ADVANCE MODULE-05

BIRD

BANKERS INSTITUTE OF RURAL DEVELOPMENT, LUCKNOW
(Designated Nodal Training Institution at Central Level by GoI under the Central Sector Scheme on Formation & Promotion of 10000 FPOs)

FPOs are growth engine of Indian Agriculture

Trainer's Note

Governance & Management

under

Central Sector Scheme on Formation & Promotion of 10000 FPOs

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CONTENTS

PROGRAM OUTLINE

Program objective	To enable the participants from FPOs and CBBOs to gain an overview of governance and management of FPOs as both member owned organisations and business entities. The module provides an opportunity to explore all aspects of governance of an FPO with the long-term aim of strengthening FPOs to become financially sustainable and responsive to their members.
Duration	Three days
Course content	Roles and responsibilities of CEO and BoDs in 1. Creating member-driven FPOs as successful enterprises 2. Registering an FPO – legal options 3. Understanding various management functions in FPOs 4. Enterprise risks and their management 5. Understanding Compliances 6. Business planning and management in FPOs 7. Essentials of financial planning and management 8. Networking and convergence 9. Monitoring and control systems
Target Participants	Officials of Cluster Based Business Organisations (CBBOs)/ Board of Directors (BoDs)/ Chief Executive Officer (CEO) of Farmer Producer Organisations (FPOs), etc.

TRAINING PLAN

#	SESSION TITLE	DAY	TIME (HOUR)
	Inaugural, Overview of the Programme, Participants' introduction and expectations	1	1.5
1	Creating member-driven FPOs as successful enterprises	1	1.5
2	Registering an FPO – legal options	1	1.5
3	Understanding various management functions in FPOs - role, responsibilities of CEO and BoDs	1	1.5
4	Enterprise risks and their management: Role of key functionaries	1	1.5
5	Systematic conduct of various meetings by FPOs, statutory requirements, agenda, minutes, proceedings, and recent follow up on action points	2	1.5
6	FPO as an enterprise - business planning and management in FPOs - essential functions of BoDs and CEO	2	1.5
7	Essentials of financial planning and management in FPOs	2	1.5
8	Marketing of products and services	2	1.5

#	SESSION TITLE	DAY	TIME (HOUR)
9	Networking and convergence for promoting FPO business	3	1.5
10	Management information system (MIS), internal monitoring and control systems, and audits performance assessment tool	3	
11	Managing regulatory and statutory compliances	3	
12	Golden rules of effective corporate governance of FPOs: Do’s and don'ts	3	
	Action Planning, Feedback and Valediction	3	

Translation of materials: The Sessions on Governance and Management of FPOs contain several legal terms which are best translated to FPO members languages through explanations and examples. The materials should be translated to the language of the participants so that they can easily read and take part in the learning activities.

The Facilitators are encouraged to use up-to-date information from online or other sources– as material provided in the Reading Material can rapidly become obsolete.

Additional Topics: The topic on marketing is not covered in the reading material. The facilitators may refer to the Advanced Training Module on Agricultural Marketing for content.

LESSON 1: CREATING MEMBER-DRIVEN FPOS AS SUCCESSFUL ENTERPRISES

ENHANCING RETURNS TO SHAREHOLDERS

SYNOPSIS

Lesson 1 is to help the Farmer Producer Organisation (FPO) leaders for discovering the ingredients to make their FPOs a successful enterprise. FPOs can emerge as successful enterprises by improving returns to their farmer members and playing their roles through membership drive, engagement, backward and forward linkages.

TARGET GROUPS

Officials of Cluster Based Business Organisations (CBBO), Board of Directors (BoD), and Chief Executive Officers (CEO) of the FPOs would be the target groups of this lesson. The facilitators must not miss the FPOs that are newly inducted into their cohort from this lesson. Apart from those FPO leaders, other FPO staff, including community mobilisers, extension workers, and business members (those providing services such as the suppliers of chicken feed, manures, and seeds, among others) shall be encouraged to participate in the training.

LEARNING OBJECTIVES

After completing this training, the participants shall identify activities beyond the foundational activities that their FPOs have been doing. In particular, they would actively explore demands for backward and forward linkages that their members have and develop mechanisms to fulfill such services.

TEACHING METHODOLOGY

No	AREAS	DESCRIPTION	TIME (Minutes)	MATERIALS
1	Session introduction	Goal setting and presenting session schedule	5	Presentation
2	Exploring FPO purpose	Group activity	40	Screen, Projector, Post-it, Markers, Whiteboard, A4 Paper
3	Solving challenges	Group activity: 1-2-4-All	45	Screen, Projector, Post-it, Markers, Whiteboard, White A4 Paper

TEACHING METHODS AND NOTES

Before organising the training session, the facilitator shall ensure all the materials used in training are available in the local language. The participants need to attend the session after going through the reading materials.

TASKS	ACTIVITIES
Session activities	The facilitator sets the session objectives and then introduces the session participants by outlining the schedule. The use of a printed session outline can save time. In the first course on 'FPO Management,' participants found the activities they take up in their FPOs. In this session, the participants would try to emerge the most relevant and practical activities to maximise the returns to their shareholders. The facilitator shall select a few model FPOs (about 3), each representing a different combination of commodities and value chains. We have given a few examples below: a) Mulkanoor Cooperative Bank- FPO Success Story. Online: https://youtu.be/fNUo5eMDD9o b) GIZ (2019). The Organic Story. Online: https://youtu.be/xz3ACOSU_HQ
Exploring FPO purpose	These model FPOs would help the participants revisit their plans and activities with their FPOs. The revisit would give the participants a chance to redefine the purpose of their FPOs. The participants would try to ask themselves the following three seminal questions: a) What is our job as the FPO team? b) What is our goal? How do we know we have done our job? c) What benefits are we bringing to our shareholders? Participants should form a group, and each participant should 'check-in' their thoughts on those three questions above. In a 'check-in,' each participant would contribute on a thought or an idea to the group. After the check-in process is complete, the team would combine those individual thoughts into collective ones. Each group would get 20 minutes to develop their collective statements. The facilitator shall give warnings on 10 minutes, 15 minutes, and three minutes to a countdown to 20 minutes sprint. Each team would put up their collecting thoughts on a paper on the wall. In the next 20 minutes, the team needs to identify the activities that they would take up in the current and next harvest seasons. Like the previous activity, each

	participant would check in, and the group would make collective statements for the next two seasons on a piece of paper. At the end of the activities, the facilitator would summarise the purpose and activities of each group as individual FPOs. The facilitator would also provide critical assessment and let others ask the questions.
Solving challenges	Every FPO would be facing its own set of challenges. A few challenges would be of local contexts, while the others would come from national and international markets and policies. In this session, the participants need to share the challenges they are facing in running their FPOs. The class shall discuss those challenges to elicit a few solution approaches to select the most practical solution. The class would do a group activity called '1-2-4-all'. This activity would begin with collecting all the challenges on a canvas. Then the facilitator would start by reading out a challenge - such as the 'inability of FPO to access bank loan without collateral'. After that, each participant would self-reflect for a minute to come up with an idea for this challenge. Then the participants would form a pair to screen and select the best solution among their solutions (two minutes). Then the pairs would come together to form a group of four participants to select the best solution. Each group would announce the solution in the class. The facilitator would then help the groups to select the most practical solution for the given challenge.

QUESTIONS FOR DISCUSSIONS

1. Share the key activities that your FPOs have taken up in the last season.
2. How many members have you mobilised so far? How many members have been availing of FPO services in the last season?
3. Share the feedback which you got from the current members.
4. Are you continuing with your membership drive? How are you driving your membership activities?

BACKGROUND READING

1. George, Liju et al. (2021). What's in it for a farmer to be a member of FPO? Online: https://medium.com/bharatinclusion/whats-in-it-for-a-farmer-to-be-a-member-of-fpo-87909f0eb9e2
2. Media4Agri (2020). NABARD promoted "SEEDS Farmers Producer Company Ltd". Online: https://youtu.be/IoueetWKovM

LESSON 2: REGISTERING AN FPO – LEGAL OPTIONS

SYNOPSIS

Participants would learn how to register their FPOs either through the Cooperative Societies Act or the Companies Act. The participants would also discuss 10 principles of corporate governance and their application in the FPO context. They would also identify various issues and challenges in practicing those principles and their mitigation techniques. The participants shall identify several steps to resolve those challenges.

TARGET GROUPS

The lesson would primarily benefit the officials of CBBOs engaged in facilitating the formation of the FPOs and registration. The lessons on corporate governance would also be helpful for BODs and the CEOs of the FPOs.

LEARNING OBJECTIVES

After completing this training, the participants shall select between the Companies Act and the Cooperative Act to register their FPOs. Participants shall also be able to identify the existing deviations from the prescribed corporate governance principles. Further, the session enables the participants to explore the solutions to governance challenges in their FPOs.

TEACHING METHODOLOGY

N	AREAS	DESCRIPTION	TIME (Minutes)	MATERIALS
1	Session introduction	Goal setting and presenting session schedule	5	Presentation
2	Selecting the FPO registration method	Presentation and group activity (Both sides)	40	Timer, Whistle, Canvas, Chat, Marker
3	Overview of corporate governance principles	Presentation	15	Presentation, Projector, Speaker, Television screen (for running videos)
4	Picking up solution	Group activity	30	Charts, markers, whistle, canvas

TEACHING METHODS AND NOTES

The facilitator shall communicate the reading materials well in advance to the session participants. Participants would need the reading materials to be available in their native languages.

TASKS	ACTIVITIES
Session introduction	The facilitator shall explain the purpose of the session. Participants shall also understand the topics to be covered in this session.
Selecting the FPO	The participants would appear in the session after having some familiarity of

registration method	available registration processes. In this session, the participants would take part in an activity to further develop their analytical ability to select a registration method based on the requirements and situations of the FPO. The name of the group activity is ‘both sides.’ At the beginning, the facilitator would provide a list of six to eight factors presenting the dichotomies of registration through the Companies Act and the Cooperative Act. For example, one such factor could be ‘Required documentation in the Companies Act’ versus ‘Required documentation in the Cooperative Act.’ Then, the participants would form groups of three people. From each group, the members would select a participant who would closely resemble the facilitator. That person would act as a neutral participant in the group. The other two participants would take opposing sides (called as ‘left and right’ sides) of the list (they would be called as ‘Advocates’). The facilitator then explains the roles of each triad. The role of the neutral participant is to listen and record the point of view of the left Advocate and right Advocate for each argument. Each Advocate would get about one minute to present their case to the neutral observer for each argument. The facilitator would blow the whistle for each turn. At the end of the argument, the facilitator would randomly select two or more neutral participants to summarise and present the observations by their Advocates. Once the argument is complete, the facilitator would proceed to the following argument.
Overview of corporate governance principles	In this session, the facilitator would make a presentation covering 10 principles. The facilitator can also provide suitable videos to demonstrate an effective way to practice those principles.
Picking up solutions	Since each FPO would have its own unique set of challenges, the participants need to develop an ability to pick up the most practical solution. The name of the group activity is called ‘Three Action Steps.’ The facilitator shall try to assess and identify the common challenges the participating FPOs or groups face ahead of the session. The facilitator would then draw a list of four to five such challenges for probing in the session. At the beginning of the session, the facilitator would present those common challenges. The participants would then form groups to plot their actions in a gap of three months to solve each challenge (for example, in a bar chart). Each challenge would get about four minutes to draw their charts. At the end of the given four minutes, the facilitator would blow his whistle and randomly select two to three groups to present their actions and timeline.

QUESTIONS FOR DISCUSSIONS

1. What are the practical examples of solving some of the challenges we have discussed today? Why do you think those actions worked in your FPOs?
2. What are the areas of improvement in governing your FPOs? Why do you think you have lapsed in some of those areas you mentioned?
3. What are the positive outcomes you have observed in following the corporate governance principles discussed today?
4. Share your experiences based on your registration with the Companies Act or the Cooperative Act.

BACKGROUND READING

1. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Skill Green Global. 2019. Capacity Building of Board of Directors of Farmer Producer Organisation (FPO) – A Trainer's Guide. Online: https://www.nafpo.in/wp-content/uploads/2019/05/Capacity-Building-of-BoDs-of-FPOs.pdf.

LESSON 3: UNDERSTANDING VARIOUS MANAGEMENT FUNCTIONS IN FPOs - ROLE, RESPONSIBILITIES OF CEO AND BODs

SYNOPSIS

The participants know about the roles and responsibilities of the Board of Directors (BoD), Chief Executive Officers (CEO), and their shared responsibilities. Besides them, the community leaders play a crucial role in the FPO functions. In this lesson, the participants explore the interpersonal skills of CEOs. In addition, the participants would also understand a few essential management concepts such as leadership, group dynamics, decision making, conflict management and time management.

TARGET GROUPS

The target groups of this lesson are the officials of CBBOs, BODs, and CEOs of the FPOs.

LEARNING OBJECTIVES

After completing the course, the participants would be able to develop the job descriptions for the key stakeholders of an FPO—primarily for the BoDs, CEOs, and community leaders. The participants also can provide mentoring support in leadership skills, decision making, and other critical management skills that the FPO leadership needs to develop.

TEACHING METHODOLOGY

The facilitator shall ensure that the participants to get the reading materials in their local languages in advance.

N	AREAS	DESCRIPTION	TIME (Minutes)	MATERIALS
1	Session introduction	Goal setting and presenting the session schedule	5	Presentation slides
2	CEO's skills	Group activity: Strength building exercise	45	Canvas, marker, pen, writing pad
3	Leadership skills	Group activity: Leadership advice from role models	40	Presentation and videos

TEACHING METHODS AND NOTES

TASKS	ACTIVITIES
Session introduction	The facilitator shall explain the purpose of the session. Participants shall also understand the topics to be covered in this session.
CEO's skills	In this 45 minutes session, the participants would explore the qualities and skills of individual participants. The facilitator shall explain how the participants

Leadership Skills	would play the activity. The participants would form four to five groups. It would help if the participants sit face to face. Once the facilitator begins the activity, each participant would share two to three qualities and activities they think that are good. These activities and qualities may be related to their work or their personal lives. Once all the participants in the smaller group have completed sharing, other participants would recount the qualities and activities accomplished by their fellow group members. At the end of the group activities, the groups would summarise the qualities and activities that the group members have accomplished. The facilitator would then show the linkages between those participants' qualities and activities accomplished with CEOs' skills. This session needs the participants to identify role models whom they want to follow for leadership qualities and skills? These role models could be fellow farmers, family members, FPO leaders, to name a few. If possible, the facilitator would attempt to connect to the role model to share their advice and stories over a video conference. If it is not possible, the facilitator shall attempt to play the pre-recorded videos of the key leaders.

Note to the Facilitator: The Reading Material under the same title provides the legal compliances related to the roles of BoD members and CEO as well as members, Company Secretary.

QUESTIONS FOR DISCUSSIONS

1. Who are your role models in the farming activities? Explain what you like the most in them?
2. Share one experience of solving a crisis you have faced in your farming activity?
3. Do you ask for help from others? What has been your experience in seeking help? Share your reason for extending your help to others.
4. Tell us how you learn. Share your experience if any of your learning has helped you.

BACKGROUND READING

1. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Skill Green Global. 2019. Capacity Building of Board of Directors of Farmer Producer Organisation (FPO) – A Trainer's Guide. Session 4.1: Introduction to HR and roles of the staff in the FPO operations. Online: https://www.nafpo.in/wp-content/uploads/2019/05/Capacity-Building-of-BoDs-of-FPOs.pdf
2. NABARD Online (2015). Nachalur Farmer Producers' Company: Success Story. Online: https://youtu.be/P3Z7g6G8tEY

LESSON 4: ENTERPRISE RISKS AND THEIR MANAGEMENT: ROLE OF KEY FUNCTIONARIES

SYNOPSIS

Participants in this lesson would explore different types of risks that an FPO would face during its operations. They would also acknowledge the roles that the FPO leadership plays in managing those risks. Thirdly, the participants would learn a list of early warning signs to help them prepare for the impending risks ahead of time.

TARGET GROUPS

The target groups of this lesson are the officials of CBBOs, BODs, and CEOs of the FPOs.

LEARNING OBJECTIVES

After completing this course, the participants shall consider alternate solution approaches to mitigate their FPOs' risks. The FPO leadership would also delegate responsibilities and fix accountability for managing those risks. The course would further help the participants develop mechanisms and insights to read early warning signs for possibly impending risks.

TEACHING METHODOLOGY

Before the session, the facilitator shall ensure that the participants have read the reading materials that are made available in their local languages. The facilitator has used the group activity technique '1-2-4-all' in Lesson 1.

N	AREAS	DESCRIPTION	TIME (Minutes)	MATERIALS
1	Session introduction	Goal setting and presenting the session schedule	5	Presentation slides
2	Risk management overview	Presentation and group activity (1-2-4-all)	45	Screen, Projector, Post-it, Markers, Whiteboard, White A4 Paper
3	Risk management and Early warning signals	Group activity (Role-play)	40	Canvas, Whistle

TEACHING METHODS AND NOTES

TASKS	ACTIVITIES
Session introduction	The facilitator shall explain the purpose of the session. Participants shall also understand the topics to be covered in this session.

Risk management overview	Every FPO would be facing its own set of risks. A few risks would come from the local contexts, while others would come from national and international markets and policies. In this session, the participants must share the following: a) mention and b) prioritise risk mitigation strategies based on their local contexts. The class would do a group activity called '1-2-4-all'. This activity begins with the facilitator listing the risk categories (production, marketing, financial, legal, environmental, technological, operational, and compliance) that the participating FPOs have faced or are likely to face. Then the facilitator would give specific risk scenarios. At first, each participant would self-reflect for a minute to develop an idea to mitigate such risks. Then the participants would form a pair to screen and select the best solution among their solutions (two minutes). Then the pairs would come together to form a group of four participants to select the best solution. Each group would announce this solution in the class. The facilitator would then help the groups to select the most practical solution for the given risk.
Risk management mechanism	In this 20 minute session, the facilitator would help the participants form groups belonging to some actual or fictitious FPOs. If the facilitator has given the real FPO scenario, he or she needs to gather the preliminary information on the risks that the FPOs are facing. The participants would then randomly allocate themselves as the members of the Board and CEO for their CEO. Based on the facilitator's risk case, each participant would first determine their roles as BoD or CEO. They would also write their observation on the chart paper. Further, each participant would list the early signs that they might have detected to avoid those risks. At the end of the session, each group would present the roles they should have played to avoid the risks. They would also present the list of the early warning signals that they received as the risks unfolded. The group would receive feedback from the facilitator and the participants.

QUESTIONS FOR DISCUSSIONS

1. Share your thoughts on the types of risks that you feel you can attempt to mitigate.
2. Share one example where you have taken a successful approach to mitigate the risk that you have faced.
3. If you are the CEO, explain a strategy you would approach with your Board to inform them about an impending risk and recommendations you would make to the Board.

4. If you are a member of the Board, explain your approach to help the CEO and Board to adopt a risk mitigation strategy.

BACKGROUND READING

1. Samunnati (2020). Crop insurance as risk mitigant. Online: https://samunnati.com/crop-insurance-as-risk-mitigant

LESSON 5: SYSTEMATIC CONDUCT OF VARIOUS MEETINGS BY FPOs, STATUTORY REQUIREMENTS, AGENDA, MINUTES, PROCEEDINGS, AND RECENT FOLLOW UP ON ACTION POINTS

SYNOPSIS

In this lesson, the participants shall know the timings for convening various meetings for the producer companies. Some of those meetings require the FPOs to follow the statutory provisions of the Companies Act, 1956. The lesson would also equip the participants with the practical know-how of conducting the Annual General Meeting (AGM), Board of Directors (BoD) meetings, and other meetings.

TARGET GROUPS

The target groups of this lesson are the officials of CBBOs, BODs, and CEOs of the FPOs.

LEARNING OBJECTIVES

While the CBBOs may have exposure to the knowledge and procedure of conducting AGM and BoD meetings, they shall benefit a lot from a demonstration and practice in this training session. The FPO leaders may never have the experience of managing such meetings. After completing this session, they would have practised managing such meetings in various capacities.

TEACHING METHODOLOGY

Before the session, the facilitator shall ensure that the participants have read the reading materials that are made available in their local languages. To prepare for the session, the facilitator would attempt to gather sample documents related to their AGM and BoD meetings from an FPO in and around the region.

N	AREAS	DESCRIPTION	TIME (Minutes)	MATERIALS
1	Session introduction	Goal setting and presenting session schedule	5	Presentation slides
2	AGM Overview	Group activity: Mock AGM	45	Screen, Projector, printed documents
3	BoD Meeting Overview	Group Activity: Mock BoD meeting	40	Screen, Projector, printed documents

TEACHING METHODS AND NOTES

TASKS	ACTIVITIES
Session introduction	The facilitator shall explain the purpose of the session. Participants shall also understand the session topics.
AGM Overview	In this 45-minutes long session, the facilitator and the participants shall enact an AGM of a real FPO. The facilitator shall select the FPO located in the area of the class participants. Ideally, the class shall have a podium, dais, and tables for

	the participants to utilise to enact the AGM. In this round, the participants shall select the Board. The facilitator would then ask the Board to review the sample documents before circulating them among the participants. The Board would also mention the timeline of circulating those documents. Further, the participants would start the AGM by selecting the meeting office bearers. The facilitator and other participants would provide their remarks to improve the conduct of the AGM.
BoD Meeting Overview	In this session, the participants can form two groups to enable each of them to get the BoD meeting experience. The facilitator would give sample agendas from two different FPOs facing different issues and challenges for the BoD to discuss. The facilitator would ensure that the participants are following the procedures. They shall also take up all the items on the agenda to discuss and document the proceedings. The groups would get feedback on the shortcomings and improvisations that they need in conducting BoD meetings.

QUESTIONS FOR DISCUSSIONS

1. Share your experience of conducting AGM and BoD meetings.
2. How do you ensure maximum participation of the members in AGM?
3. Share some of the questions and concerns that the members have voiced in the AGM? If you are a BoD, share how you have come prepared to answer those questions.
4. Share the penalties for non-adherence to the provisions in the Companies Act, 1956 in convening such meetings.

BACKGROUND READING

1. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Skill Green Global. 2019. Session 2. Statutory compliances under Companies Act 1956 and Companies Act 2013 - meetings and registers. In, Capacity Building of Board of Directors of Farmer Producer Organisation (FPO) – A Trainer's Guide. Session 4.1: Introduction to HR and roles of the staff in the FPO operations. Online: https://www.nafpo.in/wp-content/uploads/2019/05/Capacity-Building-of-BoDs-of-FPOs.pdf
2. Balasubramanian, A.V. and K. Vijayalakshmi (2016). Duties, rights and responsibilities: Manual for shareholders, directors & chief executive officers of producer companies. Chennai: Centre for Indian Knowledge Systems. Online: http://www.ciks.org/downloads/Duties,%20Rights%20and%20Responsibilities.pdf
3. APMAS. Set of posters. Legal compliances for a producer company. Online: http://apmas.org/knowledge-management/fpo-bod-self-learning-posters.pdf

4. Bankers Institute of Rural Development, Lucknow (2021). Session IX. Managing regulatory and statutory compliances: Role of Board. In, Resource material capacity building of Board of directors (BoDs) under Central Sector Scheme on Promotion and Formation of 10000 FPOs. Online: https://birdlucknow.nabard.org/wp-content/uploads/2021/02/Reading-Material-BoDs.pdf

LESSON 6: FPO AS AN ENTERPRISE - BUSINESS PLANNING AND MANAGEMENT IN FPOs - ESSENTIAL FUNCTIONS OF BODS AND CEO

SYNOPSIS

In this lesson, the participants would explore three main aspects of business planning. At first, they would identify the steps for formulating a business plan. Secondly, they would also assess the technical feasibility of executing a business plan. Thirdly, the participants would learn to use a template to document their business plans.

TARGET GROUPS

The target groups are the officials of CBBOs, BODs, and CEOs of the FPOs.

LEARNING OBJECTIVES

After completing the session, the participants would plan their business plan activities, engage professionals and volunteers, and review the process. More importantly, the participants shall select the commodities or services to focus on, in their business planning.

TEACHING METHODOLOGY

Before the session, the facilitator shall ensure that the participants have read the reading materials that are made available in their local languages. The session aims to provide the participants a hands-on training on business planning. The facilitator shall explore the participants' interests in commodities or services to prepare the datasets required to develop the business planning.

N	AREAS	DESCRIPTION	TIME (Minutes)	MATERIALS
1	Session introduction	Goal setting and presenting session schedule	5	Presentation slides
2	Technical feasibility of a business plan	Group Activity: Split and Join	40	Timer, Whistle, Canvas, Chat, Marker
3	Business plan writing	Group activity	45	Timer, Whistle, Canvas, Chat, Marker

TEACHING METHODS AND NOTES

TASKS	ACTIVITIES
Session introduction	The facilitator shall explain the purpose of the session. Participants shall also understand the session topics.
Technical feasibility of a business plan	In this session, we aim to provide the participants a hands-on practice in developing the technical feasibility. The facilitator would make a presentation for 10 minutes outlining the commodity or the service that the group has chosen as their preferred activity today in the class. The facilitator would

	present the case study's business selection, production, processing, and marketing data in this presentation. The participants would first split into three to four groups. Each group would take one of the technical feasibility aspects of the business planning. The first group can use the summary datasheet to assess whether the FPO should select the business activity. The second group can utilise the production datasheet to assess the scope for cost optimisation. The third group can look at all the aspects of processing. The fourth group can take up the marketing. After five minutes, each group would share their findings on their topics within two minutes each. Each group would have a relook at their assessments for three minutes. At the end of their given three minutes, each group would highlight if they had made any changes in their assessments. The facilitator would then summarise and present the datasets and aspects of feasibility to the group.
Business plan writing	In this session, the group would attempt to write the business plan. By this time, the group is familiar with the datasets and the technical feasibility assessments they have completed in the previous session. They would continue to utilise those datasets and assessments in their writing. For this, the facilitator would ensure each group has a participant who is familiar with using a presentation application on their laptop. The facilitator would then give the templates in soft copy, along with the datasheets. Each group would get a different section. The group would first present the datasets and their assessment in the business planning format in that section. In the end, each group would present its business plan to the class. (Alternatively, the Business Plan can be developed on many chart papers, using Post-It Notes/cards etc.)

QUESTIONS FOR DISCUSSIONS

1. Share the commodities or services that the participants have implemented in their FPOs without developing any business plans. Share the experiences.
2. Share the commodities or services that the participants have implemented with the help of a business plan. Share those experiences.
3. What are the difficulties in understanding a business plan? What efforts have you taken to understand those areas?
4. If an FPO can't write a business plan, what are the alternate ways to do it?

BACKGROUND READING

1. Bankers Institute of Rural Development, Lucknow (2021). Session IX. Conceiving and drafting a business plan. In, Resource material capacity building of Board of directors (BoDs) under Central Sector Scheme on Promotion and Formation of 10000 FPOs. Online: https://birdlucknow.nabard.org/wp-content/uploads/2021/02/Reading-Material-BoDs.pdf.

2. Bankers Institute of Rural Development, Lucknow (2017). Step by step guide to business planning by farmers producers' organisations. Online: https://birdlucknow.nabard.org/wp-content/uploads/2018/01/Step-by-Step-Guide.pdf.

3. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Skill Green Global (2019). Module 5. Business plan of an FPO. In, Capacity Building of Board of Directors of Farmer Producer Organization (FPO) – A Trainer's Guide. . Session 4.1: Introduction to HR and roles of the staff in the FPO operations. Online: https://www.nafpo.in/wp-content/uploads/2019/05/Capacity-Building-of-BoDs-of-FPOs.pdf

4. Cherukuri, Dr Radhika R. et al. (2020). Building operationally sustainable farmer producer organization practitioners' guide for business development planning in FPOs. Hyderabad: National Institute of Rural Development and Panchayati Raj. Online: http://nirdpr.org.in.

LESSON 7: ESSENTIALS OF FINANCIAL PLANNING AND MANAGEMENT IN FPOS

CRITICAL ISSUES FOR BODS AND CEOS

SYNOPSIS

Lesson 7 is to help the FPO leaders and other stakeholders understand the key elements of financial planning and management. Through this lesson, the participants revisit the fundamental financial concepts, learn how to assess working capital requirement and term loan requirement, and understand the various sources of funds for the business finance that FPOs need, including banks and their typical terms and conditions.

TARGET GROUPS

The target groups of this session include officials of CBBOs and the BODs and CEOs of the FPOs.

LEARNING OBJECTIVES

After completing this training, the participants shall be able to state the objectives of financial planning, explain its importance in an FPO's management, define the most important financial concepts relevant to FPO management, elaborate on the different methods to assess working capital requirement, understand term loans and their defining characteristics, and list the seven or eight sources of finance for FPOs. In understanding the sources of finance, the participants would also be able to appreciate finance from rural finance institutions as a distinct class and the extent of documentation that their FPO must maintain and prepare to seek access to such finance. Finally, the facilitator would also discuss the Credit Guarantee finance available for FPOs.

TEACHING METHODOLOGY

N	AREAS	DESCRIPTION	TIME (Minutes)	MATERIALS
1	Session introduction	Goal setting and presenting session schedule	5	Presentation
2	Why financial planning	Interactive lecture	30-35	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper
3	Working capital and term loans: methods for assessing requirement, information required	Interactive lecture	20	Screen, Projector, Post-it, Markers, Whiteboard, White A4

	and typical terms and conditions			paper
4	Sources of finance	Group activity followed by interactive lecture	20-25	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper

TEACHING METHODS AND NOTES

Before organising the training session, the facilitator shall ensure all the materials used in the training are available in local languages. The participants need to attend the session after going through the reading materials.

TASKS	ACTIVITIES
Session activities	The facilitator sets the session objectives and then introduces the session to the participants by outlining the schedule. The use of a printed session outline can save time.
Why financial planning?	After exploring various topics—from FPOs as member-driven organisations to business planning—that provide perspective, orientation, and direction, the participants progress to the next logical step, where they begin to build their management capability with what is arguably the most critical topic—financial planning and management. The facilitator shall use an interactive lecture method to discuss the importance of financial planning and the key concepts. The participants would revisit all the key concepts: a. Cash flows b. Profit and loss statement c. Balance sheet, with assets and liabilities d. Profit and profitability e. Reserves and surplus f. Working capital g. Operating cycle h. Components of working capital
Methods for assessing the working capital and term loan	The facilitator shall continue to use an interactive lecture method to first discuss the assessment of working capital as an important part of financial planning and management. The facilitator would then introduce two methods to assess the working capital requirements— Operating Cycle Method and

requirements	Turnover Method.
	After covering the assessment of working capital, the facilitator would focus the participants on the assessment of term loan requirements and the terms and conditions such loans come with.
Sources of finance for FPOs	Having reinforced the fundamental concepts of enterprise finance and introduced the method to assess working capital and term loan requirements, the facilitator gives a small group activity. Participants are asked to form small groups of five each. In five to ten minutes, the groups are asked to write down the different sources of finance for FPOs. After the time limit is over, the facilitator selects and asks the groups, one by one, to list one source. After the participants have contributed different options, the facilitator runs through the list and then introduces the different sources as listed in the reading material, one by one.

QUESTIONS FOR DISCUSSIONS

1. What is financial planning?
2. Why is financial planning important?
3. What are the important concepts in finance?
4. What are the differing expectations of the range of organisations which give funds for FPOs?
5. How would you assess that how much capital an FPO needs for different requirements?

BACKGROUND READING

1. Please add the link to BIRD’s advanced Module on Financial Planning
2. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Skill Green Global (2019). Module 5. Business plan of an FPO. In, Capacity Building of Board of Directors of Farmer Producer Organization (FPO) – A Trainer’s Guide. . Session 4.5: Basics of Finance: Budgeting, Working Capital, Cash flow; Raising funds; Managing share capital; Investment financing. Online: https://www.nafpo.in/wp-content/uploads/2019/05/Capacity-Building-of-BoDs-of-FPOs.pdf

LESSON 8: MARKETING OF PRODUCTS AND SERVICES

CHALLENGES & STRATEGIES FOR FPOs

SYNOPSIS

Lesson 8 is to help the FPO leaders and participants understand the agriculture market scenario and techniques of developing an FPO's marketing capability—the most critical capability for any business. Participants begin this learning by becoming more familiar with the scenario of marketing of agri produce and the role of FPOs in it. From here, the participants are encouraged to take a customer-centric approach to understand the nature of demand, customers' needs, and the tools they would have to use for marketing.

TARGET GROUPS

The target groups of this lesson include the officials of CBBOs, BODs, and CEOs of the FPOs.

LEARNING OBJECTIVES

After completing this training, the participants shall better understand the key aspects of agricultural marketing, the existing structure and scenario, and the emergence of new patterns and models in the market. Participants would understand the key players (producers, middlemen, wholesalers, retailers, marketing societies, arthiyas, merchants, traders, different agencies, and numerous government institutions) which have been established at the Centre and in states.

TEACHING METHODOLOGY

N	AREAS	DESCRIPTION	TIME (Minutes)	MATERIALS
1	Session introduction	Goal setting and presenting session schedule	5	Presentation
2	Existing Scenario	Interactive lecture	40	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper
3	Understanding the demand estimation and customer needs	Group discussion with a brief presentation	20	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper
4	Marketing and	Group discussion with a brief	20	Screen, Projector,

promotion	presentation	Post-it, Markers, Whiteboard, White A4 paper

TEACHING METHODS AND NOTES

Before organising the training session, the facilitator shall ensure all the materials used in the training are available in local languages. The participants need to attend the session after going through the reading materials.

TASKS	ACTIVITIES
Session activities	The facilitator sets the session objectives and then introduces the session to the participants by outlining the schedule. The use of a printed session outline can save time.
Existing scenario	The agri marketing ecosystem is a complex and challenging one to operate in. The FPO leaders must first understand the ecosystem well, so that they are able to identify suitable opportunities to pursue. As an important part of identifying the opportunities, the FPO leaders must learn to appreciate the customer-centric perspective and estimate demand and its critical dimensions/qualities. This understanding becomes the foundation for the application of marketing methods and tools. The facilitator must spend half of the session duration walking with the participants through the agri marketing ecosystem—covering the formal and informal channels as also the state entities involved in agri marketing.
Estimating the demand and customer needs	Following this walk through of the complex landscape of agri marketing, the facilitator must focus the participants' attention on the customer who is the focal point of any business. How can a participant estimate the demand with a fair degree of accuracy and also describe the nature of the demand in a way that any business can make the decisions and plans required for the different activities that constitute marketing.
Marketing and promotion of products	Note to the Facilitator: This task has to be expanded based on reading material to be shared for these topics: 1) Estimating demand and customer needs and 2) Marketing and promotion of products

QUESTIONS FOR DISCUSSIONS

1. What do you know about the agri markets in India?
2. What do you know about the markets for inputs?
3. What do you know about the markets for outputs?

4. Who are the different categories of stakeholders engaged in agri markets?
5. What role does the government play in agri marketing?
6. How would you estimate demand?
7. How would you define customer needs?
8. How would you select target customers?
9. How would you market to the target customers?

BACKGROUND READING

1. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Skill Green Global (2019). Module 5. Business plan of an FPO. In, Capacity Building of Board of Directors of Farmer Producer Organization (FPO) – A Trainer's Guide. Module 2: Marketing and Networking. Online: https://www.nafpo.in/wp-content/uploads/2019/05/Capacity-Building-of-BoDs-of-FPOs.pdf

LESSON 9: NETWORKING AND CONVERGENCE FOR PROMOTING FPO BUSINESS

WHAT ROLE CAN DIRECTORS AND CEOS PLAY?

SYNOPSIS

Lesson 9 is to help the FPO leaders understand institutional development and business growth through networking and convergence.

TARGET GROUPS

The target groups include the officials of CBBOs, BODs, and CEOs of the FPOs.

LEARNING OBJECTIVES

After completing this training, the participants shall be able to assess the networks that their FPOs currently have. Then, using the stakeholder analysis, they would be able to identify the stakeholders with whom the FPOs need to develop in line regarding the vision, purpose, and strategies. Following this, the participants would understand what it takes to build mutually beneficial relationships and networks that make a big contribution to the success of their FPOs.

TEACHING METHODOLOGY

No	AREAS	DESCRIPTION	TIME (Minutes)	MATERIALS
1	Session introduction	Goal setting and presenting the session schedule	5	Presentation
2	Learning networking techniques	Understanding the stakeholder analysis, liaising, and networking	20	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper
3	Institutions and their schemes for FPOs	Listing out the ongoing schemes relevant to FPOs, tapping opportunities for the convergence and dovetailing of the funds	25	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper
4	Stakeholder and scheme convergence	Convergence with the ongoing schemes of GoI and other stakeholders, Preparation of the convergence plan for financial	30	Screen, Projector, Post-it, Markers, Whiteboard, White A4

	and non-financial items	paper

TEACHING METHODS AND NOTES

Before organising the training session, the facilitator shall ensure all the materials used in the training are available in local languages. The participants need to attend the session after going through the reading materials.

TASKS	ACTIVITIES
Session activities	The facilitator sets the session objectives and then introduces the session to participants by outlining the schedule. The use of a printed session outline can save time.
Learning networking techniques	The facilitator can start with a simple interaction. The facilitator begins the interaction with the question: 'To serve your purpose and achieve your FPO's goals, whose support and services do you need and why are they important?' As the participants would provide different responses, the facilitator can capture those details under categories written on the whiteboard. Then, the facilitator asks participants: 'What are the goals of these important stakeholders?' and 'How do you start building a relationship with these important stakeholders?' These questions would set the stage for introducing the method of stakeholder analysis and the options and steps in engaging with stakeholders.
Institutions and their schemes for FPOs	Following the section on stakeholder analysis and planning for engagement with each stakeholder, the facilitator uses the presentation mode to walk the participants through the spectrum of schemes for FPOs, covering input management, production management, output management, risk management, and extension management.
Stakeholder and scheme convergence	After presenting the numerous schemes, the facilitator presents the examples of how FPOs need to understand the convergence of schemes run by different stakeholders

QUESTIONS FOR DISCUSSIONS

1. Outside the FPO, who plays a key role in the FPO's success?
2. In what ways does each of the stakeholders matter for the FPO?
3. How do you build relationships that help the FPO move towards its goals?

BACKGROUND READING

1. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Skill Green Global (2019). Module 5. Business plan of an FPO. In, Capacity Building of Board of Directors of Farmer Producer Organization (FPO) – A Trainer's Guide.

   - Session 3.6: Networking and stakeholder engagement
   - Session 3.7: Special situations where networking skills are required
   - Session 3.8: Methods of Stakeholder Engagement

   Online: https://www.nafpo.in/wp-content/uploads/2019/05/Capacity-Building-of-BoDs-of-FPOs.pdf

LESSON 10: MANAGEMENT INFORMATION SYSTEM (MIS), INTERNAL MONITORING AND CONTROL SYSTEMS, AND AUDITS PERFORMANCE ASSESSMENT TOOL

SYNOPSIS

Lesson 10 is to highlight the importance of concurrent monitoring through well evolved monitoring mechanism in FPOs.

TARGET GROUPS

The target groups include the officials of CBBOs, BODs, and CEOs of the FPOs.

LEARNING OBJECTIVES

After completing this training, the participants shall identify activities beyond the foundational activities that their FPOs have been doing. In particular, they would dynamically explore demands for backward and forward linkages that their members have and develop mechanisms to fulfill such services.

TEACHING METHODOLOGY

No	AREAS	DESCRIPTION	TIME (Minutes)	MATERIALS
1	Session introduction	Goal setting and presenting the session schedule	5	Presentation
2	Monitoring and evaluation of FPO activities	Importance of putting in place a sound monitoring and co-ordination mechanism for an FPO; setting the criteria for the concurrent monitoring	15	
3	Indicators and parameters for monitoring	Important parameters on assessing the functioning and performance of FPOs, rating tools, structured monitoring systems for continuous measurement and improvement	20	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper
4	Developing a robust MIS system for the FPO preferably on an IT	Designing Management Information System (MIS)	15	Screen, Projector,

	platform	Software		Post-it, Markers, Whiteboard, White A4 paper
5	Describing the three-Tier Institutional Monitoring Framework envisaged under the scheme	Structure of Institutional Monitoring Framework (National, State and District)	15	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper
6	Listing and highlighting the assigned roles for various stakeholders along with expectations	Roles and responsibilities of various stakeholders	20	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper

TEACHING METHODS AND NOTES

Before organising the training session, the facilitator shall ensure all the materials used in the training are available in local languages. The participants need to attend the session after going through the reading materials.

TASKS	ACTIVITIES
Session activities	The facilitator sets the session objectives and then introduces the session to participants by outlining the schedule. The use of a printed session outline can save time.
Monitoring and evaluation of FPO activities	The facilitator asks the participants to share their understanding of how to monitor the day-to-day functioning of a newborn entity, and its growth over time. Here, the facilitator must encourage the participants to discuss different types of organizations - an informal business, a company, a government.
Indicators and parameters for monitoring	As the participants share their responses, the facilitator starts grouping different points under clear categories such as Human Resource (HR) and Finance. Then, the facilitator makes a presentation on the concept of MIS and the importance of a well designed and well maintained MIS in the operations and success of an FPO. Using the responses, the facilitator introduces different groups of monitoring indicators for an FPO and also the CBBO. The facilitator would use the foundation provided by this discussion to introduce the tools that have become well established in defining the performance of an FPO (such as NABARD's FPO Performance and Grading Tool) and the parameters for Management Audit.

Developing a robust MIS system for the FPO preferably on an IT platform	The facilitator, using the content from the reading material, introduces the steps in designing a MIS.
Describing the three-Tier Institutional Monitoring Framework envisaged under the scheme	Following the discussion, the facilitator introduces the concept of Institutional Monitoring and its importance. Then, the facilitator presents the three-tier monitoring framework for the 10,000 FPOs Scheme, comprising of District Level Monitoring Committee, State Level Consultative Committee, and National Level Project Management Advisory and Fund Sanctioning Committee.
Listing and highlighting the assigned roles for various stakeholders along with expectations	At every level, the facilitator explains the composition of each committee and its roles and responsibilities. This is to ensure that each FPO and CBBO is appropriately monitored for their own success and that of the 10,000 FPOs scheme, which is an important strategy for transforming the lives of India’s farmers.

QUESTIONS FOR DISCUSSIONS

1. How do you monitor the health and success of any creation or organisation over time?
2. How do you monitor the progress of a business?
3. How do you monitor the progress of an FPO?

BACKGROUND READING

Bankers Institute of Rural Development. n.d. “Session X: Management Information System (MIS) and Internal Performance Assessment Tool.” In *Resource Material: Capacity Building of Board of Directors (BODs) under Central Sector Scheme on Promotion & Formation of 10000 FPOs*, 76–84. https://www.zotero.org/groups/4505676/fpo/items/QS72SWV6/library.

LESSON 11: MANAGING REGULATORY AND STATUTORY COMPLIANCES

SYNOPSIS

Lesson 11 is to help the FPO leaders understand the provisions under different acts and imbibing a legally compliant approach in management of FPOs.

TARGET GROUPS

The target groups include the officials of CBBOs, BODs, and CEOs of the FPOs.

LEARNING OBJECTIVES

After completing this training, the participants shall be able to list various laws that apply to FPOs, list the different statutory and regulatory compliances under different acts, pay attention to the idea of a compliance calendar with the due dates for different compliances, and highlight the importance of their responsibility in ensuring compliance.

TEACHING METHODOLOGY

No	AREAS	DESCRIPTION	TIME (Minutes)	MATERIALS
1	Session introduction	Goal setting and presenting the session schedule	5	Presentation
2	Understanding various Acts applicable to FPOs	Regulatory frameworks under various acts pertaining to performing businesses of an FPO viz., Companies Act, 2013; CGST Act, 2017; Coop-Societies Acts etc.	20	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper
3	Explaining Statutory and regulatory compliances under relevant legal Acts	Describing the framework and type of compliances; Penalties for delays in filing returns and compliances; Variation of the compliances for different types of acts; Day to day operation guidelines for the statutory compliances; Statutory licenses for different business operations like trading,	20	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper

		manufacturing and services		
4	Explaining and listing of various statutory statements with due dates	Statutory statements, returns and compliances with due dates	20	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper
5	Underlining the role of CEOs and BoDs in compliance management	Instituting systems and procedures along with monitoring mechanism for compliance management	20	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper

TEACHING METHODS AND NOTES

Before organising the training session, the facilitator shall ensure all the materials used in the training are available in local languages. The participants need to attend the session after going through the reading materials.

TASKS	ACTIVITIES
Session activities	The facilitator sets the session objectives and then introduces the session to participants by outlining the schedule. The use of a printed session outline can save time.
Understanding various Acts applicable to FPOs	The facilitator starts by asking the participants what compliance means. After participants respond with different answers, the facilitator defines regulatory compliance. Then, the facilitator explains compliances under the Companies Act, 2013. Specifically, the facilitator discusses the table of rules and regulations for FPCs, as provided in the reading material.
Explaining Statutory and regulatory compliances under relevant legal Acts	Through an interactive lecture mode, the facilitator helps participants to understand compliances immediately after incorporation, annual compliances, and event-based compliances. The facilitator also runs through the comprehensive list of statutory registers and forms that the registers relate to.
Explaining and listing of various statutory statements with due dates	In this section of the session, the facilitator covers the compliance calendar listed under the table titled ‘Major statutory forms to be filed with Registrar of Companies (ROC) under the Companies Act’ presented in the reading material. Then, the facilitator covers the table titled ‘Annual Compliances for Private Limited Company including Producer Company’ presented in the reading material. Further, the facilitator discusses the various other relevant compliances under different laws (taxes including Tax Deduction at Source

(TDS) and Goods and Services Tax (GST), labour, food etc.) The facilitator also helps the participants to understand what are a compliance failure and the actions and penalties they attract.

QUESTIONS FOR DISCUSSIONS

1. What is compliance?
2. What compliances are you subject to as an individual?
3. What compliances are companies responsible for?

BACKGROUND READING

1. Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Skill Green Global (2019). Module 5. Business plan of an FPO. In, Capacity Building of Board of Directors of Farmer Producer Organization (FPO) – A Trainer's Guide. MODULE 2- STATUTORY COMPLIANCES. Online: https://www.nafpo.in/wp-content/uploads/2019/05/Capacity-Building-of-BoDs-of-FPOs.pdf

LESSON 12: GOLDEN RULES OF EFFECTIVE CORPORATE GOVERNANCE OF FPOs: DO’s and DON'TS

SYNOPSIS
Lesson 12 is to help the FPO leaders understand the principles underlying Corporate Governance.

TARGET GROUPS
The target groups include the officials of CBBOs, BODs, and CEOs of the FPOs.

LEARNING OBJECTIVES
After completing this training, the participants are able to state why corporate governance is important, list and explain the principles and golden rules of corporate governance, describe the responsibilities of the directors on the board of an FPO and also the Dos and Don’ts.

TEACHING METHODOLOGY

No	AREAS	DESCRIPTION	TIME (Minutes)	MATERIALS
1	Session introduction	Goal setting and presenting the session schedule	5	Presentation
2	Understanding the importance of Corporate Governance	Introduction; need for Corporate Governance; components of Corporate Governance; Benefits of Corporate Governance	30	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper
3	Introduction to the principles and golden rules of corporate governance	Principles of good Corporate Governance; five golden rules of Corporate Governance	30	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper
4	Underlining the key responsibilities of the chief functionaries of FPOs	Responsibilities of Board Of Directors of FPOs- Do’s and Don’ts	20	Screen, Projector, Post-it, Markers, Whiteboard, White A4 paper

TEACHING METHODS AND NOTES

Before organising the training session, the facilitator shall ensure all the materials used in the training are available in local languages. The participants need to attend the session after going through the reading materials.

TASKS	ACTIVITIES
Session activities	The facilitator sets the session objectives and then introduces the session to participants by outlining the schedule. The use of a printed session outline can save time.
Understanding the importance of Corporate Governance	The facilitator begins by discussing the meaning of the term Corporate Governance. Then, the facilitator discusses why good Corporate Governance is important and the benefits it creates for the entities which maintain good governance standards.
Introduction to the principles and golden rules of corporate governance	The facilitator then moves to the next logical discussion - what are the components of corporate governance? In response to this question, the facilitator helps the participants to discover and understand the eight principles and five golden rules of corporate governance.
Underlining the key responsibilities of the chief functionaries of FPOs	Since the Board is the body constituted to be answerable to the general body and lead the organisation in a compliant manner with good corporate governance, the role of the board becomes critical. As the participants are new to the role of a Director of an enterprise, it is important that the Board members understand what they should do and what they should not do. In line with this, the facilitator helps the participants to understand the responsibilities of a Board member and the CEO and also the Dos and Don'ts.

QUESTIONS FOR DISCUSSIONS

1. What do we expect of an organisation such as a company or a government body or a voluntary organisation?
2. What do we consider as a good organisation?
3. What do we consider as a bad organisation that is not well run?
4. How do we define the standards that define how an enterprise is governed?

BACKGROUND READING

1. Bankers Institute of Rural Development, Lucknow. n.d. *Resource Material: Capacity Building of Board of Directors (BODs) under Central Sector Scheme on Promotion & Formation of 10000 FPOs*. Lucknow: Bankers Institute of Rural Development. https://www.zotero.org/groups/4505676/fpo/items/7FA5JAMB/library.

2. Cherukuri, Dr Radhika R., Dr Nithya VG, Dr Divakar R, and Baburao R. 2020. *Building Operationally Sustainable Farmer Producer Organization Practitioners' Guide for Business Development Planning in FPOs*. Hyderabad: National Institute of Rural Development and Panchayati Raj. https://www.zotero.org/groups/4505676/fpo/items/L3BD5FXA/library.

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