



**NATIONAL
COOPERATIVE
UNION OF
INDIA**

**NATIONAL
CENTRE FOR
COOPERATIVE
EDUCATION**

Training of Trainers Programme for Cooperative Education Personnel of State/District Cooperative Unions

5 Days



Programme objectives

The five-day “Training of Trainers for Cooperative Education Personnel of State/ District Cooperative Unions” is a programme by the National Centre for Cooperative Education (NCCE) to build capacity of state- and district-level cooperative union trainers to conduct effective and impactful trainings. The objective of the programme is to help trainers understand the importance of training in cooperative organisations, build their capacity to design need-based training programmes, enable them towards optimal utilization of available resources and to implement training programmes systematically and professionally. The training is recommended for Cooperative Education Officers, Instructors of State/District Cooperative Unions and Instructors of Junior Cooperative Training Centres. It is a comprehensive programme that covers components of conducting a high-quality training such as designing a training programme, qualities of a good trainer, systematic approach to training, different training methods, monitoring and evaluation of a training, common challenges of a training programme and how to mitigate them, value chain of a training programme, etc.

Curriculum

The programme will help build the capacity of a trainer on the following aspects through various sessions:

- **Components of a training programme:** In this module, a trainer will gain understanding into the key elements of an effective training programme. Examples of these elements include making a business case for the training, developing objectives and outcomes, developing an implementation plan, preparing learning material, identifying the target group for the training, ensuring effective means of facilitation to maximise learning for the participants, etc.
- **Systematic approach to training:** To ensure that the training objectives set out are met, it is imperative that a trainer develops a systematic approach to their training programme. This refers to developing a training programme aligned to the objectives, sessions designed in a way that communicate relevant information effectively to the participants, identifying the right methods of facilitation as per the training content and participants, conducting sessions that lead to a seamless flow of information, summarizing the key takeaways, taking feedback from the participants and optimising training as per the feedback received.
- **Qualities of a good trainer:** As the job of a trainer is to impart knowledge and skills among people, certain qualities are pertinent for a trainer such as good interpersonal communication skills, listening skills, positive body language, addressing participant differences, building credibility, taking feedback, ensuring participation, etc. This module will help a trainer further strengthen these qualities through the use of various activities such as group exercises, role plays, etc.
- **Principles of adult learning and their application:** There are various theories that exist with respect to adult learning. Some well-known theories are andragogy, transformative learning, self-directed learning, experiential learning, project-based learning, among others. These theories are built on the background to address the challenges faced in adult learning. Hence, it is important that a trainer understands these concepts in theory as well as their application. This module will build their capacity on this aspect.
- **Overview of different training methods:** Over the years, the methods of delivery of training have evolved extensively. The objective is most often to enhance the impact of the training in terms of maximising learning for the trainees. Research spanning years has shown that participatory learning in addition to lecture-based learning is more effective in improving intake of information. Hence, various methods have emerged to conduct trainings. Examples of common methods include lecture, role play, case studies, storytelling, group discussion/exercises, films, study visits, etc. In this module, a trainer will revisit these methods and learn about ways to make the training impactful. This session will also help a trainer in identifying the methods that are more effective for a particular training. For example, if the trainer is conducting a session on the history of cooperative movements in India, this module will help them to choose the right means for this session.
- **Preparing for a training:** A training should always follow a plan and a trainer must prepare for it beforehand. This helps in smooth implementation and in modifying any components of the training, if required, in time to make the training more impactful. Here are a few elements that go into preparing for a training:
 - **Designing a training programme:** Whether a training is one-day long or to be conducted over a longer period, an agenda with the entire programme should be prepared in collaboration with relevant stakeholders. This programme should also be shared with the participants prior to the training to provide them adequate context. Some components of designing a training programme include defining objectives of the training for each session, identifying the method of facilitation for each session (lecture, role play, presentation, etc.), preparing an agenda that is seamless and flows from one session to the other logically, including methods to ensure

active participation (feedback sessions, recap of sessions by the participants, Q&A sessions), etc.

- **Preparing and delivering lectures/presentations:** Based on training programme, the trainer can identify the sessions where they need to prepare a lecture/presentation. The trainer should build these resources well in advance and also practice effective delivery of these lectures/presentations.
- **Identifying case studies, group exercises, management games:** As stated before, participatory learning activities are highly recommended for training, if relevant. Hence, trainers can identify sessions where they can use such activities as well as prepare for their implementation, for example, ensure all the resources required to conduct a game/ activity are available.
- **Honing writing skills:** In-depth knowledge of the field and communication skills are two important attributes of a good trainer. Communication skills include speaking as well as writing skills. A trainer should possess effective writing skills that translate into impactful learning for the trainee. For example, if a trainer is handing out a summary of the sessions to the trainees, it should be written in easy-to-understand language while maintaining the integrity of the content.

In addition to the above, some other components of preparing for a training also include preparing reading material, screening of relevant documentaries/films, conducting successful field/study visits, among others. The session will strengthen the capacity of a trainer on these components.

- **Monitoring & evaluation of training programmes:** To teach, it is important to keep learning. Hence, monitoring and evaluation of training programmes is important to inform decisions related to modification required to the training design. For example, a pre- and post-test can help understand the learning outcome of the training and feedback from the participants can assist a trainer in identifying the best practices as well as areas of improvement. This module will

enable a trainer to learn more about such tools that can effectively measure the training programmes conducted by them.

- **Challenges in conducting a training programme:** For every trainer, it is important to know the challenges that can often occur before, during or after a training session. Some common challenges include lack of participation in trainings, ineffective assessment of the training needs, lack of alignment with respect to participants' expectations, inadequate resources to conduct an effective training, etc. This session will shed light on these challenges and some mitigation strategies that the trainers can use promptly without impacting the outcome of the training as far as possible.
- **Creating a value chain for training programmes:** A value chain is a set of systems or activities that feed into delivering an effective training. These include design of training, organizing resources (human and others) to conduct the training, overseeing operational modalities for smooth implementation, ensuring attendance of relevant participants, garnering active participation, preparing the venue, arranging for adequate infrastructure, identifying and sourcing the required training aids, effectively documenting the training (hiring a resource person for report writing, disseminating the report among the stakeholders), implementing a monitoring and evaluating framework, taking feedback and optimising the training accordingly, identifying mechanisms for refresher training, if required, etc.



Programme details

Pedagogy	The five-day programme is conducted in-person and involves: <ul style="list-style-type: none">• Lecture/ Presentations• Group Discussions• Exercises/Games / Role plays• End of training assessment
Duration	Five Days
Eligibility	The following candidates with proficiency in English and Hindi can apply: <ul style="list-style-type: none">• Cooperative Education Officers• Instructors of State/District Cooperative Unions• Instructors of Junior Cooperative Training Centres
Language of instruction	English and Hindi
Mode	Classes will be conducted physically at NCCE, New Delhi. In times of COVID-19 restrictions, the classes will be conducted online.
How to apply	Send nomination to: The Executive Director National Centre for Cooperative Education 3, Siri Institutional Area, August Kranti Marg Hauz Khas, New Delhi – 110016 Phone: +91 11 41811158 Email: nccencui@gmail.com
When to apply	The announcement letter inviting participants for the course will be circulated.
Fee	No fee is to be paid for this training.

About National Cooperative Union of India

The National Cooperative Union of India (NCUI) was established in 1929 as All India Cooperative Institutes Association and transitioned to its current form in 1961. Since inception, the organization has grown manifold in terms of its activities and programs and now represents 280 member institutions across the nation. The goal of the NCUI is to promote and develop the cooperative movement in India, to educate, guide and assist the people in their efforts, to build up and expand the cooperative sector and to serve as an exponent of cooperative opinion in accordance with cooperative principles. One of the key objectives of the NCUI is to organise cooperative education and training programmes and popularise the principles and practices of cooperation. This objective of the NCUI is met through the National Centre for Cooperative Education.

About National Centre for Cooperative Education

The National Centre for Cooperative Education (NCCE) was set up in 1958 to address the need for systemic cooperative education for practitioners in the cooperative movement. The NCCE came into being as the "All India Cooperative Instructors Training Centre" in 1958. It has since expanded its mandate from building capacity of trainers to conduct member education programs to an institution that is designing and implementing training interventions to support the gamut of needs of cooperative institutions. NCCE has successfully managed training interventions for cooperatives across levels for district, state, and national co-operatives in diversified geographies and for widely varying activities.



National Cooperative Union of India National Centre for Cooperative Education

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