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TEACHING NOTES

Capacity Building of Board of Directors of The FPOs

Under Central Sector Scheme on Promotion &
Formation of 10,000 FPOs



CAPACITY BUILDING OF BOARD OF DIRECTORS OF THE FPOs

Under Central Sector Scheme on Promotion & Formation of 10,000 FPOs

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About the Teaching Notes

Teaching notes provide various teaching strategies and concrete ways in which a technical session can be taken up by the trainer. Following the student-centric approach, the teaching notes can help the trainer to make their sessions interactive and participatory, and to use the training module more effectively.

For each session training module, the teaching notes offer a set of inputs, guidance, recommendations, and references. Specifically, the teaching notes for each session are structured in the following manner:

- i. **Synopsis:** A short summary of the topics that the module covers
- ii. **Target Group:** General/specific inputs on the target group of participants
- iii. **Learning Objectives:** Statement of the learning objectives of the module – what the participants are expected to learn after completion of the module
- iv. **Teaching Strategy:** Instructions, with explanation, of the strategies to be used in the session for the specific module
- v. **Questions for Discussion:** Questions to be used by the facilitator to generate discussion in the learning group
- vi. **Analysis of Data:** Data that participants can analyse to understand the topics covered in the module
- vii. **Background Reading:** Carefully curated reading material from other sources that are highly recommended (additional reading material) for the participants to deepen their understanding
- viii. **Multimedia:** Video content selected as additional learning material

Teaching Note: BOD Training Module

Farmer Producer Organization: Need, Status, and Past Experience

Synopsis

This session seeks to help the Board of Directors of the FPOs understand the context in which FPOs in the Indian agricultural scenario operate and how they will be able to access and leverage the Central Sector Scheme on Formation and Promotion of 10,000 FPOs (“Central Sector Scheme”). The session takes the participants through five broad sections:

1. Highlights the challenges small and marginal farmers (SMF) face and limitations of agricultural cooperatives, contract farming, and the amendment of the Agricultural Produce Market Committee (APMC) Act of 2003 in addressing those challenges,
2. Highlights the needs and significance of the FPOs in mitigating constraints due to average small landholding of 1.1 acre, difficulties in marshaling inputs in the production phase, limited participation in product supply and value chains, and lack of collective strength to deal with such constraints,
3. Outlines the role played by the various agencies of the Government of India in supporting the formation and growth of the FPO movement through several schemes, programs, and institutions, especially the NABARD,
4. Provides an overview of the stages of FPO development – cluster identification, diagnostic study, feasibility analysis and mobilization of farmer members, resource mobilization, and business operations,
5. Details the salient features of the Central Sector Scheme on Formation and Promotion of 10,000 FPOs - objectives, target FPOs, roles and responsibilities of various stakeholders, and support available for FPOs besides other stakeholders.

Target Group

Board of Directors of the FPOs.

Learning Objectives

After completing the BoD Training Module - Session 1:

- i. The BoDs experienced the challenges individual SMFs face. After this training, the participants can relate the SMF’s challenges through an FPO lens.
- ii. The participants become aware of their duties and responsibilities in running their FPOs in addressing the SMF’s challenges.
- iii. The participants understand the roles various agencies play in FPO promotion in the country.
- iv. The participants remember the stages of FPO development, and they can confidently apply those approaches in their own FPOs.

- v. The participants understand and decide on processes, tools, and relationships with other stakeholders to leverage the “Central Sector Scheme on Formation and Promotion of 10,000 FPOs” to develop and strengthen their FPOs.

Teaching Strategy

TASK	ACTIVITIES
Task 1: Session objectives	Using a chart, the trainer will explain the learning objectives mentioned above. The trainer can use the Guided Discussion activity as a strategy. In the Guided Discussion strategy, the facilitator enables a discussion or dialogue between the trainer and the participants. The session has three parts: guided discussion focusing on sections 1 to 3 (Task 2), FPO development approach (Task 3), and introduction to the Central Scheme (Task 4).
Task 2: Guided discussion	<p>The trainer uses ‘Guided Discussion’ as a training technique for providing an overview of the needs and significance of FPOs and the evolution of FPO as a strategy in India. The trainer asks specific, planned questions designed to draw learning points from the learners for these two sections. The discussion questions listed are designed for the facilitator’s use in structuring a useful guided discussion, following which participants have a shared understanding of the key takeaways.</p> <p>How to use the Guided Discussion strategy:</p> <ol style="list-style-type: none"> 1. Identify the learning points to be brought out in the discussion (tip: use the module content and the synopsis presented in the teaching notes to complete this preparation) 2. For each learning point, the facilitator should <ul style="list-style-type: none"> • Craft a question • Note the most likely learner responses • Plan follow up comments to augment learners’ comments and go on to the next question.
Task 3: Group reading and class presentation	<p>Using a chart, the trainer will explain the topic of the “FPO development approaches.” The trainer organizes the participants into four smaller groups. To each group, the facilitator distributes sample output from one of the four critical steps. Then, the facilitator uses a combination of Group Reading and Class Presentation as a teaching strategy. At least two days before the session, each group gets one of the following reports:</p> <p>All group members read the report and then summarize, in sequence, the different parts of the report - the purpose of the particular step/ stage, methodology, tools used, findings, decision-making criteria used, and insights generated.</p> <p>No one member must do all the presenting. Participants in the other groups can ask questions to understand the report better.</p> <p>In this way, each report document is read and presented, step by step (each member presenting one logical part of the report). These activities ensure that all participants take part in reading and summarising the report/output.</p>

TASK	ACTIVITIES
Task 4: Presentation and mind mapping	<p>This activity focuses on introducing the participants to the Central Scheme. The trainer shall make a presentation detailing the Central Scheme, its aims and objectives, key features, provisions, scope and coverage, and implementation structure. Participants can ask questions to clarify any doubts or get more information.</p> <p>Once the participants gain an overview of the Central Scheme, the trainer will explain the role FPOs play in the Central Scheme. The trainer can organize a mind-mapping activity. The participants shall clarify their doubts in this session, and the trainer shall adequately address the doubts to the extent possible.</p>
Task 5: Q&A	The trainer will facilitate a Q&A session on this topic and conclude the session after summarizing the key learnings.

Questions for Discussion

The trainer can use the following trigger questions to engage the participants in a discussion within the broad framework of the session:

- i. Ask the participants to think about the challenges SMFs face. The trainer can then encourage participants to select one of those challenges she thinks needs immediate attention and why. The participants can also reflect on the merits of addressing the challenge collectively.
- ii. Ask the participants to share their experiences of persuading a large group of farmers for any common cause in their locality. Did those participants face any objections from some of those farmers? How did they convince those? The participants also can share their ways of mobilizing the SMFs during FPO formation.
- iii. The trainer can encourage the participants to share their thoughts on mobilizing local resources, getting technical help, and mentoring for implementing the steps they have learned in forming their FPOs.

Background Reading

Resource Material for Capacity Building of Board of Directors (BODs). Farmer producer organisations – need, status and past experience. Session I.

Teaching note: BOD Training Module

Governance Aspects in FPO: Role & Responsibilities of BODs

Synopsis

After Session 1, Session II focuses on the participants to develop an in-depth knowledge of the roles and responsibilities of three stakeholders of the FPOs – members, BoDs, and office bearers, including the Chief Executive Officer (CEO). Session II provides the participants these key learnings:

- i. An overview of the internal stakeholders of an FPO,
- ii. Members and its powers exercised through the General Body, rights of the members, voting rights, and cessation of membership,
- iii. Constitution of BoDs, appointment, additional directors, alternate directors, removal and cessation of directorship, resignation, liabilities, and penalties of the directors as per Companies Act, and board meeting and quorum,
- iv. Functions and powers of the CEO,
- v. Conduct of the Annual General Meeting (AGM) and meetings of the BoD.

Target Group

BoDs

Learning Objectives

After completing BoD Training Module - Session II:

- i. The participant can understand and decide the roles, responsibilities, and limitations in the functioning of members, BoDs, and the office bearers, particularly the CEO.
- ii. The participants became knowledgeable and can distinguish between permissible and violative actions under the Companies Act's provisions and other statutes on each of these three stakeholders.

Teaching Strategy

TASK	ACTIVITIES
Task 1: Session objectives	<p>Using a chart, the trainer will explain the session objectives as described above. This teaching strategy emphasizes holding the officers of the FPOs responsible for upholding the governance standards.</p> <p>The trainer will then introduce the “RACI Matrix” activity. A RACI Matrix will help the participants define the FPO officers’ governance responsibilities. For this activity, the session will need a flipchart, markers, and post-its.</p> <p>The participants will form 3 smaller groups, with each group taking up 3 to 4 governance topics for this activity.</p>
Task 2: RACI matrix activity	<p>RACI stands for Responsible, Accountable, Consulted, and Informed. A RACI activity will use a matrix shown below to discuss and identify the critical FPO officials’ role. For about 10 minutes, each group will mark R, A, C, and I for each of the key actors – members, BoDs, and CEO.</p> <p>Each group will then get about 10 minutes to make a presentation of their marks. Other groups will get a chance to ask the presenting group about their markings.</p>
Task 3: Role-play	<p>The next activity is to enact some critical activities in an FPO. The trainer can pick up such activities, such as a board meeting, Annual General Meeting, etc. Then, participants will form groups to represent members, BoDs, and CEO.</p> <p>During the board meetings and AGMs, the trainer will introduce some actions which are violative of the Companies Act. The trainer will observe and allow the participants to identify those violative actions. Participants can tell how those actions are violative to the statutory provisions.</p>
Task 4: Q&A	<p>The participants can raise and discuss few questions in this slot. The trainer will wrap up the session by summarizing the key takeaways from Session II.</p>

Questions for Discussion

The trainer can use the following trigger questions to engage participants in a discussion within the broad framework of the session:

- i. Participants can share their ideas to inform and educate the members about their roles and rights in their FPOs.
- ii. The trainer can identify a specific role of the BoDs and ask a few participants to share their approach to how they will fulfill their roles.
- iii. The trainer can ask the participants to identify a few activities the BoDs can undertake to ensure the CEOs function within the statutes’ provisions.
- iv. Ask the participants which roles and responsibilities they find most challenging to fulfill as BoDs and why. The peers can also respond to others’ how they will approach those roles and responsibilities.

Background Reading

Resource Material for Capacity Building of Board of Directors (BODs). Governance aspects in FPO – Role & responsibilities of BoDs. Session II.

Teaching Note: BOD Training Module

FPO Management: Requisite Skill Set Required for Functioning as a Board Member

Synopsis

After Session II, Session III focuses on the participants recognizing the skillsets, personality, and qualities they need to develop and demonstrate to lead their FPOs effectively. In particular, the participants will explore the concepts around three areas:

- i. Useful personal traits for success as a director in the board,
- ii. Useful skills in creativity and problem solving, negotiation and networking, and delegation,
- iii. Leadership abilities demonstrated in planning, managing, and effective communications.

Target group

BoDs

Learning Objectives

After completing BoD Training Module - Session III, the participants can:

- i. Identify and prioritize the personality traits they need to nurture and develop in leading their FPOs as BoDs,
- ii. Assess leadership skills and practice and work on the leadership skills where they are found to be lagging.

Teaching Strategy

TASK		ACTIVITIES
Task 1: Objectives	Session	Using a chart, the trainer will explain the session objectives as described above. This session has two activities. In the first activity, the participants do a self-assessment exercise. The second activity is developing reflective teamwork that involves planning, delegation, and superior interpersonal communications.

TASK	ACTIVITIES
Task 2: SWOB test	<p>This activity helps the participants assess their personality traits compared to the useful qualities a BoD shall possess. The participants use the SWOB (Strengths, Weaknesses, Opportunities, and Barriers) test to assess themselves in each trait, identify critical areas of development, and create a plan for it.</p> <p>At the start, the trainer introduces the key personality traits (listed in the resource material). The participants can do a self-reflection for 10 to 15 minutes. They don't have to reflect on all the traits, but they should make sure to pick up at least 3 to 5 traits.</p> <p>Once they had selected those traits, the participants shall mark:</p> <ul style="list-style-type: none"> • On a scale from 1 to 10, where would I rate myself today in this area? • On a scale from 1 to 10, where would I like to be in 1 month/ 3 months/ 6 months? • What actions can I take to harness opportunities to accelerate my development? • What actions can I take to overcome barriers to accelerate my development? <p>The participants then come together as small groups and share their marks on the traits. They also tell their peers the opportunities they will tap to improve and plans to overcome barriers. Participants get feedback from the peers helping them to prepare better on their journey.</p>
Task 3: Reflective Teamwork Activity (RTA)	<p>The RTA helps the participants explore leadership style and functions, negotiation, delegation, planning, informing, and managing. The trainer will first explain the activity. Participants are organized into groups of five. Each member in a group gets one of the roles of BoD, CEO, and accountant.</p> <p>The trainer then hands over a list of tasks each participant will do as per her role. The CEO will have a lengthier list of functions, in addition to the supervisory responsibilities. BoDs also have a task that conforms to their roles (refer to Session II). Then the trainer shall ask all the groups to start their work. Each participant can mark their task as complete or incomplete when the CEO and BoD approve. At the end of the activity, the trainer shall ask the CEO to share tasks completed by her group. The BoDs also explore if the pending tasks could have been delegated to the FPO employees.</p>
Task 4: Q&A session	<p>The participants can raise and discuss few questions in this slot. The trainer will wrap up the session by summarizing the learnings from Session III.</p>

Questions for Discussion

The trainer can use the following trigger questions to engage participants in a discussion within the broad framework of the session:

- i. Ask the participants which of the personality traits they think they already possess. Let them share if they can inspire other participants to develop any traits their peers may be lacking.
- ii. Ask the participants which of the FPO activities they would prefer to delegate and why.

- iii. Ask the participants to share successful negotiation tactics they have used in the past and useful in the FPO context.

Background Reading

Resource Material for Capacity Building of Board of Directors (BODs). FPO management – Requisite skill set required for functioning as a board member. Session III.

Teaching Note: BOD Training Module

Conceiving & Drafting Business Plan: An Introduction

Synopsis

After Session III, Session IV equips the participants with the knowledge and hands-on practice in preparing a business plan. In particular, the participants will explore the session around two areas:

- i. Use of a business plan for an FPO and its structure
- ii. Review of a business plan and ability to understand information and make decisions

Target group

BoDs

Learning Objectives

After completing BoD Training Module - Session IV, the participants can:

- i. Understand and recall the key concepts used in a business plan
- ii. Navigate a business plan using a standard structure
- iii. Gather and understand the information presented in the business plan and ask relevant questions to develop more clarity
- iv. Decide a course of action for the FPO based on short term and long term projections in the business plan.

The session alone is insufficient to train the BoDs in developing a business plan. The participants will require many practices to develop the skills.

Teaching Strategy

TASK	ACTIVITIES
Task 1: Session objectives	Using a chart, the trainer will explain the learning objectives mentioned above. The session can use a three-step training strategy: role play, group reading and presentation, and lecture method.

TASK	ACTIVITIES
Task 2: Role-play activity	<p>The participants form five groups. In each group, one participant plays a banker's role. The rest of the participants takes the roles of BoDs and CEO of an FPO. The FPO leaders approach the banker to apply for a loan.</p> <p>The banker asks questions about the FPO and its prospects. Then, the banker asks the business leader to prepare a business plan. The banker shall select two random sections that the FPO leaders will use to prepare the business plan.</p>
Task 3: Group reading and presentation	<p>Then, the facilitator uses a combination of Group Reading and Class Presentation as a teaching strategy. At least two days before the session, each group is given an FPO business plan document that is an excellent example of the business plan characteristics that the session will recommend and train participants to create.</p> <p>All members of the groups read the business plan document they have been assigned. In the session, participants present one or more sections of their business plan - business idea generation, opportunity and threat analysis, Identification of business opportunity, marketing plan, and financial plan.</p> <p>In this way, each business plan document is read and presented step by step. This activity ensures that all members take part in reading and summarising the report/output.</p>
Task 4: Debriefing	<p>Following this, the trainer debriefs the entire group. The trainer switches to the Lecture mode to present the essential concepts of an FPO business plan.</p> <p>This combination of teaching strategies will ensure that the entire group understands each output and how it is connected to the next step, culminating in a clear understanding of business planning.</p>
Task 5: Q&A	<p>The trainer will facilitate a Q&A session on this topic and conclude the session after summarizing the key learnings.</p>

Questions for Discussion

The trainer can use the following trigger questions to engage participants in a discussion within the broad framework of the session:

- i. Ask the participants if they found the business plan a useful document in planning their FPO businesses.
- ii. Ask the participants to tell which sections in the business plan they had the most difficulty grasping and why.
- iii. Ask the participants how they will select their products in the first year based on a business plan example.

Background Reading

Resource Material for Capacity Building of Board of Directors (BODs). Conceiving & drafting business plans: An introduction. Session IV.

Teaching Note: BOD Training Module

Understanding the Value Chain Concept: Assessment of Business Opportunities

Synopsis

After Session IV, Session V equips the participants with the concepts of the agricultural value chain, and the roles FPOs can play in the value chain to strengthen farmers' interests. The session mainly provides a range of possible options that the FPOs can consider implementing in their business.

Target Group

BoDs

Learning Objectives

After completing BoD Training Module - Session V, the participants can:

- i. Recognize the importance of value chain for FPO
- ii. Identify and prioritize select value chain activities that can benefit the FPO

Teaching Strategy

TASK	ACTIVITIES
Task 1: Session objectives	<p>Using a chart, the trainer will explain the learning objectives mentioned above. The trainer can organize the participants into several smaller groups as required.</p> <p>Then, the trainer uses a combination of Group Reading and Class Presentation as a teaching strategy. At least two days before the session, each group is given one of the following notes:</p> <ol style="list-style-type: none"> 1. One relevant value chain analysis note 2. One note that identified and prioritized FPO business opportunities, mapping them to members' requirements.

TASK	ACTIVITIES
Task 2: Reading activity	<p>All participants read the notes and then highlight one section each - the purpose of the particular step/stage, methodology, tools used, findings, decision-making criteria used, and insights generated.</p> <p>In this way, each value chain analysis is read and presented step by step. This activity ensures that the participants take part in reading and summarising the notes.</p>
Task 3: Lecture	<p>Following this, the trainer debriefs the entire group and then switches to the Lecture activity as a training strategy to present the essential concepts and know-how that participants need to organize the knowledge and use it.</p> <p>This combination of teaching strategies will ensure that the entire group understands each output and how it is connected to the next step, culminating in a clear understanding of analysis that leads to opportunity identification and tie-up.</p>
Task 4: Q&A	<p>The trainer will facilitate a Q&A session on this topic and conclude the session after summarizing the key learnings.</p>

Questions for Discussion

The trainer can use the following trigger questions to engage participants in a discussion within the broad framework of the session:

- i. Ask the participants which products they will prefer to use for considering developing a value chain and why.
- ii. Ask the participants to name the value chain activities they are yet to experience or observe. Ask the peers to share their experience of doing such a value chain activity.
- iii. Ask the participants if they feel ready to develop any value chain activities and what resources they will require to create them.

Background Reading

Resource Material for Capacity Building of Board of Directors (BODs). Understanding the value chain concept - assessment of business opportunities. Session V.

Teaching Note: BOD Training Module

Business segment, product planning and marketing – Demand and competition analysis, product mix planning, pricing, marketing strategy and business innovation

Synopsis

After Session V, Session VI equips the participants to understand the marketing avenues open for the FPOs, supported by the Government and private agencies. In particular, the participants will explore the session around these three topics:

- i. Interventions by the government agencies through various policies and programs for procurement and distribution, providing food subsidy, APMC Act, and price support
- ii. Elaborates the critical outcomes for the marketing of produce due to enactment of the Produce and Livestock Marketing (Promotion & Facilitation) Act, 2017, Farmers' Produce Trade and Commerce (Promotion and Facilitation) Act, 2020, Farmers (Empowerment and Protection) Agreement on Price Assurance and Farm Services Act, 2020, and Essential Commodities (Amendment) Act 2020
- iii. Pricing strategy using a variety of techniques

Target group

BoDs

Learning Objectives

After completing BoD Training Module - Session VI, the participants can:

- i. Understand the reforms brought in the agriculture marketing by the Government of India
- ii. Recognize and develop strategies to adopt pricing strategies for FPO products

Teaching Strategy

TASKS	ACTIVITIES
Task 1: Session objectives	Using a chart, the trainer shall introduce the session objectives and teaching strategy to the participants. The trainer will conduct the session in three stages – a) marketing concept, b) marketing before and after the reform measures and c) pricing strategy.

TASKS	ACTIVITIES
Task 2: Lecture	<p>The trainer introduces agricultural marketing both in the public and private sector, using a lecture method. These concepts are procurement and distribution through the Food Corporation of India and inefficiencies in the current system.</p> <p>The trainer then explains the salient features of the three Acts: Farmers' Produce Trade and Commerce (Promotion and Facilitation) Act, 2020, Farmers (Empowerment and Protection) Agreement on Price Assurance and Farm Services Act, 2020, and Essential Commodities (Amendment) Act 2020 using a presentation. The trainer can encourage the participants to share the doubts and concerns in this session.</p>
Task 3: Dot voting	<p>The trainer will use the dot voting activity to introduce a hands-on and practical way to explore techniques to develop FPO products' pricing. Before starting this activity, the trainer will elaborate on a few pricing methods to fix a few select products from the FPOs, such as geographical pricing, discounts, and discriminatory pricing.</p> <p>After elaborating the concepts, the trainer will divide the participants into a few smaller groups. The trainer will select up to 3 products the participants are familiar with and put them on the charts. Each group will first discuss among themselves and then put as many dots as the participants in that group choose to vote for that given pricing strategy for the product.</p> <p>At the end of the session, the trainer will count the dots and write the numbers against the pricing factors. A representative from each group will explain the reasons for giving maximum votes for each of the three select products.</p>
Task 5: Q&A	<p>The trainer encourages the participants to ask questions on presentations by different groups and the pricing strategy. The trainer wraps up this session by summarizing the key learnings.</p>

Questions for Discussion

The trainer can use the following trigger questions to engage participants in a discussion within the broad framework of the session:

- i. Ask the participants to share the salient features of the reforms brought in through three Acts in 2020.
- ii. Ask the participants to identify and share one pricing strategy that they feel can't be applied for their products and why.
- iii. Ask the participants to share their learnings on dealing with private institutional buyers.

Background Reading

Resource Material for Capacity Building of Board of Directors (BODs). Business segment, product planning and marketing – Demand and competition analysis, product mix planning, pricing, market strategy and business innovation. Session VI.

Teaching Note: BOD Training Module

Undertaking Financial Planning for FPO Business

Synopsis

After Session VI, Session VII equips the participants with knowledge and practice to develop financial planning for their FPOs. In particular, the participants will explore the technical concepts used in financial planning and business plan, including on the following topics:

- i. Preparing budget with a clear focus on costs, revenues, and profits; understanding, assessing, and managing working capital requirements; investment capital or term loans, typical terms and conditions, and documentation requirements.
- ii. Sources of finance for FPOs (equity/own capital in the form of reserves or surplus/grants/schemes/donor agencies/debt financing); and financing options suitable for early-stage FPOs.
- iii. Breakeven analysis; preparation of an operational plan and activity schedule

Target group

BoDs

Learning Objectives

After completing BoD Training Module - Session VII, the participants can:

- i. Develop an understanding of the technical concepts of financial planning
- ii. Interpret a select set of financial statements with the peers
- iii. Develop a pathway to advance the understanding of other financial concepts

Teaching Strategy

TASKS	ACTIVITIES
Task 1: Session objective	Using a chart, the trainer will explain the learning objectives mentioned above. A three-step teaching strategy is recommended for this session.

TASKS	ACTIVITIES
Task 2: Group reading and presentation	<p>It is recommended that the facilitator organize the participants into several smaller groups as required.</p> <p>Then, the facilitator uses a combination of Group Reading and Class Presentation as a teaching strategy. At least two days before the session, each group is given an FPO's financial plan document that is an excellent example of what the module covers.</p> <p>All members of the groups read the financial plan document they have been assigned. In the session, members present, in sequence, the different parts of the financial plan - costs, revenues, profits, sources of finance, convergence, and licenses and permissions.</p> <p>No one member must do all the presenting. Members from the other groups can ask questions to understand the report better.</p> <p>In this way, each financial plan is read and presented step by step. This activity ensures that all members take part in reading and summarising the report/output.</p>
Task 3: Individual practical activity	<p>After this, the facilitator hands out a printed template for a simplified financial plan of an FPO. Each participant is required to make certain assumptions, work out the calculations, and fill the template.</p>
Task 4: Interactive lecture activity	<p>Finally, the trainer uses the interactive lecture to make a comprehensive presentation of a financial plan's components, the concepts involved, the process, and financing sources, including schemes designed to facilitate credit linkages for FPOs.</p>
Task 5: Q&A	<p>The trainer will facilitate a Q&A session on this topic and conclude the session after summarizing the key learnings.</p>

Questions for Discussion

The trainer can use the following trigger questions to engage participants in a discussion within the broad framework of the session:

- i. Ask the participants to share their understanding of the key terms used in financial plans.
- ii. Ask the participants to explain a cash flow statement to the peers.
- iii. Ask the participants to share specific aspects of a financial plan they find difficult to understand.

Background Reading

Resource Material for Capacity Building of Board of Directors (BODs). Financial planning for FPO business. Session VII.

Teaching Note: BOD Training Module

Role of BoDs: Management Information System (MIS) & Internal Performance Assessment Tool

Synopsis

Session VIII focuses on MIS's usages in financial and accounting, human resources, and FPO operations' socio-economic aspects. FPOs also use MIS for their monitoring and compliance. Session VIII includes a tool for the performance measurement and grading of FPOs.

Target group

BoDs

Learning Objectives

After completing session VIII, the participants can:

- i. Learn about utilizing MIS in managing FPO operations.
- ii. Learn how to use MIS to ensure compliance.
- iii. Get hands-on practice in using a standard FPO performance measurement tool.

Teaching Strategy

TASK	ACTIVITIES
Task 1: Session objectives	Using a chart, the trainer will explain the learning objectives of the session, as described above.
Task 2: Introducing MIS for FPOs	<p>The trainer shall identify one or two dashboards (MIS) of an FPO or a cluster ideally in the same region where CBBO operates. At the beginning of the session, the trainer will walk through the online MIS and explain each MIS indicator to the participants.</p> <p>The online demonstration will also highlight how the MIS indicator can help understand financial and human resources in FPOs and make day-to-day operational decisions.</p> <p>The trainer can then conduct a Q&A session with the participants to explore the practical usage of such MIS indicators for the FPOs supported by the CBBOs.</p>

TASK	ACTIVITIES
Task 3: Compliance	<p>After the shouting game, participants return to the next activity focusing on using MIS for compliance. For teaching compliance for an FPO, the trainer can use 4Cs. The 4C game helps participants to gather and organize information about any subject using four common vital concepts. To play the game, we will need a flipchart, markers, and post-its.</p> <p>The trainer will draw a 2 by 2 matrix on a large flipchart and write 4Cs in each box – components, characteristics, challenges, and characters. The trainer will then mention the type of compliances and ask the participants to say their components, characteristics, challenges, and characters. The trainer will discuss the points participants mention and write in the relevant box in the 4C matrix.</p>
Task 4: Performance Assessment	<p>In this session, the participants will get into four groups, each with 5 to 7 participants. Each group will receive a printed NABARD performance assessment tool. Based on their own FPOs, the participants will mark their assessment on the sheet.</p> <p>The groups will then select their representatives, who will then present their performance assessment. All the participants will then ask questions on the rationale for such gradation by the group.</p>
Task 5: Q&A	<p>The trainer will summarize the essential learnings in this session. The trainer will facilitate a Q&A session.</p>

Questions for Discussion

The facilitator or trainer can use the following trigger questions to engage participants in a productive discussion or debate within the broad framework of the session:

- i. Ask the participants to share their experience of using data to making decisions.
- ii. Ask the participants to share the difference between online MIS and offline MIS tools (such as excel sheets).
- iii. Ask the participants to raise their hands if they had taken part in any performance assessment exercise in the past. Ask one or two participants to share their experience of conducting performance assessments.

Background Reading

Resource Material for Capacity Building of Board of Directors (BODs). Role of Board of Directors – Management Information system (MIS) & Internal performance assessment tool. Session VIII.

Teaching Note: BOD Training Module

Managing Regulatory and Statutory Compliances

Synopsis

After Session VIII, Session IX equips the participants on the statutory and legal compliance for the FPOs. In particular, the participants will explore the following topics:

- i. Compliances after incorporation of the FPO under the Companies Act, 2013
- ii. Annual compliances under the Companies Act, 2013
- iii. Event-based compliances under the Companies Act, 2013
- iv. References to forms to be furnished by the FPO for undertaking those compliances and penalties
- v. Liabilities for the FPOs under various other statutes

Target group

BoDs

Learning Objectives

After completing Session IX, the participants will:

- i. Become familiarized with the critical compliances required after incorporation, annually, and on events
- ii. Become aware of the legal requirements in addition to the compliance under the Companies Act, 2013 and penalties

Teaching Strategy

TASKS	ACTIVITIES
Task 1: Session objectives	Using a chart, the trainer will explain the session objectives as described above. This teaching strategy uses the lecture method followed by discussions to clarify the doubts of the participants.
Task 2: Lecture	The trainer uses a presentation to present the compliance FPOs required to fulfill under the Companies Act, 2013, and other legal requirements.
Task 4: Q&A	The participants can raise and discuss few questions in this slot. The trainer will wrap up the session by summarizing the key learnings from the session.

Questions for Discussion

The trainer can use the following trigger questions to engage participants in a discussion within the broad framework of the session:

- i. Ask the participants to share some of the FPOs' compliance requirements after incorporating the FPOs.
- ii. Ask the participants to share some compliance requirements on an annual basis under the Companies Act, 2013.
- iii. Ask the participants to name some of the laws FPOs must comply with other than the Companies Act, 2013.
- iv. explain the reasons why the

Background Reading

Resource Material for Capacity Building of Board of Directors (BODs). Managing regulatory and statutory compliances. Session IX.

Teaching Note: BOD Training Module

Networking with the various stakeholders & convergence for FPO business

Synopsis

After Session IX, Session X equips the participants with information on the need and scope for networking and partnership to boost the opportunities for their FPOs. In particular, this session covers the following topics:

- i. Overview of the various types of institutions FPO can network with
- ii. Advantages for FPOs for networking with such institutions
- iii. Developing engagement and relationship with such stakeholders
- iv. Schemes and programs in areas - input management, agriculture credit, production management, output management, risk management, extension management, agri-allied activities, and sustainable agriculture.

Target Group

BoDs

Learning Objectives

After completing this session, the participant will be able to:

- i. Appreciate the advantages of networking with institutions
- ii. Relate to the institutions located in their FPO's areas of operations for networking
- iii. Develop skills to network and manage the stakeholders
- iv. Identify schemes their FPOs can use in advancing their works

Teaching Strategy

TASK	ACTIVITY
Task 1: Session objectives	Using a chart, the trainer will explain the learning objectives mentioned above. The trainer explains the need for networking and its advantages for the FPOs.

TASK	ACTIVITY
Task 2: Mind mapping	<p>The session focuses primarily on making the participants familiar with the plethora of schemes and programs available for the FPOs to leverage. The trainer can take advantage of mind mapping in a participatory manner.</p> <p>The trainer makes 8 main branches of the mind map (input management, agriculture credit, production management, output management, risk management, extension management, agri-allied activities, and sustainable agriculture).</p> <p>Participants can volunteer to name the scheme and the institution that manages the scheme. Participants will then write the names of the schemes and the institutions in the relevant branches. The trainer will then ask the participants to underline the scheme either in red or green based on the likelihood their FPO can get support from the institution or not.</p>
Task 3: Q&A	<p>The participants can raise and discuss few questions in this slot. The trainer will wrap up the session by summarizing the key learnings from the session.</p>

Questions for Discussion

The trainer can use the following trigger questions to engage participants in a discussion within the broad framework of the session:

- i. Ask the participants to share their experiences of networking with institutions in their agricultural activities. Encourage the participants to share their views on networking on behalf of the FPO.
- ii. Ask the participants how they will approach a given stakeholder for building a relationship to fulfill an FPO goal.
- iii. Ask the participants to cite a few schemes an FPO may not participate in the short term. Ask the participants to explain the reasons.

Background Reading

Resource Material for Capacity Building of Board of Directors (BODs). Networking with the Government, technical, market promotion, and private agencies & convergence for FPO business. Session X.

