preparation of Balance Sheet and Profit and Loss Account	Br. Managers / Officers of Banks	3
13	Asset and Liability Management	Officers of Banks	3
14	Know your Customer, Prevention of Money Laundering and Customer Protection	Clerks of Banks	3
15	Cash Management and Fake Note Detection	Clerks and Cashiers of banks	3
16	Developing PACS into Multipurpose societies	PACS Functionaries	3
17	Programme on "How to do the existing business better in the post reform scenario"	PACS Secretaries	4
18	Programme on "Self-sustenance through improved Governance and Management of Resources"	PACS Board Members	2
19	Programme on "CAS-MIS"	PACS Secretaries	3
20	Programme on "Business Development Plan"	PACS Secretaries	3

Annexure D

Sr. No.	Particulars	Information
1	Name and address of the Institution	
2	Dates of Visit of the Validation Team	
3	Team Members	1. 2. 3.

		Parameters	Observations	Max. Marks	Obtained
1	Curriculum Design and Development				
1.1	Training Needs Assessment and Preparation of Course Calendar				
	a)	TNA conducted - Any exercise leading to identification of training needs based on feedback from user organizations/participants/faculty, changes in the environment especially banking & cooperative sector, suggestions from promoting institutions, new schemes/ guidelines introduced by RBI/NABARD/GOI, etc		15	
	b)	Syllabus Committee - Is there a Syllabus Committee in place, composition of the Committee (whether subject matter specialists/ outside experts invited), meetings held, decisions taken.		10	
	c)	Preparation and approval of Annual Calendar - Process of preparing the annual calendar - whether prepared, when prepared, whether approved by the Competent Authority (Standing Committee/Management Committee), whether printed and circulated to all client institutions well in time		15	
				40	
1.2	Preparation of course materials				
	a)	Material Preparation - Coverage and relevance of course content, inclusion of case studies, Articles and Success Stories, clarity of printing, whether material is given in a bound form - the material of at least five training programmes conducted (selected at random) to be seen		30	
	b)	Languages used - whether local / vernacular language used		5	
	c)	Whether case studies, Articles, Success Stories, handouts in local/vernacular languages are distributed during the programme		5	
				40	

1.3		New / Customized Programmes			
	a)	New Programmes - whether planned, designed & conducted, coverage & content, relevance, etc.		15	
	b)	Customized Programmes - Efforts made for customized programmes, details of programmes designed & conducted, coverage & content, relevance, etc. to be seen		15	
				30	
1.4		Updation of training modules and course material for regular (old & ongoing) programmes			
	a)	Updation of course material (if required) - updated course material to be seen for some programmes selected at random		15	
	b)	Updation of training module (if required) - updated training modules to be seen		15	
				30	
1.5		Academic flexibility - Whether Institute has flexibility in scheduling the academic plans - Flexibility of the institution with regard to conduct of programmes, taking up field assignments, etc		10	
1.6		Feedback from participants and Institutions			
	a)	Entry / Exit level test conducted - samples to be seen		10	
	b)	Whether structured feedback obtained at the end of each program		5	
	c)	Whether impact study conducted - system adopted & results		15	
	d)	Whether feedback is considered for making improvement - note instances		10	
				40	
1.7		Adherence to sessions as per the training module Adherence to sessions as per programme schedule- three to four programmes to be seen at random		10	
		SUB TOTAL - Parameter 1 (1.1 to 1.7)		200	
2		Faculty Expertise and Development			
2.1		No. of training days per faculty			
	a)	Total number of programmes - whether conducted as planned-reasons for variations- Average programmes conducted during last 3 years to be considered in exceptional cases - Marks to be awarded in proportion to the programmes conducted vis-à-vis planned		20	

	b)	No. of training days per faculty per year (No. of prog. * Average duration)/ No. of faculty) - Minimum of 60 training days and above per faculty to be considered for full marks - For lower than 60 training days marks to be awarded proportionately.		20	
				40	
2.2	Faculty Qualification				
	a)	Post graduation		10	
	b)	Higher qualifications, like M.Phil. / Ph.D./ MBA/ PDDBM/ MCA, etc.		10	
	c)	Professional banking / Training qualifications, e.g.,		10	
		CAIIB/ CTFC/ CA/ DTS/ DoT, etc. Marks awarded may relate to %age of the FMs having desired ratings		30	
2.3	Experience of the Faculty Members				
	a)	3 years of service / stay as FMs		15	
	b)	Teaching or banking experience of more than 10 years		15	
		Marks awarded may relate to %age of the FMs having desired ratings		30	
2.4	Faculty Development Initiatives				
	a)	Participation in Faculty Development Programmes/ ToTs Subject workshops / trainings		5	
	b)	Expertise in handling audio-visual aids, use of computers and also internet, etc.		5	
	c)	Preparation of case studies and case exercises		5	
	d)	Publication of articles, Book reviews, etc.		10	
	e)	Publication of Book/s by FMs of the CTI Average of last 3 years may be taken for rating		5	
				30	
2.5	Sessions handled by core faculty / guest faculty				
	a)	Sessions handled by Core faculty - handling of minimum 60 to 75% of total sessions to be considered for full marks - Over dependence on guest faculty (more than 50% sessions) to be considered Not satisfactory		15	
	b)	Sessions handled by Guest Faculty - involving guest faculty between 25 to 40% of total sessions on an average to be considered for full marks		5	
				20	

2.6	Catering to diverse needs				
	a)	Ability of the faculty in formulating & conducting off - the- shelf programmes		5	
	b)	Ability of the faculty to formulate programmes at short notice		5	
	c)	Ability of the faculty to conduct on-location programmes		5	
				15	
2.7	Utilization of experts as guest faculty				
	a)	Whether the Institute is maintaining a panel of guest faculty, system of reviewing and updating the panel		5	
	b)	Whether Guest Faculty drawn from various fields/ disciplines viz., IT, Legal, Audit, Taxation, Management, Farm and Non-Farm, etc		5	
				10	
2.8	Participants' feedback (on faculty)				
	a)	Whether structured session-wise feedback is obtained		5	
	b)	Whether corrective steps are taken based on feed back		5	
				10	
2.9	Any other achievements (by faculty)				
	a)	Consultancy activity undertaken (within and outside)		3	
	b)	Project preparation/ Research work (under the CTI /individually)		3	
	c)	Exposure tours undertaken		3	
	d)	Visiting faculty assignments (services offered to other institutions)		3	
	e)	Experience in handling diploma and professional courses		3	
				15	
SUB TOTAL - Parameter 2 (2.1 to 2.9)				200	
3	Training Methodology				
3.1	Methodology used by faculty - Class room sessions, Group Discussions, Case studies, Management cases, Case exercises, Brain storming, etc			30	
3.2	Assignments, Presentations, Role Play, Games (encouraging participation + practical hands on experience)			20	

3.3	Use of Audio Visual & Other Aids - Use of Boards, OHPs, LCD projectors, Public Address System Laptops/Computers, Flip charts, Meta cards, video presentations, etc. for handling sessions		30	
3.4	Field Exposure Visits - Whether field visits to banks/ institutions/societies, agriculture farms, successful projects/units, SHGs, JLGs., Farmers Clubs etc organized to provide first hand information, knowledge and learning experience to the participants-type and %age of programmes where field visit is included as a part of the module to be seen		20	
	SUB TOTAL - Parameter 3 (3.1 to 3.4)		100	
4	Project Preparation and Consultancy			
4.1	Preparation of projects (fee based) - for State Govt., Banks, other Institutions, promoting institution, etc. - Level of involvement of own faculty and staff		25	
4.2	Consultancy work undertaken (fee based) - Level of involvement of own faculty and staff		20	
4.3	Research work/ Studies / undertaken and/or free Consultancies given by involving own faculty and staff		10	
4.4	Faculty's initiative for preparation of case studies, success stories / videos, publication of articles, etc		10	
4.5	Support extended to State Govt, promoting institutions, others in conduct of training etc,		5	
4.6	Adoption of societies / villages		5	
	SUB TOTAL - Parameter 4 (4.1 to 4.6)		75	
5	Governance and Leadership			
5.1	Vision, Mission and Leadership			
	a)	If the Institute has a Vision document - whether displayed at prominent places- awareness among staff	5	
	b)	If the Institute has a Mission document - whether displayed at prominent places + Awareness among staff	5	
	c)	Head of the Institution - Nature of appointment - (should have specific/fixed tenure- tenure of a minimum of 3 years to be rated as very good - shorter tenure/ additional charge/ temporary charge to be given lower weightage	20	
			30	

5.2	Strategy Development and Deployment			
	a)	Whether the policies and functions are guided by the Management Committee - Existence of Management Committee/Standing Committee, meetings held, Time bound action plan prepared and its implementation - proceedings of a few meetings to be seen		15
	b)	Outsourcing of skills and services - List out services - resulting in reduction in expenditure, better supervision / maintenance, quality of output, etc.,		5
	c)	Effective utilization of resources : Avg. no. of programmes coordinated by each faculty per year - 12 to 15 programmes per faculty to be rated for full marks		5
	d)	Effective utilization of resources : Capacity utilisation of classrooms, Library and Computer Lab		5
				30
5.3	Selection process and tenure of faculty & staff			
	a)	Process for selection of Faculty and Staff - details of the selection process and how actually done to be discussed		15
	b)	Fixation of minimum tenure for Faculty - at least 3 years for the faculty to be rated very good		5
	c)	Adherence to Minimum tenure of Faculty and Staff		5
				25
5.4	Organizational Culture, Processes and arrangements			
	a)	Organisational Structure - whether the structure is well defined and is being followed / adhered to		5
	b)	Judicious allocation of work amongst FMs and Staff- Effective utilization of available resources - job/work allocation -related document to be seen		5
	c)	Reporting system and Compliance - system of giving feedback to the Standing Committee/ Management Committee/ higher agencies/ promoting institution		5
				15
5.5	Financial Management			
	a)	Preparation of annual budgets - whether prepared by the CTI , approved by competent authority		4
	b)	Mobilisation of resources - need for resource mobilization and efforts made in terms of paid programs , consultancy etc.,		4

	c)	Effective utilization of resources - status of utilization of budget for previous year		4	
	d)	Maintenance of books and records		4	
	e)	Timely submission of accounting statements, returns and reports		4	
				20	
5.6	Marketing of training programmes				
	a)	Whether calendar of programmes sent to client organizations in time		10	
	b)	Timely intimation of every programme to client organizations - system of issue of announcement letters, whether adequate time available to client institutions for sponsoring/ deputing staff		10	
	c)	Follow up measures taken for ensuring participation- telephone , fax, email, letters, personal contacts		10	
				30	
		SUB TOTAL - Parameter 5 (5.1 to 5.6)		150	
6	Infrastructure				
6.1	Classroom - No. of class rooms vis-à-vis No, of channels, ambience in the classroom, furniture, training aids, etc., available in the classroom			40	
6.2	Conference Hall/Auditorium			20	
6.3	Computer Lab and Internet Facility				
	a)	Computer Lab - No, of computers available, whether latest versions available, ratio of computer / trainee (in case of lower ratio whether arrangements for staggered use are in place), availability of expert faculty, software, etc		25	
	b)	Internet Facility for Faculty and Participants		5	
				30	
6.4	Library and Reading Room				
	a)	Whether Library and Reading room available - Adequacy of space, furniture etc.		10	
	b)	Whether Books/CDs/Periodicals, etc. relevant to the training programmes are available in the library to be seen		5	
	c)	Newspapers subscribed		5	
				20	

6.5	Hostel and Catering			
	a)	Hostel rooms - Capacity, whether twin- sharing, single, dormitory - availability of hostel facility for all the participants as per the number of channels being run to be rated excellent		15
	b)	Basic amenities in hostel rooms		5
	c)	Dining Hall/kitchen with basic amenities		15
		Hygienic food & safe drinking water		5
				40
6.6	Availability of Office Equipments etc.			
	a)	Personal Computers, Laptops		2
	b)	Printers		2
	c)	UPS		2
	d)	Scanners		2
	e)	Fax Machines		2
	f)	Photostat Machines		2
	g)	OHPs		2
	h)	Multimedia LCDs		2
	i)	Public Address System		2
	j)	Adequate Furniture and Fixtures		2
				20
6.7	House keeping & Maintenance			
	a)	Maintenance of premises- Office, class rooms, hostel and campus		15
	b)	Electricity- Availability and backup facility		5
	c)	Water supply - Availability and maintenance		5
	d)	Security arrangements		5
				30
		SUB TOTAL - Parameter 6 (6.1 to 6.7)		
7	Initiatives / Innovations Undertaken			
7.1	Conduct of structured TNA exercise			10
7.2	Conduct of scientific impact evaluation studies			10
7.3	Conduct of refresher / on-location programmes			5
7.4	Any novel method adopted by the institution for impart of training			5

7.5	Regular conduct of faculty meetings - sharing and collating of experiences, discussion on evaluation and participant feedback, etc		12	
7.6	Reaching new clients - widening client base		5	
7.7	Availability of website; whether training calendar uploaded, etc.		5	
7.8	Publication of in-house magazine/ journals		5	
7.9	Energy saving devices installed -rain water harvesting, use of solar energy, bio-gas plants		5	
7.10	Austerity measures - initiatives taken		5	
7.11	Recreational facilities - indoor and outdoor games		5	
7.12	Health, Yoga and Medical facilities		3	
		SUB TOTAL - Parameter 7 (7.1 to 7.12)		75
		GRAND TOTAL - All Parameters - 1 to 7		1000

Supplementary Notes (if any)

Date : _____

Names & Signatures of the Validation Team Members

Application on the LETTER HEAD OF THE INSTITUTION

Letter of Intent {Annexure (a)}

Reference No.

Dated

The Director
C-PEC
Bankers Institute of Rural Development (BIRD)
Sector H, LDA Colony, Kanpur Road
Lucknow - 226 012 (Uttar Pradesh)

Dear Sir

Subject : **Application for grant of Accreditation**

We would like to submit ourselves to the process of accreditation at the hands of Center for Professional Excellence in Cooperatives (C-PEC).

We enclose the Self Assessment Report in prescribed format relating to the financial year — — — — — (immediate previous year) along with necessary Board resolution / Management Committee consent for getting accreditation. We inform that we have gone through accreditation guidelines issued by C-PEC and undertake to abide by its rules and regulations and those as prescribed by C-PEC from time to time.

A demand draft No. _____ dated _____ for an amount of Rs. _____ drawn in favour of "BIRD" payable at Lucknow on _____ bank is enclosed towards accreditation fee.

Yours faithfully

(Name)
Director / Principal / Head of Institution
with Seal

Encl.: a) Self Assessment Report and
b) Board Resolution / Committee Approval

SELF ASSESSMENT REPORT (Do not include Professional Course Data)

PART II: Information for Assessment (please tick (✓) wherever required)

1	Curricular Design and Development	
1.1	Training Needs Assessment and Preparation of Course Calendar	
	a)	TNA conducted Yes/No
	b)	Syllabus Committee Yes/No- If yes, date of meeting.
	c)	Preparation of Annual Calendar Yes/No- If yes, copy of calender
	d)	Approval of calendar Yes/No- If yes, date of approval & proceedings of meeting.
1.2	Preparation of Course Materials	
	a)	Material Preparation Yes/No
	b)	Languages used English / Local / Both
	c)	Inclusion of case studies, Articles and Success Stories Yes/No
	d)	Relevance of course materials to programmes Yes/No
	e)	Handouts Yes/No
1.3	New/ Customized Programmes	
	a)	No. of New Programmes conducted Nos. _____
	b)	Customized Programmes conducted If yes, Nos. _____
	c)	Ability to customize/formulate new progs Yes/No
1.4	Updation of training modules and course material	
	a)	Updation of training module (if required) Yes/No
	b)	Updation of course material (if required) Yes/No
1.5	Academic Flexibility	
	a)	Whether Institute has flexibility in scheduling academic plans Yes/No
1.6	Feedback from participants and institutions	
	a)	Whether entry/exit test conducted Yes/No
	b)	Whether structured feedback obtained at the end of each programme Yes/No
	c)	Whether impact study conducted If yes, indicate number of studies and dates Yes/No
	d)	Whether feedback is considered for making improvement Yes/No
1.7	Adherence to sessions as per the training module	
	a)	Adherence to sessions as per programme schedule Yes/No
2	Faculty Expertise and Development (Data may pertain to last financial year)	
2.1	No. of Training days per faculty	
	a)	Total number of programmes conducted _____ No.s
	b)	Average duration of programmes _____ Days
	c)	No. of training days per faculty (no. of progs. X Average duration) / No. of faculty _____ Days

2.2	Qualifications per the enclosed format for each faculty separately	Details may be furnished as
2.3	Experience	– do –
2.4	Faculty developments	– do –
2.5	Number and % of sessions handled by core faculty to total sessions	
	a) Total no. of sessions	_____ No.s
	b) Sessions handled by core faculty	_____ No.s, _____ %
	c) Sessions handled by guest faculty	_____ No.s, _____ %
2.6	Catering to diverse needs	
	a) Ability of the faculty in formulating and conducting programmes off the shelf	Yes/No
	b) Ability of the faculty to formulate programmes at short notice	Yes/No
	c) Ability of the faculty to conduct On-location programmes.	Yes/No
2.7	Utilization of subject experts as guest faculty	
	a) Whether the Institute is maintaining a panel of guest faculty	Yes/No
	b) Whether the panel is reviewed/ updated	Yes/No- If yes, list may be enclosed.
	c) Whether the guest faculty are drawn from various special disciplines	Yes/No- If yes, specify disciplines.
2.8	Participants Feedback	
	a) Whether structured session-wise feedback is obtained	Yes/No
	b) Whether corrective steps are taken	Yes/No
2.9	Any other achievements by faculty	
	a) Consultancy activity undertaken	Yes/No
	b) Project preparation / Research work	Yes/No
	c) Exposure tours undertaken	Yes/No
	d) Faculty services offered to other institutes	Yes/No
	e) Experience in handling diploma and professional courses	Wherever yes, furnish information.
3	Training Methodology	
3.1	Methodology used methods adopted	Give details of training
3.2	Use of Assignments, case Studies, etc. (please tick (√) if used)	Assignments Presentations Role Plays Case studies Management cases Group Discussions Games Case Exercises

3.3	Use of Audio Visual & other Aids (please tick (√) if used)	OHPs LCDs Public Address System Laptops/ Computers Flip charts Meta-plan cards Boards, etc.
3.4	Field Exposure Visits	If yes, give details of visits organized.
4	Project and Consultancies	Please furnish details wherever applicable
4.1	Preparation of projects (fee based) - for the State Government, Banks, other Institutions, promoting institution, etc. - Level of involvement of own faculty and staff	
4.2	Consultancy work (fee based) undertaken Level of involvement of own faculty and staff	
4.3	Research work / Studies / undertaken and/or free Consultancies given by involving own faculty and staff	
4.4	Faculty's initiative for preparation of case studies, success stories / videos, publication of articles, etc	
4.5	Support extended to State Govt, promoting institutions, others in conduct of training etc,	
4.6	Adoption of societies / villages for integrated development	
5	Governance and Leadership	
5.1	Vision, Mission and Leadership	
	a)	If the Institute has a Vision document Yes / No
	b)	If the Institute has a Mission Statement Yes / No
	c)	Head of the Institution - Nature of appointment Permanent / Temporary / Additional Charge
5.2	Strategy Development and Deployment	
	a)	Whether the policies and functions are guided by the Management Committee Yes / No
	b)	Outsourcing of skills & services If yes, list out areas of outsourcing.
	c)	Effective utilization of resources (last financial year)
		i) Average no. of programmes Coordinated by each faculty _____progs per faculty
		ii) Capacity Utilization
		? class rooms _____%
		? Library _____%
		? Computer Lab _____%
5.3	Selection process and tenure of faculty & staff	
	a)	Is there a process for selection of Faculty and Staff Yes / No
	b)	Minimum tenure amongst faculty and staff Faculty : --- years
5.4	Organizational Process and Arrangements	
	a)	Organizational structure Attach Organisational Chart
	b)	Allocation of work amongst faculty and staff Attach work allocation chart

	c)	Reporting system and Compliance Mechanism	Yes / No
5.5	Financial Management		
	a)	Preparation of Annual Budget	Yes / No
	b)	Mobilization of resources	Yes / No
	c)	Effective utilization of resources	Give year-wise % utilization of budget(last 3 years)
	d)	Maintenance of books & records	Yes / No
	e)	Timely submission of accounting statements, returns, reports and claims to concerned agencies	Yes / No
5.6	Marketing of training programmes		
	a)	Whether calendar of programmes sent to client organizations	Mention dates
	b)	Timely intimation of every programme to client organizations	System adopted
	c)	Follow up measures taken for ensuring participation	Measures adopted
6	Infrastructure		
6.1	No. of Classrooms		_____Nos
6.2	Availability of conference hall / auditorium		Yes / No
6.3	Computer Lab and Internet Facility		
	a)	Computer Lab	Yes / No
	b)	Internet Facility for Faculty and Participants	Yes / No
6.4	Library and Reading Room		
	a)	Availability of Library	Yes / No
	b)	Availability of Reading Room	Yes / No
	c)	Books, CDs, Periodicals, Magazines relevant to training available	English _____Nos Vernacular _____Nos
	d)	Newspapers subscribed	English ____ Nos Vernacular _____Nos
6.5	Hostel and Catering		
	a)	No. of Hostel Rooms	
	b)	No. of Beds	
	c)	Basic amenities in hostel rooms	Yes / No
	d)	Dining hall with basic amenities	Yes / No
	e)	Full fledged kitchen with utensils and equipments	Yes / No
	f)	Hygienic food & drinking water	Yes / No
6.6	Office Equipments and Others		
	a)	No. of Personal Computers	
	b)	No. of Laptops	
	c)	No. of Printers	
	d)	Total capacity of UPS	

	e)	No. of Scanners	
	f)	No. of Fax Machines	
	g)	No. of Photostat Machines	
	h)	No. of OHPs	
	i)	No. of Multimedia LCDs	
	j)	Public Address System	
	k)	No. of Podium	
	l)	Furniture and Fixtures (Table, Chair, Cupboard)	
6.7	Housekeeping and Maintenance		
	a)	Maintenance of premises Office, Classrooms, Hostel & Campus	
	b)	Electricity and backup	
	c)	Water supply - availability & maintenance	
	d)	Security arrangements	Give status under each
7	Initiatives / Innovations Undertaken wherever applicable		Please furnish details
7.1	Conduct of structured TNA exercise		
7.2	Conduct of scientific impact evaluation studies		
7.3	Conduct of refresher/ on-location programmes		
7.4	Any novel method adopted by the institution for impart of training		
7.5	Regular conduct of faculty meetings sharing and collating of experiences, discussion on evaluation and participant feedback etc.		-
7.6	Reaching new clients- widening client base		
7.7	Availability of website, whether training calendar uploaded etc.		
7.8	Publication of in-house magazine/journals		
7.9	Energy saving devices installed - rainwater harvesting, use of solar energy, bio-gas plants		
7.10	Austerity measures- initiatives taken		
7.11	Recreational facilities- indoor and outdoor games		
7.12	Health, Yoga and Medical facilities		

Note: The institution apart from furnishing all the information required in the formats prescribed, may also append any additional information on their achievements.

Certification by the Head of the Institution

I, (name) as the Head of the _____ (name of the Institution) hereby certify that the information provided in the above formats is true to the best of my knowledge.

Place :

Date : Signature with Seal of the Institution

PROFORMA for ANNEXURES "C" to "G"

Annexure (c) Faculty Profile

Name _____	Designation _____
Qualification:	Academic _____ Professional _____
	Technical _____
Experience:	Work _____ Training _____
Training Programmes / Workshops attended	
Seminar Presentations	
Articles Published *	
Case Studies prepared *	
Book Reviews *	
Exposure tour	
* pertaining to last financial only	

Annexure (d) Programmes conducted during last financial year -----

Sr. No.	Name of the Programme	Duration	No. of Participants

Annexure (e) Project work undertaken during last 5 years

Sr. No.	Name of the Project	Sponsoring Authority	Duration

Annexure (f) Consultancy undertaken during last 5 years

Sr. No.	Name of the Consultancy	Sponsoring Authority	Duration

Annexure (g) Consultancy / Projects done for other Institutions during last 5 years

Sr. No.	Name of the Project	Sponsoring Authority	Duration



National Bank for Agriculture and Rural Development (NABARD)

National Bank for Agriculture and Rural Development (NABARD) is an apex development banking institution in India having its Head Office at Mumbai and Regional Offices all over the country. It was established on 12 July 1982 through an Act of Parliament to promote sustainable and equitable agriculture and rural prosperity through effective credit support, related services, institution development and other innovative initiatives. It has a mandate for matters concerning policy, planning and operations as also capacity building in the field of bank credit for agriculture and other economic activities in rural areas in India. Website: www.nabard.org

Bankers Institute of Rural Development (BIRD)

Bankers Institute of Rural Development (BIRD), established in 1983 by NABARD, is a premier training, research and consulting organisation working in the field of agriculture, rural development, microfinance and development banking. It conducts international, national, region-focused, issue-specific and research-based training courses and seminars, as also feasibility /diagnostic studies, exposure visits, etc. for rural financial institutions. Training Programmes at BIRD include the areas like Finance, Microfinance, HR, IT, Rural Development Projects etc. for Banks, Government Departments / Corporations, Development Organisations and NGOs. The probationers of top most civil services of the country also pass through the portals of BIRD. Collaborative training and consultancy programmes have been taken up by BIRD in association with international organisations like SDC, GIZ, KfW, APRACA, SAARC, IFAD, UNDP, DFID, ILO and the World Bank apart from various Ministries of Government of India. Website: www.birdlucknow.in

Centre for Professional Excellence in Cooperatives (C-PEC)

Centre for Professional Excellence in Cooperatives (C-PEC) has been set up within BIRD to streamline training systems in Cooperative Credit Structure (CCS) which would ensure availability of professional staff with the cooperatives for efficient delivery of banking and financial services. This CCS training and certification system is conceptually a part of the overall training strategy visualized for sustainability of the Cooperative Reform Programme and will be implemented within the overall framework of the Revival Package. Website: www.bird-cpec.in

Price : ₹ 300/-