



ENTERPRISE COMMUNITY PROFESSIONALS

TRAINING MANUAL





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VAAZHNDHU KAATTUVOM PROJECT

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1

Introduction to the Training Manual

1. Prelude

The Vaazhndhu Kaattuvom Project (VKP), which is implemented as an advancement of already promoted livelihood development programme has the major component of promotion of producer collective for the economic development of small and marginal producers. To effectively implement this component and to sustain the initiative, a local person with an interest and ability to facilitate the enterprises are identified and placed as Enterprise Community Professionals (ECP) in each of the village panchayats. The ECP will be placed and graduated as a professional with expertise in enterprise promotion through appropriate capacity building and handholding during the project period. The capacity building will happen in every stage of implementation i.e., during implementation from community, during review meeting from the project team, during interaction with the peers and interaction with the line departments and other stakeholders. The project will facilitate and channelize self-learning process by organising formal capacity building events and other knowledge sharing events like seminars and workshops. As part of the training event to the ECP, the first programme is organised on the role induction and promotion of producer collective. This training manual has been prepared to help the trainers for effective facilitation of ECP induction and orientation programme.

2. The ECP

The ECP's are the main pillars and front-line workers of the project. They are placed in each panchayat with support of the project team and community organizations for achieving the project objectives. They are the face of the project and create image of the project among the community since they are directly dealing with the project beneficiaries on behalf of the project. They are acting as a catalyst between the project and community, and ensuring community participation at all level. Hence, Capacity Building of ECPs plays a vital role in achieving the project objectives.



3. The foundation training for ECP's

3.1. The title of the training:

"Foundation training on role induction and promotion of producer collective"

3.2. The participants

All the newly recruited ECP's should attend this programme. Whenever a new person joins during the project period, they should be facilitated to undergo this programme.

3.3. The duration

This programme is scheduled for five days with 6 hours of programme per day.

3.4. The content

Module 1: An overview of Vaazhndhu Kaattuvom Project (VKP)

- Introduction of VKP
- Components of the project - Rural Enterprise Ecosystem Development
- Enterprise Business Plan Financing
- Skills and Jobs opportunities
- Project Management, Results Monitoring & Evaluation

Module 2: Enterprise Community Professionals

- Introduction - ECP and self-realization as enterprise professional
- ECP roles and responsibilities in enterprise promotion both individual and groups

Module 3: Individual Enterprise Development

- Enterprises and classification
- Eco system for the individual Enterprise
- Introduction to Individual Entrepreneurship
- Role of the Enterprise Community Professional in Entrepreneurship Development
- Facilitation role of ECP in Individual Enterprise business plan preparation and Legal registration

Module 4: Promotion of Enterprise Group

- Individual Enterprises and the issues faced by them, finding Solution
- Group enterprises- meaning, definition, objectives, Membership eligibility criteria, structure
- Advantages of Group Enterprises
- EG Formation Steps
- Role of ECP in Enterprise Group promotion and handholding

Module 5: Promotion of Producer Groups

- Introduction of Producer Groups
- Approaches in Formation of Producer Groups
- Steps in Formation of Producer Groups
- Role of ECP in Producer Group
- Byelaw for Producer Groups

Module 6: Promotion of Producer Collectives

- Introduction about Producer collective (PCs)
- Concept of self-governance, organisational structure of PC and role of Board of Directors
- Role of ECPs in Producer Collectives

Module 7: The role of ECP in Skill Development and Job Creation component of VKP

- Introduction and Objectives of Skill Development and Job Creation
- Community Based Training and Skilling Provision – CFS and CSS
- Role of ECP in CFS and CSS

Module 8: Planning, Monitoring and evaluation of ECP

- Introduction and Objectives of Planning and monitoring
- ECPs Performance indicator, reporting process flow and monthly report format

Module 9: Convergence and Government Department schemes

- The role of ECP in convergence of FPO with government schemes.

4. This manual

The ECP training manual has been prepared for the trainers and the master trainers of the ECPs Foundation Training Programme in addition to the operational manual and guidelines prepared for the reference of ECP while implementing the project. Hence the trainers should also refer the operational manual and the project implementation guidelines prepared for the ECP while conducting the programme.

This trainers manual explains the nine modules proposed for the foundation training of ECP. The manual has following content for each of the module

- Trainer notes
- Session objectives
- Session wise schedule,
- Topics
- Duration
- Methods, training materials needed and process
- Learning outcome
- Handouts

5. General instruction for the trainers

- Read the entire Training Manual thoroughly before conducting the training.
- Arrange all the required stationery/supplies for practice sessions.
- Format of training: » Impart knowledge » Demonstrate the application of knowledge » Supervise application by trainees » Monitor trainees.
- Involve each participant through group work.
- Given enough time for practice.
- Review and evaluate each session at the start of next session.

6. Preparation for the training

Block Project Team with the support of District Project Team and Master trainer should prepare an ECP training plan well in Advance. The Training Plan should be communicated to PLF/VPRC and concerned ECPs for their full participation. The Training plan and place of training

details should be displayed in Project Block Office and PLF office. All pre-arrangement work should be done before commencement of the training. Trainer should be well prepared to handle the training sessions with Training Manual, Training Materials, Stationeries, attendance sheets etc.,

7. Training material

This training manual consists of NINE major subject contents. Relevant training materials according to the subject content must be used by the trainer. Training Manual, Flip chart, Case studies, short videos, Charts and Papers, White board marker, Projector, Sketch pens, Chisel Marker pens, etc., to be provided by the Block Team Leader for the training.

8. Training methodology amidst the Pandemic situation

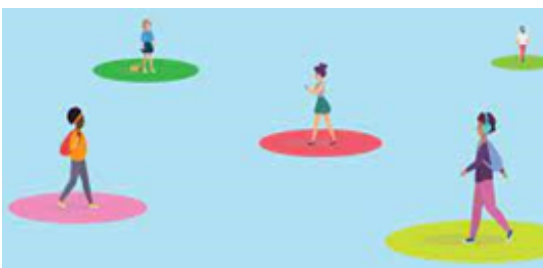
In the pandemic situation, it is not possible to adopt the regular training methodologies proposed in the training manual. Many of the training methodologies involving group work and frequent movements as a group cannot be adopted during this period. Hence it is the responsibility of the trainer to innovate methodology suiting to the context and the intensity of the issue in your place.

Mostly online programme should be conducted, but if the situation permits programmes can be organised in class rooms following the COVID protocol of

- Keeping social distance
- Wearing mask
- Having interaction in open place
- Organising programmes for short-duration sessions.
- Adopting methodologies which does not need group work.

8.1. Online programme

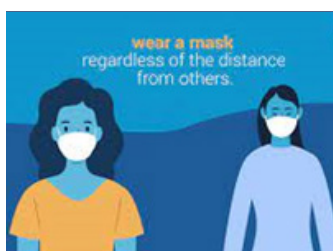
If the situation warrants online programme, the challenge is going to be ensuring the active participation of participants. To ensure this



- Adjusting the training duration by reducing the hours of training per day, but extending the number of days, helps to keep the motivation high

throughout the training

- Keeping videos on during the sessions will ensure a minimum level of interactivity and engagement
- Sharing screens is also a must so that all participants can have a group experience in watching a video or seeing their contributions being typed on the slides (as a way of replacing the use of flipcharts)
- Sending a trainee booklet in



electronic format that can be used as a reference during the training

- Creating a shared drive to post all hand-outs and exercises, organized by day and session
- We can have white board story telling videos for some of the contents
- The chat box could be effectively used by the trainer by asking questions in between and asking them to answer as yes or no.

8.2. Classroom session amidst pandemic

As said above do not adopt group exercises as teaching methodology. The preferable methods could be

- case analysis by individuals and
- role plays by individuals
- Use short videos,
- experience sharing by successful people,
- question and answer sessions
- PPT with animations to create interest on viewing

8.3. In a normal situation

Trainer can use different training methodologies for enhancing effectiveness of learning. Some of the training methodologies are Group work, Lecture, Group discussion & Interaction, Power point presentation, Question and Answers, Games, Role play, short videos and Case studies. Trainer should adopt Appropriate training methodology which is essential for easy understanding of the learner. Trainer should prepare a training content as per training methodology. 30 minutes for group work, 20 minutes for discussion and 10 minutes for reporting is the normal procedure. SWOT, Challenges and Problems, how to overcome challenges, how to solve the problems, how to improve existing business, action plan related to content can be given for Group work. Question and Answer session can be conducted individually or participants are divided into some sub groups and handled.

9. General instruction

- Optimum utilization of Time is very important for the training session.
- Trainer should check the training hall before commencement of the training and ensure that all the tools to be used for training are available.
- Participation of all ECPs in the training as per plan is to be ensured by the Trainer.
- First day training should start with an Ice breaking session.
- All participants are to be divided into groups and routine Group work is to be assigned by making every group to participate in the training sessions. Time keeping, Report writing, Presentations, Group's assignments are to be given for the participants.
- The trainer should respond to all the questions raised.
- Interactive participatory training with opportunity given to all the participants is to be ensured.
- Second and Third day training sessions will start with a review of previous day learning and presentation of report by each group.

10. suggestions for the trainer

A. Managing time

The times mentioned for each activity in this Trainer's manual are only suggestive. You will know your audience best and should be able to judge from their body language when more or less time is needed to meet their learning needs. The goal, objectives and activity steps at the beginning of each topic provide the structure and important content that must be covered. If you lose control of time or audience goes off topic, use your ground rules to get back on topic.

B. Room arrangement

Design seating arrangements in such a way that volunteers can make eye contact with each other and so that you can easily facilitate group conversation. Make sure that participants are comfortable. Ensure that demonstrations can be seen by all. Try to avoid having lines of chairs or long tables. The preference would be for small tables for four to six people, or a u-shaped seating arrangement.

C. Dividing participants into small groups

In order to get participants involved in activities and discussions, the manual often suggests that you divide the participants into several small groups. This allows for physical activity, gets participants engaged and lets them socialize with different groups of participants. You can divide the groups randomly by counting, or by distributing different coloured objects or strips of paper with group names. It is usually a good idea to assign a group leader and note-taker for each activity. This person will need to take notes and report the small group's responses to the larger group. You can assign leaders by choosing the most recent birthday, birth order, number of siblings, shortest name and so on. This is often a good way to involve and re-energize the audience. All participants should have an opportunity during the training to lead a group and to be note-taker.

Taking part in activities and having discussions help participants to learn. Your job is to get participants interested and listen to them with respect and attention. The suggestions below can help you conduct the sessions more effectively.

D. Interaction with the participants

- When a person talks, thank that person for speaking.
- Avoid stopping people while they are speaking. If you must stop someone who is talking too long, politely.
- Encourage as many people as possible to speak. You can help this by saying: "I'd like to hear from someone who has not spoken yet."
- Listen to what people say. Speaking up in a group takes courage. Being listened to increases the speaker's sense of confidence and safety.
- Build the participants' confidence by telling them that in terms of knowing their own communities, they are the "experts" and they need to share their

expert knowledge with you and each other.

- If people give a very short answer, you might want to encourage them to say more. You could say: "That sounds very interesting. Tell us more about that."
- Ensure participants work with partners when the sessions tell you to do so. More people will be able to share their thoughts and ideas when they talk with a partner.

E. Presenting during the sessions

- Know important points so you do not have to read them from the paper.
- Keep the presentation within the recommended time.
- Do not speak too quickly because the participants will not hear everything you say.
- Do not speak too slowly because they might get bored.
- Look at the participants as you give the information. Even if you read the information,
- look up occasionally so that people do not feel ignored.
- After an important point, pause for a moment to let the participants think about it.
- Watch people to see if they look confused. If they look confused, stop and ask if they have any questions. Clarify any points, using different words.

F. Asking questions

- Pause after asking a question to give participants time to think of their answers. Look around the group as you wait for someone to answer.
- If no one responds, ask the same question using different words and pause again, waiting for them to answer.
- Once someone volunteers a response, do not be too quick to go on to the next question. Instead, ask if someone else has something to add to the first response.
- Give participants an opportunity to answer each other's questions.
- Listen to the responses for important points and praise each speaker.

11. Feedback of the training

After completion of all sessions, an interactive quiz competition shall be conducted to know how far the participant have attained the knowledge in the topics discussed. It will be very useful for everyone to recap the entire learning in the 3 days session. Post assessment of training to be conducted by other project staff. Evaluator has to get the assessment form and feedback on the training individually. Model feedback form is attached in the annexure. A review of feedback of participants in the training is to be shared with the District Project Team and decision will be taken based on the feedback.

2

Module 0: Introduction of Participants and the Training Programme

1. Session wise schedule: 60 minutes

Session No.	Name of the session	Contents	Metho-dology	Expected outcome	Materials required	Remarks
1	Introduction of participants	Participants self-introduction and knowing each other,	Game	Knowing each other and relaxing, relieved of shyness and getting comfort for participation	Game materials.	45 minutes
2	Introducing training programme	Training objective, content, timeline, venue details, norms to be followed and working group constitution.	Lecture with the PowerPoint presentation	Overview about the Training programme and norms to be followed	PPT and discussion	15 minutes

2. Session: 1-Welcoming and Introduction of participants

- **Duration of the session:** 45 minutes
- **Session Objectives:** Getting to know each other, draw focus and attention to the training.
- **Session Topic:** Introduction of the participants
- **Training Methodology:** Ice breaking game and Interaction
- **Material required:** Paper with Pair words.

3. Training Process for session-1

The Trainer should make sure that the Guests or Resource Persons invited for the inaugural Session are present on time. The programme should begin with the welcoming of participants, followed by the inaugural address by the Guest. Organise a vote of tanks to the guest and the host organisation. Once the inaugural event is over, the Trainer should begin the session with an introduction to the objectives and modules of the programmes.

Explain them that over the next 5 days you will cover nine modules, including VKP project components and ECPs roles in Promotion and handholding individual and collective enterprises.

Then start with introduction using the game given below.

Game 1. Find your Pair

Objective of the game:

- Introduction about the participants,
- Participants getting to know each other.
- Create attention to the training.
- Prepare pair words and write it in pairs of small chits before the training, like Flower and Garland, Paddy and Rice, Milk and Curd, Tractor and ploughing, Rain and Umbrella, Lock and Key, Groundnut and Groundnut oil etc.,
- Decide the number of pair words based on the number of participants present.
- Begin the session by asking each of the participant to come to the front and pick one chit from the box.
- Once all the participants picked up their chits ask them to tell them louder and find out their pair.
- Ask the pairs of participants to interact for five minutes to introduce each other and get as much as information possible from their counterparts about their personal, family and work experiences in the SHG, PLF /VPRC and experience in enterprise activities.
- After the interaction invite the participants one by one and ask them to introduce / explain about their partner to the forum.

Game 2. icebreaker

1. Say that you will begin with a quick introductory activity, called "Have you ever?"
2. Explain that you will call out different things that may or may not apply to each person. If what is called out applies to a participant, they should run up to the front of the room and introduce

themselves to the larger group. They may also shake hands, bow, or do whatever else may be culturally appropriate. Once they have introduced themselves to the group, they can go back to their seats to wait for the next category.

3. A list of 10 to 15 items should be tailored to the particular group and setting in order to be culturally appropriate and not embarrassing for the participants. Possible "Have you ever?" items include:
 - Have you ever done sales?
 - Have you ever done your village demand and supply?
 - Have you ever prepared a resource map for your village?
 - Have you ever conducted market survey?
 - Have you ever negotiated for a better price?
 - Have you ever reviewed a product or service?
 - Have you ever prioritised your purchase?
 - Have you ever done volunteer work sometime in the last month?
 - Have you ever cooked a meal by yourself for more than 20 people?
 - Have you ever facilitated someone for financial linkages?
 - Have you ever done data analysis in the last six months?
4. Keep asking questions until everyone has been in front of the room at least once and participants begin to know each other's' names. After enough questions have been asked, thank the group for their participation.
5. Explain that now that we know each other to some extent, we will spend our time together exploring approaches to behaviour change and practicing using different methods for delivering.

4. Session – 2: Evolving Training Norms

- **Session Topic-** Introducing the training programme.
- **Session time:** 15-20 minutes
- **Session content:** Introducing the session wise modules of the training programme, details of training venue, norms to be followed in the training and working groups for making more participatory.
- **Method:** discussion and facilitation

5. Handout for the trainer

1. The overall objective of the training programme

- Formally inducting the ECP into the project
- Introducing the project components
- Introducing the project norms for the placement of ECP
- Introducing the roles and responsibilities on the project components

2. Content of the programme: As mentioned in the Chapter 1 of this manual.

3. Norms to be followed by the participants in the training.

- Trainees are to be punctual to the programme.
- Attend the programme daily as per the schedule.
- Should not talk without the permission of the trainer in between the session.
- Should not disturb the sessions by attending phone and by other acts.
- Absence without permission should not be there.
- The participants should come 15 minutes before the session starts.
- Should keep up timing and punctuality in every activity.
- The trainees must actively participate in discussions

4. Constitution of working committees:

To make them more participative and self-regulated, working committees on the following tasks can be constituted with the participants, by inviting them voluntarily join the committees of their preference including:

- Minutes' compilation,
- Time management,
- Food and beverages arrangement and distribution,
- Cultural programme,
- Venue logistics.

3

Module 1: An overview of Vaazhndhu Kaattuvom Project (VKP)

1. Session wise schedule - 120 minutes

Session No.	Session	Contents	Metho-dology	Expected outcome	Materials required	Duration
1.1	Introduction of VKP	Introduction of the project, objectives, beneficiaries, Target, Components of the Project.	Question & answer, Short video and Lecture with the support of Flip chart presentation	Understanding of VKP objectives, beneficiaries of the project.	Short video, Flip chart.	20 minutes
1.2	Components of the project - Rural Enterprise Ecosystem Development	1. A. Inclusive Strategic Investment Analytics and Planning District Diagnostic Study (DDS) Value Chain Analysis (VCA) Participatory Growth Planning (PGP)	Lecture with the power point presentation/ Flip chart presentation	Understanding the District Diagnostic Study (DDS) Value Chain Analysis (VCA) Participatory Growth Planning (PGP)	PPT, white board, marker and Flip chart.	20 minutes
		1.B: Enterprise Development Support Services Appointment of Enterprise Community Professionals- ECPs by PLF One Stop Facility (OSF)	Lecture with the support of Flip chart presentation	Understanding the process of Appointment of ECP and One Stop Facility (OSF).	Flip chart/ PPT,	20 minutes

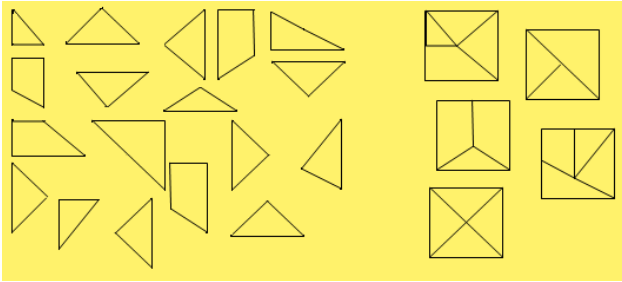
Session No.	Session	Contents	Metho-dology	Expected outcome	Materials required	Duration
		1.C: Enterprise promotion, Value chain strengthening and partnerships Classification of individual enterprises Classification of collective enterprises – EG,PG and PC	Lecture with the power point presentation/ Flip chart presentation and white board.	Understanding the Enterprise promotion, Classification of individual enterprises and Classification of collective enterprises – EG,PG and PC	PPT, white board, marker and Flip chart.	20 minutes
1.3	Enterprise Business Plan Financing	Matching Grant Program Innovative Pilot Projects	Lecture with the power point presentation/ Flip chart presentation	Understanding the Matching Grant Program and Innovative Pilot Projects	PPT and Flip chart.	20 minutes
1.4	Skills and Jobs opportunities	Community Skill Schools (CSS) Community Farm School (CFS)	Lecture with the power point presentation/ Flip chart presentation and white board	Basic understanding the Community Skill Schools (CSS) Community Farm School (CFS)	PPT, white board, marker and Flip chart.	20 minutes
1.5	Project Management, Results Monitoring & Evaluation	Monitoring and Evaluation The objectives of M&E and the implementation structures	Lecture with the power point presentation/ Flip chart presentation	Understanding the project monitoring and evaluation and implementation structure.	PPT and Flip chart.	30 minutes

2.1. Training process:

- After the introduction session, the trainer can start the session by asking the participants whether they are aware of VKP before and allow them to tell what do they know about project. Trainer can ask some questions like project main objects, in your panchayats what are the projects activities going on, any one benefitted with project in your panchayat, what they are doing? likewise ask some questions, they will answer partially. After the pre-discussion and questions answer the trainer can start the session with a presentation.
- Play the short video about the project for the better understanding of the project
- Before the start of the training, the trainer should prepare charts/PPT on the project objectives, beneficiaries, project components etc., and display them in the training hall.
- The trainer can start the session with the presentation after the question & answer session and playing the video. Trainer shall present sessions as per the described methodology. Most of the sessions are PowerPoint presentation or flip chart presentation. The trainer should be ready with the materials both in digital form as well as hard copy. In some places power problem/ projector non availability that time trainer will conduct the sessions with hard copy of flip chart and handwritten charts.
- Wherever possible, important points and action points write on the board, ECP will write in their notebook.
- After the session, the trainer should reiterate the key points and ask the participants about their learnings.

2.2. Game for sharing the rationale behind adopting the producer collective model under VKP project

The broken square game is for the participants to play to understand the importance of producer collective



Instructions

Using thick cardboard, cut out five squares as shown below

1. Either use 5 tables or put out 5 sheets of newspaper on a single table to demarcate working space for each participant.
2. Select 5 participants and make each one sit in front of their table/ newspaper.
3. Participants cannot talk or communicate with each other at all. All the observers should not say anything.
4. Randomly put a few pieces of the broken squares on each persons' newspaper.
5. Instruct the participants using the following sentence: "Make 5 squares using the pieces put out. You can give your piece to another participant (putting it on their newspaper). But you cannot take or ask for a piece from any of them." Do not say anything else.
6. Give them only 5 minutes. Stop after 5 minutes.

Possible scenarios

- A. 2 – 3 participants manage to make individual squares on their newspaper with their pieces or from pieces given by others. They may have also given away some pieces. Once they finish, they sit back and watch what others are doing.
- B. Some participants make small size squares – not the same size
- C. Some participants are completely lost – cannot make any squares – others just watch and don't do anything
- D. Those who have completed watch those who are struggling and try to help by giving them one of their pieces (they break their square in the hope of getting a piece or 2 which will help complete the square).

The first scenario is the most common.

Debrief using the following.

Why group work: • Common goal/objective • Combined effort • Individual sacrifice • Support and empathy • Common achievement Discussion

My square • I have made my square • Only I can do it nobody knows anything around here • Why should I break

my square? • You do it (my table is always clear / empty) • I don't want the difficult piece, you manage it.

Group objective v/s individual objective working as a group is very important to achieve the final goal – not individual achievements at the cost of the overall goal.

Concept Conclusion Everyone in the team has some strengths and some weaknesses. The team can perform well only when the team members recognize and respect each other's competencies and work together rather than try to compete and pull each other down

3. Handouts for the Trainer

3.1. Background

- Tamil Nadu Government has been focusing on poverty reduction since 1983 through socio-economic empowerment of women by establishing the Tamil Nadu Corporation for Development of Women (TNCDW).
- The key strategies for implementation are organizing poor women into Self Help Groups (SHGs) and development of women-based community institutions through financial and livelihood access.
- Tamil Nadu Rural Empowerment and Poverty Reduction Project (TNEPRP) and Tamil Nadu State Rural Livelihoods Mission (TNSRLM) project were launched in 2005 and 2011 respectively and both the projects are supporting the empowerment of the poor and improving their livelihoods by developing, strengthening and synergizing pro-poor community institutions/groups; enhancing skills and capacities of the poor (especially women, youth, differently-abled, and the vulnerable); and financing productive demand driven investments in economic activities.
- The proposed Vaazhndhu Kaattuvom Project (VKP) will leverage the strategies and investments made in the above projects to harness the institutional and knowledge capital for promoting inclusive economic development and growth for a transformative agenda in rural Tamil Nadu.

The VKP development objective is to "Promote rural enterprises, access to finance and employment opportunities".

The project will be implemented in 120 blocks from 26 districts of Tamil Nadu.

3.2. Components

- Business eco system development
- Enterprise's promotion
- Business plan financing and
- Skilling and employment generation

3.3. Role of Producer Institutions

1. Enterprise Group (EG): These are group enterprises formed at the village level that are standalone enterprises not linked to any higher order Producer collective. They are involved in a common production activity utilizing a common

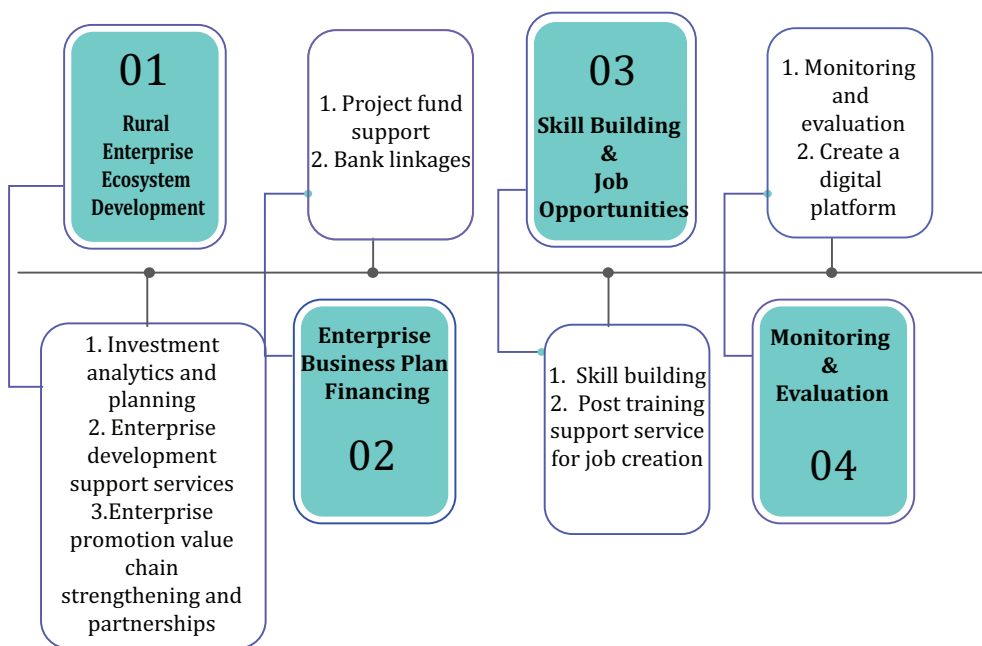
- infrastructure and are directly linked to the market.
2. **Producer Group (PG):** The PGs are formed on the prioritized commodities identified through district diagnostics study by VKP at village level. The Producer Group (PGs) are formed at the village level. The size of PGs may range from 30-150 members. The PGs will work towards productivity enhancement of the producers and also collective procurement and marketing. The Producer Groups are federated together to form Producer Collectives at the block or district level.
 3. **Producer Collectives (PCs)** will have a strong focus on creating value for the producers, not just by means of aggregation, but also with enabling access to technical inputs, finance, extension services and market linkages. The PCs, - estimated to have a membership of 500-

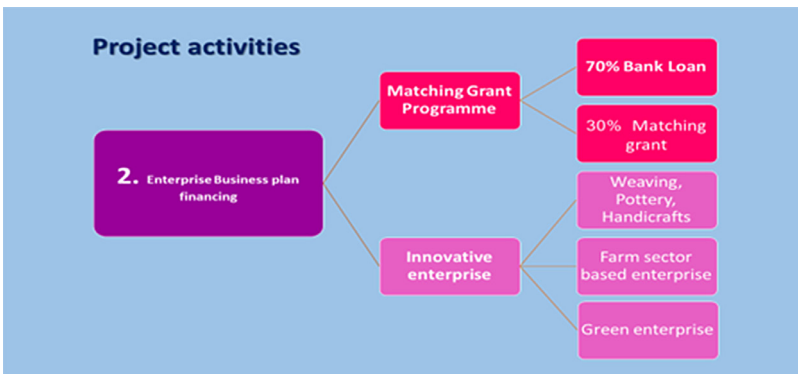
2500 producers, would be a membership-based organizations having representation from the Producer Groups or producers. The PCs will be formed out of the PG representatives or individual producer members involved in various subsectors.

3.4. Implementation structure

- The enterprise promotion activities will be led by the State Project Management Unit (SPMU) at the state level and District Project Management Units (DPMU) at the district level.
- The team from VKP will comprise of one professional head at the State level, one lead person in the district and one person in the Block who will lead Promotion of Enterprise/Producer Groups and Producer Collectives.
- Makamai a Community Professional Learning and

Components of TNRTP





- Training Centre (CPLTC) will play a major role in creating and capacity building of a resource pool of Enterprise Community Professionals (ECPs – local associates).
- The Enterprise Community Professionals (ECPs) will mobilize the producers into PGs at the village level and link them to the One Stop Facility (OSF).

- The One Stop Facility is small business facilitation cum incubation centre established at the block level, through which the rural enterprises can get access to a range of business development services.

4

Module 2: Enterprise Community Professional

1. Session wise schedule - 120 minutes

2	Enterprise Community Professionals	Duration
2.1	Introduction -introduction to ECP and self-realisation as enterprise professional	90 minutes
2.2	ECP roles and responsibilities in enterprise promotion both individual and groups	90 minutes

2. Session 2.1- Introduction to ECP and Exploration of Self as an Enterprise professional

- **Duration of the session:** 90 minutes
- **Session Objectives:**
 - To make the participants understand the concept of Enterprise Community Professional (ECP) in the project
 - Appointment terms and conditions
 - Self-exploration of ECPs as competent professional for Enterprise promotion
- **Session Topic:**
 1. Introduction to Enterprise community professional
 2. Desired Characteristics and traits of an EC
- **Training Method:** Interactive Lecture method and Brainstorming and Group discussion
- **Learning outcome:** participant will understand who is an ECP. Characteristics and traits of the ECPs. Steps and procedure for Grievance Redressal mechanism
- **Material required:** Animal Game cards, Flip chart, PPT, Paper, Projector and Whiteboard & Marker.

2.1 Training process:

Step 1

The trainer should start the session by introducing the session objectives following the pre prepared session plan and get the consent of the participants.

Provide them a recap of the previous sessions related to Tamilnadu Rural Transformation Project and explain How ECPs are going to be involved in the whole process.

Step 2

The trainer should ask the participants to list out the role of community experts in the previous projects and their cadre / positions. Similarly, the roles of a Book keeper, CST, CRPs, CPs. Then trainer should explain about the Enterprise community professional. Operating area of ECPs and their Appointment.

Step 3

The trainer should introduce the desired characteristics and traits of the ECPs to the Participants. Then, divide the participants into THREE groups, each group will assign any one of the following topics Knowledge, Skill and Attitude. Explain them what is mean by Knowledge, Skill and Attitude with sufficient examples. Then, the trainer should ask them to discuss the topic in small group to understand more clarity as professional / facilitator / mentor. Group can be formed using the animal game.

Step 4

After the small group discussion, ask the participants to list out the knowledge, attitude and skill required for an ECP, as generated in their sub-group discussion. Ask them to present and explain each character. Then, the trainer should conclude the session with characters missed out by the participants. This session will help the ECPs to self-realise their roles in the project.

Animal Game

1. Make small rectangular cards of 4 inches by 4 inches of 4 diff. colours. On each colour card write the name of an animal. For example, write cow on the Blue cards, dog on the Pink cards.
2. Don't let the participants see the cards. Keep them facing down after mixing up the colours.
3. Ask each participant to pick up one card only and not to show to anyone.
4. Once they all have their cards, they can then make the sound of that animal (bark for dog, moo for cow etc.) and thus identify other persons with the same sound and animal name.
5. Finally, all will find their group members through this method.
6. The 4 groups are now ready to do their exercise.

Step 5

The trainer should introduce the concept of Grievance Redressal mechanism to the participants. If ECPs have any grievance, what kind of mechanism are available and how the mechanism will work to resolve the grievance.

2.2 Handouts for the trainer for the Session 2.1**Who is a Community Professional?**

In general parlance, Professional is a skilled practitioner with a commitment for public service, who often exhibits high standard of performance, integrity, ethics, and behaviours.

Community Professional is the one who emerges from the community and having exceptional qualities and skills on managing the community organization. They are the one strives to enhance the capacity of people to address their own needs, promotes and works with the community organisations to enhance and sustain the well-being of individuals, families and communities.

Community Professionals are expected to act with integrity, always provide a high standard of service, treat others with respect, take responsibility and have regard for sustainability throughout her work.

Appointment and Placement of ECP

Community Professionals are drawn from the community itself. In the VKP Project, community members who are experienced in community mobilization and have developed service delivery skills are identified, groomed and placed as 'Enterprise Community Professionals (ECP). As mentioned in the previous chapter, the major roles of the ECPs are to mobilize, promote and build individual and collective enterprises and provide field level implementation support to the project.

The operating area

The project will engage one ECP per Village Panchayat through respective PLF to support the activities envisaged by the project.

Eligibility criteria

- Should be a female member, resident of the particular village panchayat. If no suitable / eligible female member is able to be selected, then male members from SHG households of the same village panchayat may be considered.
- The age of the ECP to be selected shall be between 25 to 45 years.
- Should have a minimum educational qualification with a graduate degree in business administration, banking, commerce, social work, agriculture, food science, dairy and similar fields. If candidates from these educational backgrounds are not available, then candidates from other academic backgrounds may be selected.
- Should possess an android phone and have knowledge in operating android applications.
- Preference should be given to persons who already have experience in the field of livelihood and enterprise support activities.
- Should not be an office bearer of any CBOs and should not be an elected representative of the local body.

Characteristics and Traits of an ECP**Competency**

First of all, an ECP is expected and required that she will continuously update her knowledge and skills throughout her work, so that she can always deliver work of the highest quality, in accordance with the expectations of the Project.

Reliability and accountability

ECP should always honour her commitments and can be relied upon to always get the job done – they deliver what they said they would deliver, and on time. But if things are not going exactly to plan, she does not look for excuses but do their best to put tasks and project deliverables back on track. If mistakes are made, she accepts responsibility.

Honesty and integrity

Accountability is closely linked to honesty and integrity, another two qualities expected from an ECP. She should

always tell the truth and never compromise her values. She will do the right thing at all times and in all circumstances, even if it means others will disagree or disapprove.

Self-control

ECP should always exercise self-control at times of conflicts erupts in the field work, she should stay calm and business-like, and she must do everything she can to understand and help resolve the issue, consider the emotions and needs of others.

Flexibility

ECP should be flexible enough to stretch herself to get a task or project finished on time. She should be flexible enough to adjust to any changes that comes up in the middle of the Project implementation. She should devote adequate time for the community work.

Communicative

ECP should have an excellent communication skill, the ability to communicate accurate information to the public in a timely manner and the ability to communicate information in a way that people can understand, and the ability to absorb feedback and information from members.

Influential

ECP should be capable of encouraging members to start businesses, provide ideas for new businesses, motivate other ECPs to do their work better.

Leadership

ECP should possess leadership skills, express it in her day-to-day work. She should lead by example. She should coordinate with people and resource institutes effectively. She should demonstrate honesty and integrity in all the circumstances without deviation.

Knowledgeable

ECP should possess adequate knowledge required to implement the Project activities. She should be aware of various aspects of enterprises, prevailing market situation,

various government and private agencies, government programmes available to tap support in favour of entrepreneurs. She should update her knowledge to handle IT tools like Android Mobile Phone.

Place and procedure of Appointment

After the recruitment by PLF adopting the due process (refer recruitment guideline) proposed by the VKP project the ECP will be formally appointed by the Panchayat Level Federations (PLF) by passing formal resolution at their general body meeting. Panchayat Level Federation, ECP and VKP project will made tripartite agreement for the appointment of ECP which will have the terms & conditions of placement and roles and responsibilities. Apart from this project will also provide guideline to PLF time by time based on the need and growth of the project.

Honorarium

The honorarium to the Enterprise Community Professional will be on deliverable basis for maximum 20 days work per month at the rate of Rs. 250/- per day as their honorarium. Based on the performance indicators and initiatives facilitated by the ECPs, incentives will be extended by the project. This incentive over a period of time will be converted as user/service charges to be paid by the beneficiaries to ECPs beyond project period (the activities/initiatives/performance-based incentive will be worked out by the project based on the emerging needs).

Method of payment

The Enterprise Community Professionals will submit their monthly work report to PLF (Refer Annexure 4). The PLF Secretary will review and verify the monthly report. After the work assessment, honorarium will be directly credited to the bank account of the ECP by the PLF. The actual travel costs will be reimbursed to the ECP for travelling to the block office or DPMU for meetings/training or any other activities. The travel bills can be submitted for reimbursement to the respective BPMU / DPMU. For delivering this coordination assistance, PLF will get a service cost of 5% from the project.

Knowledge	Attitude	Skills
<p>ECP should acquire knowledge on the following areas</p> <ul style="list-style-type: none"> • Basics of Enterprise and Enterprise promotion • Procedure and process of identification of new business • How to prepare Business plan for an enterprise? • Procedure for getting financial assistance for enterprises. • Use of various ICT tools (Android Mobile, computer, mobile applications, internet) • Various government schemes which support enterprises. • Various training institutes and incubation services available in the district. 	<ul style="list-style-type: none"> • Should have interest in encouraging members to start businesses, providing ideas for new businesses, and encouraging fellow ECPs to improve their careers. • Behave honestly and fairly in public. • Knowledge dissemination • Ready to adopt new technology. • Positivity towards resolving troubles • Business Mindset • Belief in Community Oriented processes 	<ul style="list-style-type: none"> • Excellent communication skills. • Ability to coordinate and work with people. • Leadership qualities. • Problem solving quality • Book keeping and record maintenance. • Business planning • Convergence

Termination of Enterprise Community Professionals (ECP):

The agreement of ECPs engaged will be terminated if found with the following delinquency,

- Abstaining from their regular work without prior information to PLF or BPMU.
- Failing to achieve project deliverables/indicators
- Not performing the work allotted to them.
- If involved in any unlawful activity.

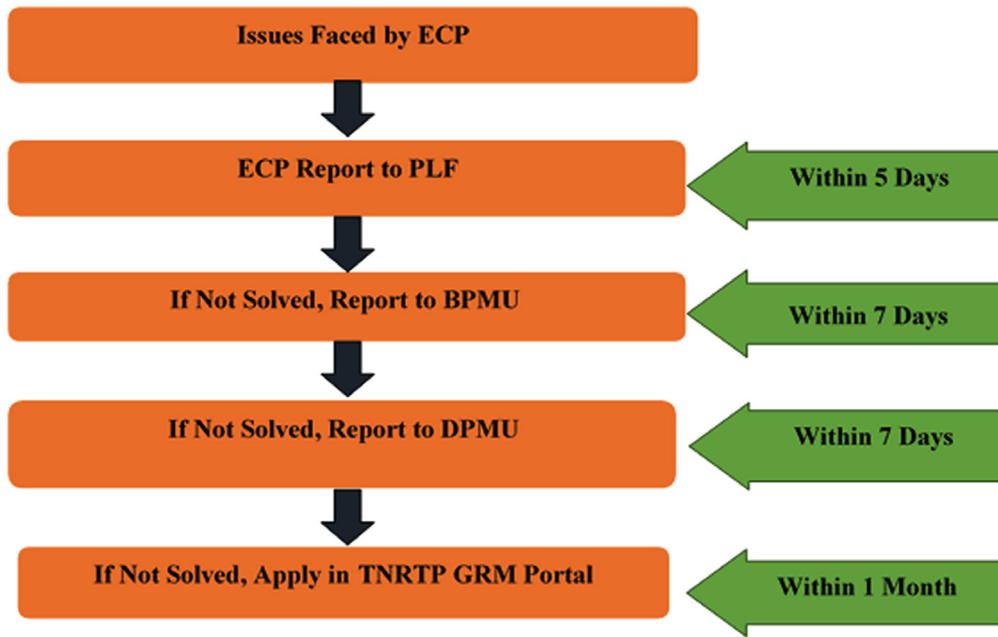
If any issues / misbehaviour found with ECPs

- The block project team will review the issues with concerned ECPs and PLF office bearers.

- The decision made in the BPMU will be forwarded to the DPMU for their approval. District project office will review the cases and take a final decision.
- The PLF will act upon the decision made by the DPMU and communicate to the ECP for further necessary actions.

Grievance Redressal Mechanism

A Grievance Redressal mechanism is in place for the Community professionals to get their concerns addressed. If ECPs have any grievance related to their work in the community and project management they should adopt the following mechanism:



Note:

Separate grievance register is maintained at PLF, BPMU and DPMU. The grievance register will contain report received date, enquiry process, case handled team members, decision, closed date.

3. Session 2.2: Roles and responsibilities of Enterprise Community Professional in VKP

Duration of the session: 90 minutes

Session Objectives:

- To make them clear on the role of ECP in each community organization such as EG, PG, PC and individual entrepreneurs.
- To make aware of VKP and TNSRLM relationship in the project.
- To make the participants understand the role of PLF/ VPRC for ECP in the project.
- Monitoring and Submission of report by ECP.

Session Topic:

- Roles and Responsibilities of Enterprise Community Professionals (ECP) in individual enterprise, Enterprise group, producer group, producer company,
- VPRC, PLF and project related other work.
- ECPs Monitoring and report

Training Method: Lecture with power point presentation, discussion and Group work.

Learning outcome: ECPs roles in Individual Enterprise promotion, Enterprise group and Producer Group and producer collectives, in TNSRLM, in PLF and monitoring & reporting

Material required: Flip chart, PPT, Paper, Projector and Whiteboard & Marker.

3.1 Training process:

Step 1

The trainer should start the session by introducing the session objectives following the pre prepared session plan and get the consent of the participants.

Recap of the previous sessions related to the ECPs characteristics and how they will improve their skill, knowledge and attitude as professional.

Step 2

In this, session, briefly explain the job chart of the ECPs in Individual enterprises and collectives like Enterprise groups, Producer Groups and Producer Collectives through Interactive lecture method and PPTs

Step 3

ECPs need to work with the existing community-based organisation which one promoted by the previous project. PLF / VPRC is the village level federation of SHGs and other institutions. In this session trainer will explain the role of ECP with TNSRLM, PLF and VPRC for various activities of VKP.

Step 4

ECPs Planning, Monitoring and reporting will be given in separate module in this training. Here trainer will introduce

the planning and monitoring concept and very briefly explain the review and planning of ECPs.

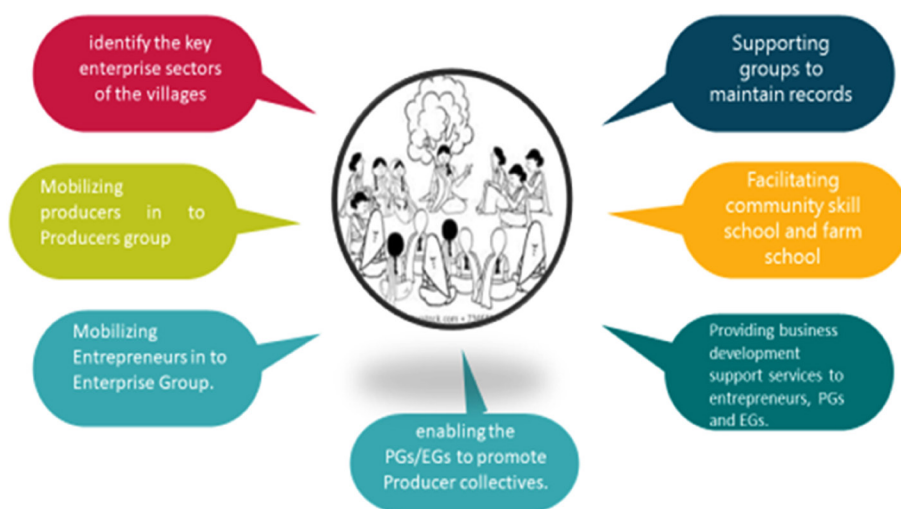
3.2 Handouts for the trainer for the Session 2.2

Roles and Responsibilities of Enterprise Community Professionals (ECP)

ECPs are the Frontline Workers of the Project, who plays an important role in implementing the Project at the Village Panchayat level. They will play

1. Promotional role by mobilising people involved in individual enterprises, organising Enterprise Groups and Producer Groups.
2. Support role in providing business development support services to enterprises with the guidance of OSF
3. Facilitation role in identifying and linking youth for the training under Community Skill Schools and Community Farm Schools
4. Monitoring and reporting role in data generation from Individual Enterprises, EG and PGs for business planning, tracking their progress
5. Financial role in generating applications for Project assistance, repayment of loans to concerned Financial Institutions, Accounts and Book Keeping.

Role of ECP



S.No	Activity	Roles
1	Individual enterprises Nano Micro Small	<ul style="list-style-type: none"> • Identification/ shortlisting the Individual enterprises at village level which will also require assessment of Self-Help Group loan records of the Entrepreneurs, who are seeking enterprise loan • Fact checking of CAP beneficiaries based on MIS available and lead generation for partner FIs. • Disseminate information on project activities to the primary stakeholders. • Providing services to enterprises, to access business development support services with all stake holders (OSF, Banks, Projects, Govt. Department etc.) <ol style="list-style-type: none"> 1. Collection of applications from entrepreneurs 2. Scrutiny of applications. 3. Facilitation support for business plan preparation. 4. Training and capacity building 5. Environmental and Social Management Framework (ESMF) - Facilitating social and environmental appraisals and necessary compliances, implementation • Facilitating access to finance (NEFF or commercial finance); identify the business needs of the enterprise and facilitate connections with functional experts / mentors • Ensuring enterprise records and track its financial transactions • Helping enterprises obtain all necessary licenses and permits help with market linkages (forward and backward); regular handholding support • Follow-up and ensure loan repayments to PLF/VPRC/Partner financial institutions.
2	Collectives: Producer Group	<ol style="list-style-type: none"> 1. Analyse the potential producers in village Panchayat. 2. Mobilization of producers into Producer groups. 3. Facilitate Training to producer groups in convergence with relevant line departments 4. Facilitate preparation of activity plans for the PGs. 5. Facilitate access to business development services and technical trainings. 6. Facilitate integration of safeguards/ESMF requirements (into business plans) and implementation 7. Assist in mobilization of producers for Community Farm School (CFS) Regular handholding of PGs 8. Assist in getting project funding and facilitate assistance from other relevant departments and projects 9. Data collection from PGs, monitoring the existing and newly promoted PGs 10. Build and maintain smooth and working relationship with PCs

S.No	Activity	Roles
3	Collectives: Enterprise Group	<ol style="list-style-type: none"> Analyse the potential enterprises in village Panchayat. Formation of Enterprise Group (EG) Facilitate business plan preparation Support EGs to access business development support services. Assist in mobilization of EG members for community skill school (CSS). Arrange training for EG members. Assist EGs to access project funds and bank linkages Assist EGs to obtain and maintain relevant licenses to run their business. Facilitate integration of safeguards/ESMF requirements (into business plans) and implementation Ensure book keeping and regular audit by the EGs Regular handholding and monitoring of EGs. Data collection from EGs.
4	Collectives: Producer collectives	<ol style="list-style-type: none"> Help PGs to access the business development services from producer collectives Assist PGs to build and maintain relationship with higher order collectives such as PCs, federations, etc. Assist Producer collective in mutual enterprise business support and services.
5	Village Poverty Reduction Committee (VPRC) and Panchayat Level Federation (PLF)	<p>ECP will work jointly with Village Poverty Reduction Committee (VPRC) and Panchayat Level Federation (PLF) for implementing Project activities through above said organisations. ECP is responsible for the field level project implementation and accountable to these organizations. Main activities to be performed by the ECPs are:</p> <ol style="list-style-type: none"> With the support and guidance from BPMU, ECP will train the VPRC and PLF members on VKP project activities and thematic components. ECP will work as field level staff to implement the project activities for the VPRC and PLF Identify eligible vulnerable, tribal and youth to avail project benefits offered by VPRC and identify eligible SHG members to avail project support through PLF Monitor the SHG members'/beneficiaries' whether they promptly repay the loans availed for enterprises activity through CAP/NEFF through VPRC and PLFs Assist in selecting eligible beneficiaries for other activities of the project. Support VPRC and PLF level for maintaining relevant records about the project activities. Prepare success stories of project beneficiaries and submit to VPRC and PLF.

Role of ECP in TNSRLM project

The Vaazhndhu Kaattuvom Project undertakes many project activities in collaboration with various government departments, private sector, and banks for the business development of producers and entrepreneurs. It works with the Tamil Nadu State Rural Livelihood Program to implement the project at the panchayat level. The Tamil Nadu State Rural Livelihood Project has been working for the socio-economic development of its members by forming various community organizations such as Self-Help Groups, Village Poverty Reduction Committee, Panchayat Level Federation and Producers Collectives. Therefore, it is necessary for the ECPs to coordinate with the staff of the Tamil Nadu State Rural Livelihood project at the Block level and the community-based organizations created through the program.

All the beneficiaries of the Vaazhndhu Kaattuvom Project are selected from the Self-Help Group or from their family.

Planning and creating awareness for the implementation of the project at the panchayat level beneficiary selection, conduct of training, formation of producer groups, formation of Enterprise groups, promoting entrepreneurs and other business development activities are carried out at the panchayat level with the help of self-help groups and federations. Hence, the cooperation of the Tamil Nadu State Rural Livelihoods Project is indispensable to implement the Vaazhndhu Kaattuvom Project. Therefore, ECPs should seek the co-operation of TNSRLM staff and community organizations at the panchayat level in carrying out project activities.

The ECPs are going to play an important role as mentor to both the individual and group enterprises. For this to happen, they have updated their knowledge in enterprise development activities, improve their ability to communication and leadership qualities.

5

Module 3: Individual Enterprise Development

1. Session wise Schedule: 240 Minutes

Session No.	Topic of the session	Contents	Metho-dology	Expected outcome	Materials required	Duration
3.1	Enterprises and classification	Enterprise– Definition Classification of Enterprises VKP classification on Individual enterprises Stages in the formation of an Enterprise	Brain storming, Interactive sessions, Lecture, PowerPoint presentation, and group work.	understand the Enterprise– Definition, Classification of Enterprises	Chart paper, PPTs	1 hour
3.2	Entrepreneurs and characteristics	Entrepreneurs Definition and Characteristics of entrepreneurs	Case study and interactive lecture method	Understand the entrepreneurs and their qualities to run successful enterprise	Caselet printouts,	1 hour
3.3	Role of the ECPs in Entrepreneurship Development	Role of the Enterprise Community Professional in Individual enterprise promotion process.	Case study, Interactive lectures with specific examples of individual enterprises	ECP will able to identify the eligible entrepreneurs, gained knowledge in Enterprise promotion process.	Case study, handout, PPT	1 hour
3.4		Role of ECPs Business development services	Power point presentation	ECP will understand the linkage between entrepreneurs and OSF and MGP process	PPT and Flipcharts	1 hour

2. Session 3.1: Enterprises and classification

Duration of the session: 60 minutes

Session Objectives:

- To impart the definition of an Enterprise, classification of enterprises and stages in enterprise promotion.

Session Topic:

- Enterprise–Definition
- Classification of Enterprises
- VKP classification on Individual enterprises
- Steps in formation of an Enterprise

Training Method: Brainstorming, Interactive sessions, Lecture, PowerPoint presentation and group work.

Learning outcome: understand the Enterprise–Definition, Classification of Enterprises and various activities in formation stage and implementation stage

Material required: Flip chart, PPT, Paper, Projector and Whiteboard & Marker.

2.1. Training Process

Step 1

The Trainer shall start the session by introducing the session objectives as per the pre-prepared session plan and get the consent of the participants.

Recap of the previous sessions related to the ECPs roles and responsibilities in enterprise promotions.

Step 2

Trainer shall ask the participants to explain what is an enterprise? Ask the participants to identify the enterprise activities in their locality. Followed by this, the Trainer can list the enterprises for the next steps.

Step 3

Trainer shall add some more enterprise activities and ask the participants to classify the enterprises, based on their own idea. After the small discussion ask one or two participants to present the classification. At the end, the trainer shall explain the three-fold classification (Primary/manufacturing, secondary/business, tertiary/service) of enterprise and explain how it differs from each other with specific examples (refer handouts)

Step 4

Trainer shall introduce different categories of the enterprises based on the following points with comparison with MSME categories

- The investment size of an enterprise
- And the annual turnover of the enterprise
- Here in VKP, in addition to the above, how many employments created

Step 5

1. Trainer then shall ask the participants to write any one of the activities what she knows about the enterprise promotion in a card.
2. Ask the participants to come and pin it on the board
3. Trainer should introduce the two stages of enterprise promotion Preliminary and implementation stages.
4. Ask the participants to fix the cards according to stages.
5. Trainer will explain the two stages in step-by-step activities in the enterprise promotion.

Finally, ask the participants to list out the potential enterprise activities in local area.

2.2. Handouts for the Trainers for session 3.1

Introduction

The major focus of VKP is promotion of individual and collective enterprises, and enhancing their capacities to engage with the markets, financial and technical institutions. The primary role of an ECP is to facilitate promotion of new enterprises and strengthening of existing enterprises run by individuals at Panchayat level.

What is an Enterprise?

Enterprise is a for-profit venture involving trade or service, also, it is more often associated with entrepreneurs. People who have proven success in their ventures are often referred to as “enterprising.”

Types of Enterprises

Based on the nature and type of activity, enterprises can generally be grouped under three sectors such as manufacturing-oriented primary sector, business-oriented secondary sector and tertiary or service sector.



Primary / Manufacturing Sector

Economic activities usually depend on the environment of that specific region. The economic activities in a primary industry revolve around the usage of the natural resources of the planet like vegetation, water, minerals, earth, etc. Major economic activities are harvesting and hunting, fisheries, pastoral activities, mining, agriculture, extraction, and afforestation. Example of enterprises in this sector are:

- Agriculture / Food Products
- Production of livestock, fish, products
- Readymade garments
- Handicraft
- Household appliances



Secondary / Business Sector

Economic activities revolve around adding value to the natural resources by transforming the various raw materials into usable and valuable products. This is done via several processing, manufacturing, and construction industries. Example of enterprises in this sector are:

- Retail wholesale
- Auto spare parts
- Clothing business



Tertiary / Service Sector

Major economic activities include exchange and production. Production usually involves the “provision” of a large range of services consumed on a large scale by consumers. When we talk of exchange, this involves transportation, trade, and communication facilities that are often used to overcome distances. Example of enterprises in this sector are:

- Machinery repair
- Restaurants
- Maintenance of commercial premises
- Building, water pipe maintenance
- Farm machinery rental

Based on the size of investment and annual turnover, the Government of India has classified the enterprises into three categories, Micro, Small and Medium Enterprises that are engaged in the production, manufacturing, processing or preservation of goods and commodities.

Enterprise category	Investment	Annual Turnover
Micro	Not more than Rs 1 crore	Not more than Rs 5 crore
Small	Not more than Rs 10 crore	Not more than Rs 50 crore
Medium	Not more than Rs 50 crore	Not more than Rs 250 crore

Steps for promotion of an enterprise

An enterprise involves a large number of formalities which are grouped under preliminary stage and implementation stage.

Preliminary Stage

Decision to be self-employed

Preparation of Business Plan

Appraisal of Business Plan

Selection of location and site

Scanning the business environment

Selection of idea,
deciding organizational structure

Provisional registration and enquiry
for machinery and technology

Implementation Stage

Statutory license arrangement of finance

Application for financial assistance and
obtaining the building construction

Procurement of plant and machinery,
other fixed assets, power & water

Recruitment of personnel & training

Raw material procurement

Installations, commissioning of plant and
machinery, initiate Production

Marketing

Repayment of loan

VKP Support for Promotion of Individual Enterprises

One of the core components of VKP is Rural Enterprise Ecosystem Development, under which the Project supports individual and collective enterprises. The Project will support individual entrepreneurs running enterprises and wanting to expand or scale up their enterprises as well as persons with interest and willingness to set-up and run a new enterprise. Based on the level of investment, annual turnover and potential job creation, VKP has classified the individual enterprises are into Nano, Micro and Small Enterprises.



Nano Enterprise

Investment: Up to Rs. 5 lakhs

Annual Turnover: Rs 10 to 15 lakhs

Job creation: At least 1 person



Micro Enterprise

Investment: Rs. 5-15 lakhs

Annual Turnover: Rs. 20-25 lakhs

Job creation: At least 8 persons



Small Enterprise

Investment: Rs. 15 - 30 lakh

Annual Turnover: Rs. 25 lakhs - 2.25 crores

Job creation: At least 15 persons

The individuals who fulfil the following eligibility conditions are chosen for the Project Assistance. She should be;

- A member of a self-help group or family member of a self-help group member.
- Interested in business activity
- Willing to create employment through her enterprise
- Eligible person for a bank loan
- Possess business experience

Irrespective of the category, the Project will extend assistance to an eligible enterprise fulfilling these requirements, up to 30% of the investment needed as per the business plan in the form of a back-ended subsidy. The banks will be provided with this subsidy and asked to retain it until the entrepreneur / beneficiary repays 70% of the principal and adjust with the outstanding thereafter, and close the loan.

All the required business development services will be provided through "One Stop Facility Centre (OSF)", which is set up with experts from various fields at Block level. The centre will provide guidance on business development, ideas for new business start-ups, business planning, banking, technical assistance, sector specific consultation, marketing, legal and statutory compliances.

The ECPs will assist the OSF by way of identifying suitable enterprise, generating and forwarding applications, arranging training for the entrepreneurs, preparing business plan for the enterprise, facilitating bank loans to the entrepreneurs. Elaborate roles and responsibilities of ECPs with respect to individual enterprise development are given below.

3. Session 3.2: Entrepreneur and characteristics

Duration of the session: 60 minutes

Session Objectives:

- To impart the definition of an Enterprise, classification of enterprises and stages in enterprise promotion.

Session Topic:

1. Entrepreneur definition and
2. characteristics of the entrepreneurs

Training Method: Case study method.

Learning outcome: Understand the Entrepreneur-Definition, characters and qualities of individual entrepreneurs.

Material required: Case study print out.

3.1 Training Process

Step 1

The Trainer shall start the session by introducing the session objectives as per the pre-prepared session plan and get the consent of the participants.

Recap of the previous sessions about definition of enterprises, classifications and categories of the enterprises.

Step 2

Trainer shall introduce "Murugan tea shop" case study to the participants. Then, ask the participants to work in small groups to list out the characters / qualities identified from this case study and present to the bigger group

Guidelines for Facilitating Case Method

Cases are often used as "vehicles for classroom discussion". Participants should be encouraged to take ownership of their learning from a case. Discussion-based approaches engage them in thinking and communicating about a case. Facilitators can set up a case activity in which participants are the ones doing the work of "asking questions, summarizing content, generating alternatives, offering critical analyses".

The role of the facilitator is to share a case or ask the participants to share or create a case to use in class, set expectations, provide instructions.

- Develop effective questions
- Think about ways to start the discussion such as using a hypothetical example or employing the background knowledge of your participants.

Get participants prepared

- To prepare for the next class ask participants to think about the following questions:
- What is the problem or decision?
- Who is the key decision-maker?
- Who are the other people involved?
- What caused the problem?
- What are some underlying assumptions or objectives?
- What decision needs to be made?
- Are there alternative responses?
- Set ground rules with your participants

For effective class discussion suggest the following to your participants:

- Carefully listen to the discussion, but do not wait too long to participate.
- Collaboration and respect should always be present.
- Provide value-added comments, suggestions, or questions. Strive to think of the class objective by keeping the discussion going toward constructive inquiry and solutions.

Other suggestions

- Try to refrain from being the "sage on the stage" or a monopolizer. If you are, participants are merely absorbing and not engaging with the material in the way that the case method allows.
- Make sure the participants have finished presenting their perspective before interjecting. Wait and check their body language before adding or changing the discussion.
- Take note of the progress and the content in the discussion. One way is by using the board to structure the comments. Another way, particularly useful where there is a conflict or multiple alternatives, is the two-column method. In this method, the facilitator makes two columns: "For and Against" or "Alternative A and Alternative B." All arguments/comments are listed in the respective column before discussions or evaluations occur. Don't forget to note supportive evidence.

In addition to the discussion method, you can also try debates, role-plays, and simulations as ways to uncover the lesson from the case.

Strategy	Useful to...	Role of the facilitator	Participants are asked to...	Upon completion, participants will be able to...
Debate	Develop critical thinking skills and encourage participants to challenge their existing assumptions.	Structure (with guidelines) and facilitate a debate between two completely opposed views. Keep time and ask participants to reflect on their experience.	Prepare to argue either side. Work in teams to develop and present arguments, and debrief the debate.	Work in teams and prepare an argument for conflicting sides of an issue.
Role play	Understand diverse points of view, promote creative thinking, and develop empathy.	Structure the role-play and facilitate the debrief. At the close of the activity, ask participants to reflect on what they learned.	Play a role found in a case, understand the points of view of stakeholders involved.	Describe the points of view of every stakeholder involved.

Step 3

After the presentation of Case Analysis by the participants, trainer should add more characteristics of a successful entrepreneur. Raise a question of what are the challenges faced by the first-generation entrepreneurs? With the responses received from the participants, following points need to be discussed:

1. Lack of timely financial assistance
2. Inadequacy of capital
3. Lack of modern technology suitable for micro-level enterprises

4. Smaller scale and higher cost of production often affects appropriate pricing of products.
5. Lack of skilled manpower required for the enterprise.
6. Lack of clear information about sales and competitors.

Step 4

The Trainer should ask the participants to identify any one the successful entrepreneur known to her and list entrepreneurial characters / qualities she found in her.

S. No	Characteristics	How this characteristic is seen in the entrepreneur
1		
2		
3		
4		
5		
6		

Step 5

Finally, the trainer should wind up the session by sharing tips for strengthening entrepreneurial skills.

3.2 Handouts for the Trainer for Session 3.2

Who is an entrepreneur?

An entrepreneur is an individual who initiates a new enterprise, bearing most of the risks and enjoying most of the rewards. A successful entrepreneur will coordinate the factors of production like land, labour, capital and organisation wisely in her enterprise, encounter the risks boldly and work tirelessly to earn and sustain the profits. Entrepreneurship is the process of designing launching and running a new business.

Characteristics of an Entrepreneur

A successful entrepreneur will possess a few or combination of all the following qualities.

Organising: She should be capable of bringing together the labour, material, machine and money to execute the plans, which necessitates efficient coordination, integration and leadership skills.

Risk bearing: A brave organizer has to shoulder certain insurable and non-insurable risks associated with the enterprise. She should be bold enough to encounter such risks.

Decision making: She should be capable of taking timely and appropriate decision on what, how and how much to produce, based on the demand for the commodity, availability of land, labour, capital and raw materials.

Futuristic: Entrepreneurs should be able to plan and think for the future. He should be able to anticipate possibilities that lie beyond the present.

Innovative: She must be an innovator to survive in the market and to retain the same position for her products. Innovation is influenced by market dynamics and changing consumer preferences. It calls for boldness, confidence and perseverance for an entrepreneur to always seek new ways of doing business.

Responsible: She should always be prepared to take responsibility and possess remarkable skills in organizing work and human resources.

Flexible: Achievement oriented entrepreneurs should be adaptable and flexible to adjust with the changed circumstance

Story for Learning: Enterprise - An Illustration of Murugan Tea Shop

Enterprise is a business activity with certain principles of management, whether it is a small business or a large corporate company, all the business components should be implemented in the same way based on the principles of enterprise management. We can see it from the example below.

For example, Murugan runs a Tea Shop in a Sub-urban area of town. He wakes up early in the morning to buy milk from the village milkman. He buys tea powder, sugar and other groceries at the Pandian grocery store. He buys vegetables from the Kathiravan vegetables shops. Murugan and his wife Sundari work together in the Shop, sharing responsibility of making tea and cooking food. They have employed Ramu, a local youth for supply and supply tea to nearby shops and Government offices. Sales is going on well. Every day Murugan looks at the income and expenditure for the day before closing the shop. He does stock taking of the tea powder, sugar, groceries to check how much is left over, is there a need to buy more for next day, and decide to how much to buy for the next day. What is he doing business for? He is doing for income. He buys milk, tea powder, groceries, vegetables, pays the hotel staff, paying the shop rents, etc... He has to earn more than all the expenses he makes. For that he has to sell more tea and food. Murugan's profit is just what he earns more than he has spent.



Murugan calculates the amount of milk, tea powder and groceries is known as inventory control, based on which he decides the required items (Purchase). Tea, Breakfast, cooking meals are Production activities. From buying groceries to making tea and food to serving customers (Operation Management). Making delicious tea for customers' needs, cooking food, making friendship with the customers and making them permanent customers (Marketing). The name board of the tea stall and display of eatables in front of the shop are advertisements of his business (Advertisement).

Accounting for budgeting, paying salaries, and allocating money to buy goods are all part of Finance Management. Both Murugan and his wife relate well with the worker Ramu to get the jobs done smoothly without any problem (Personnel management). Murugan sees to it that all the work is done properly, that is, General Management. It is the business that combines all these and makes a profit - that is, "Enterprise".

The local Murugan Tea Stall has all the segments of the business of production, operation, marketing, financial management, human resource management and public /customer relation, as is the case with Tata Taj Hotels, a large corporate five-star hotel worldwide.

The difference is that the management methods at the tea stall are not strictly adhered to. So if done properly, the enterprise will prosper. So entrepreneurs need to be knowledgeable about the enterprise and the management methods.

4. Session 3.3: Role of ECP in Entrepreneurship development

Duration of the session: 90 minutes

Session Objectives:

- Role of the Enterprise Community Professional in Individual enterprise promotion process.

Session Topic:

- 1 Support to Existing and New Enterprise,
- 2 Process steps for the assisting individual Enterprise by the ECP

Training Method: Interactive lecture method, Case study method.

Learning outcome: Understand the various steps in existing and new enterprise promotion process.

Material required: Case study print out.

4.1 Training Process:

Step 1

The Trainer shall start the session by introducing the session objectives as per the pre-prepared session plan and get the consent of the participants.

Ask the Documentation Working Committee among the participants to give a recap of the previous sessions about the stages of enterprise formation. In the process, selection of entrepreneur is the most important step. So, ECP needs to know how to conduct an FGD to identify the Entrepreneurs. ECP should act as a counsellor to the identified people to realise themselves as entrepreneurs and they should try to find the answers for the following questions:

- Who am I? What profession do I like?
- What is my family situation? Will my education help in my enterprise?
- What is my strength? What is my weakness?
- Will my economic situation allow me to start a business I chose?
- Will there be cooperation of relatives and friends?
- Am I fully aware of the products or service that I am going to produce?
- How many people have been successful at the same time in the career have chosen?
- Do I have required experience and training to run this business? Is there a training institute nearby that offers courses required for it? How much is the training cost? Can I get this training in shorter time?

Step 2

The Trainer should initiate the discussion based on the previous session about the classification of various enterprises and various steps involved in different stages of enterprise formation. Trainer should ask the participants to frame the questionnaire to assess the existing enterprises based on the input given and ask the participants to present the evaluation questions. At the end of the session, the trainer should conclude with the following questions to be focused for analyzing the existing enterprises.

Product / service, governance and systems, Business Turnover, Commodity, Market Linkages, Employees, Profitability, legal registration Scope for expansion .

Step 3

Introduce the case study of “Manpuzhu Marudhappan” to educate the participants on the steps involved in the new enterprise promotion

Step 4

The Trainer should introduce the pictorial presentation about the role of ECP in the individual enterprise development and how the ECP facilitate the process along with stakeholders like BPMU, OSF and financial institutions

Step 5

Finally, the trainer should conclude the session with points to remember for the ECPs to conduct the FGD for the identification of potential entrepreneurs.

4.2 Handouts for the Trainer for Session 3.3

Role of the ECPs in Individual Enterprise Development

There are several governmental and non-governmental business counselling centres that can help entrepreneurs recover from these problems and provide business development advice. But the people in the rural areas are not able to use the government schemes and institutions for their development due to lack of awareness about such facilities.

The VKP is a project designed to bridge this gap and promote small and micro enterprises. The project requires ECPs working at the field level to link entrepreneurs with the appropriate institutions to promote individual businesses, which will help them set-up and run new enterprises and strengthen their existing enterprise.

There are steps defined for ECPs to follow when planning with an individual entrepreneur. Adopting the enterprise promotion steps and the project facilities available for enterprise promotion, ECPs should perform the following roles and responsibilities.

Support to Existing and New Enterprises

Enterprise Community Professionals main role in the individual enterprise's development is supporting to existing and new enterprise at village level. ECP shall adopt following sequence of steps for enterprise promotion.

Process steps for the assisting individual Enterprise by the ECP

The ECPs play a critical role at both Preliminary Stage and Implementation Stage of the support being extended by VKP.

Information Dissemination through PLF to SHG

Orienting PLF: ECP will provide information on individual enterprise development to PLF and orient them on different categories of Individual enterprise and eligibility criteria to get support from VKP, and she will facilitate the PLF to make a necessary resolution. She will display pamphlet, poster and other communication material in the PLF office.

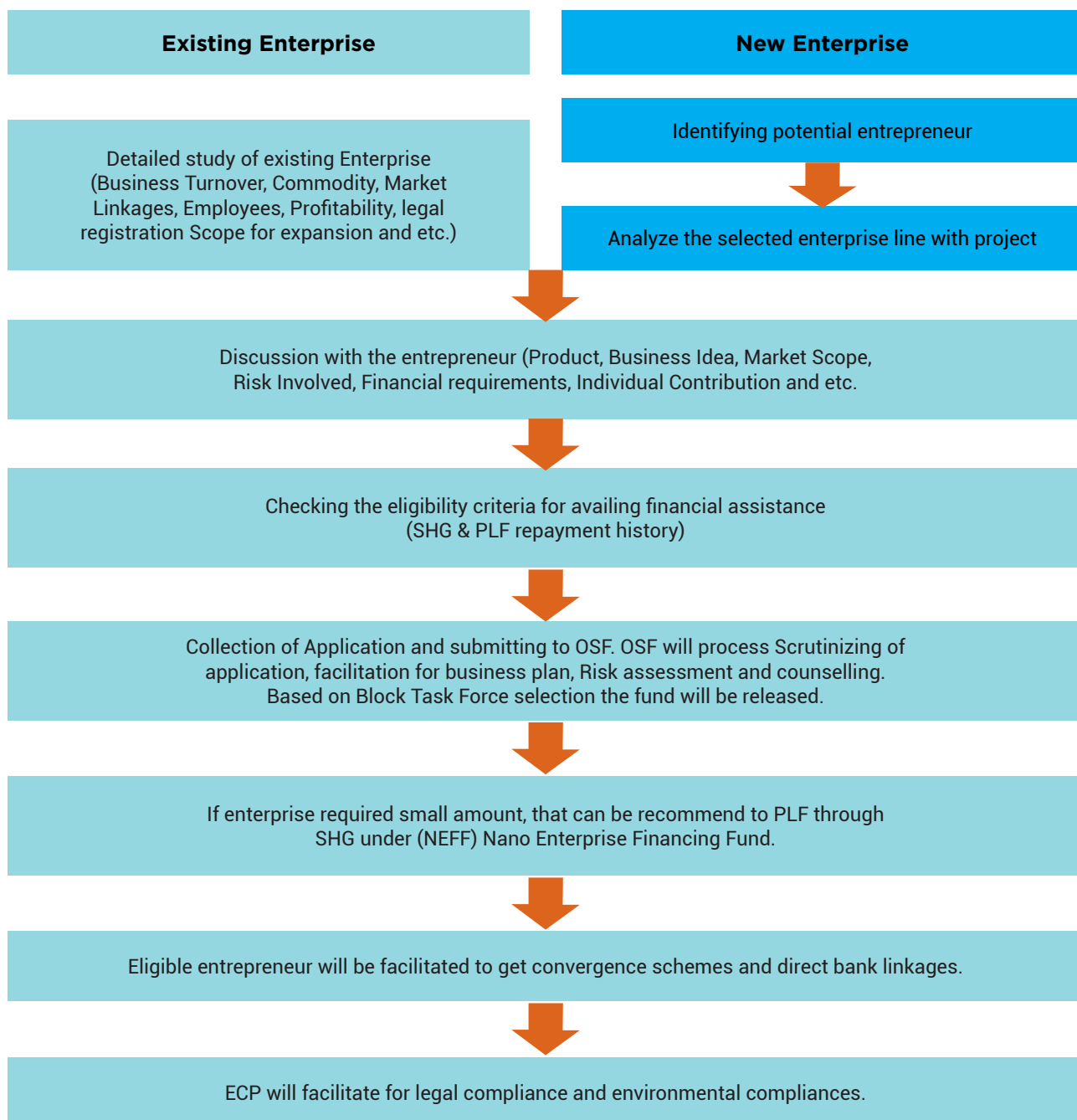
The triggering points

In 2000, Marudhappan participated in a training on nursery raising organised for his group. But he was more curious to know about vermicomposting, a parallel training session being organised for another group of farmers at the same time. He would join the group whenever possible. He got excited about rearing earthworms and preparing vermicompost.

On his return from nursery training, his group was given an opportunity to raise a nursery of 15,000 seedlings. The task was entrusted to Marudhappan. Marudhappan raised nursery for three consecutive years starting from the year 2000. His nursery was rated the best in the watershed project in 2003 and Marudhappan became popular as 'Nursery Marudhappan'.

A modest beginning and a spectacular surge His curiosity about vermicomposting continued. With the little knowledge that he had gained during the training, he tried multiplying local species of earthworms in coconut shells. However, they did not survive.

In 2003, Marudhappan built four vermicompost pits of size 6x3x3 cft. with the support of support from his Group. He didn't know how to use the pits, though. A field associate of his Group then brought 2 kg. of earthworms which costed Marudhappan Rs. 300. With the 2 kg. earthworms, he produced 20 q. vermicompost which he applied to his 2 acres of ragi crop. Growing ragi itself was an experiment in his village as no one had grown ragi in the village before. He got 14 q. from 2 acres.

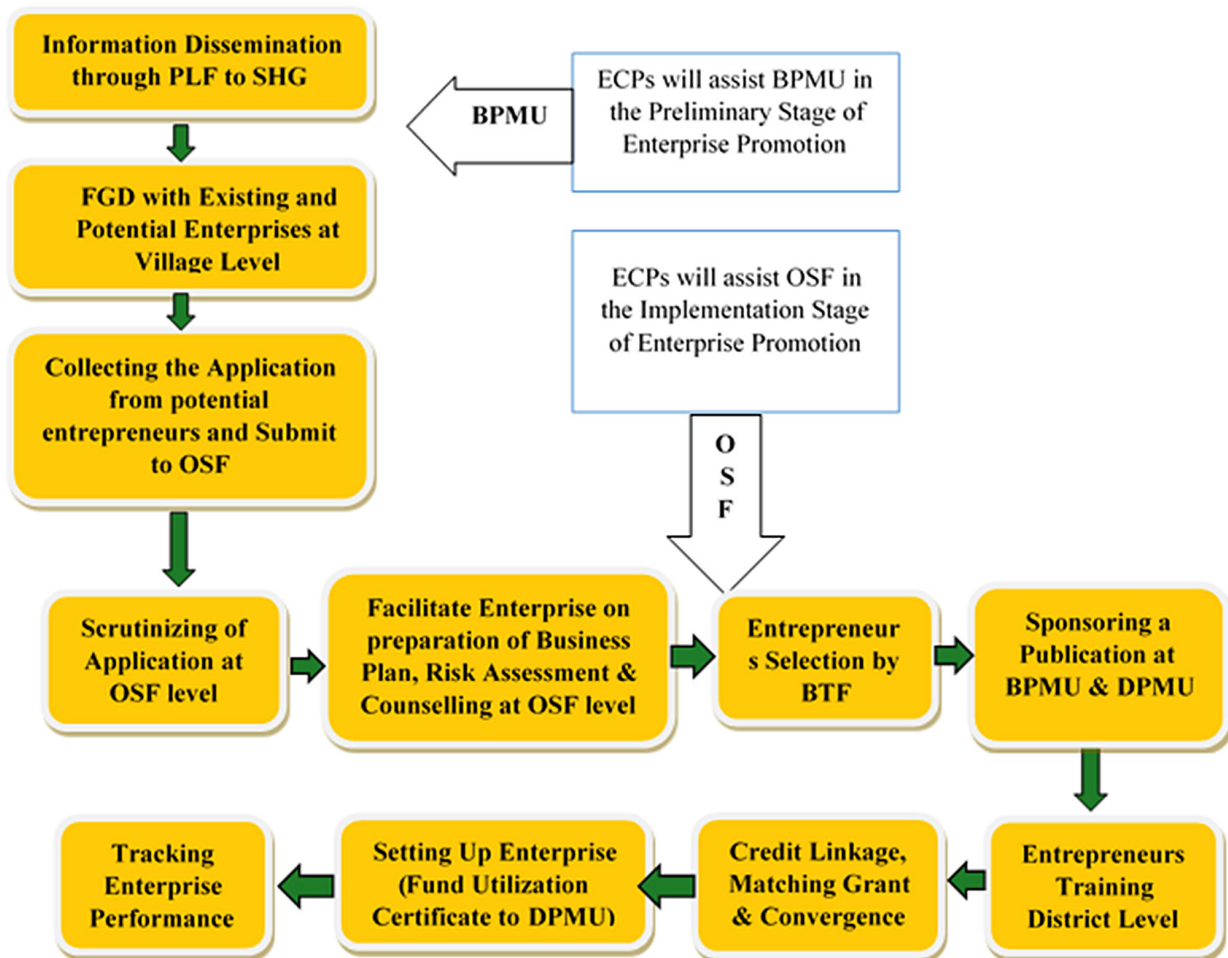


In 2004, he applied 6 q. of good quality vermicompost and 2 tractor loads of FYM (2 tons) along with a bag of DAP to 2 acres. This time he cultivated groundnut and obtained a yield of 20 bags weighing 9 q. of groundnuts.

Visiting tree-based farming systems, interacting with farmers who had been successful in composting and vermicomposting helped him in getting a broader idea about sustainable agriculture. He learnt more about vermicomposting with his visit to another progressive farmer in nearby village, Sedapatti.

In the year 2005, Marudhappan applied 6 q. vermicompost to one-acre PTD plot along with sets of combination of practices like summer ploughing, seed treatment with bio agents (Rhizobium and Trichoderma), application of Gypsum (50 kg.), using a higher-than-normal seed rate (45 kg.), growing intercrops and border crops. The yield went up to 13 bags from one acre giving him 6.5 q. groundnuts. It was the highest yield recorded by a farmer from one acre in the last four years. What was remarkable was the weight of each bag, which ranged between 50 and 60 kg. While

ECP SUPPORT TO INDIVIDUAL ENTREPRENEURS
Activity flow for the promotion of Nano, Micro, and small enterprise



his 25 bags weighed 13 q., his neighbour Sathappan's 40 bags, weighed only 13 q. The trader buying the produce could not believe this. In fact, the traders forced him to pour the contents out of the bag to make sure the bag did not contain stones. It was unusual that a bag of groundnut pods weighed more than 50 kgs. The uniform pod maturity and proper filling had improved the quality of groundnuts significantly.

Vermicomposting, a lucrative enterprise

Marudhappan did not stop at producing vermicompost and applying it to his two-acre land. He started selling both the earthworms and the vermicompost from 2004. In 2004, He sold 124 kg. earthworms at Rs. 150 per kg.

earning Rs. 18,600. He earned another Rs. 7500 by selling 15 q. vermicompost at Rs. 500/q. On the whole, he earned around Rs. 26,100.

Inspired by an income higher than the one from groundnut, he intensified production and sale of worms and compost in 2005. In the process, he learned some lessons the hard way. He once packed 30 kg. of earthworms in soil culture for selling, which died before the deal was over. Later, he started selling worms packed in cow dung. When the watershed project, in its concluding year, offered more vermicompost pits to large number of farmers, the demand for earthworms further increased. He could earn Rs. 41,700 from sale of 278 kg. worms (at Rs. 150/kg.) and Rs. 11,500

from the sale of 23 q. compost at Rs. 500/q. That brought him a total of Rs. 53,200 in 2005. He further increased the number of vermicomposting pits. He started looking out for more crop residues and agricultural wastes. The four pongamia trees in his field, the biomass from the trees along the canal and the dry eucalyptus leaves provided raw material for his vermicompost pits. Realising the need for cow dung for vermicomposting, He started maintaining a pair of bullocks, a cow and 20 hens.

The returns are on the rise, consistently. In the year 2006, in a year that witnessed unprecedented drought-like situation that was not seen in the last 50 years, He still managed to earn Rs. 58,750 by way of selling 285 kg. worms and 32 q. of vermicompost. His total earning since 2003 has been Rs. 1,38,050. The actual earnings could be much more. The Rs. 1.4 lakhs he earned is recorded in the account he has maintained by offering receipts. His 'customers' are mostly the SHGs and farmers coming from nearby Virudhunagar and Theni Districts, who insist on bills. There are individual farmers buying compost or worms without asking for bills, in which case no records are available on the transactions.

Now, he is offering a special price of Rs.100/kg. for SHGs, whereas others have to pay Rs.150. The nearby customers get an additional after-sales service from him. He visits his customer's farms and if the survival of worms is not satisfactory, he provides some more worms, free of cost.

The beacon of hope for the hopeless

The popular name 'Nursery Marudhappan' has now changed to 'Manpuzhu Marudhappan'. A modest mud house is now getting extended with cement walls along with the increasing number of vermicomposting pits in the backyard. He has already inspired many farmers in his village to try out alternative farming practices in general and take up vermicomposting in particular. The self-motivated farmers like Marudhappan are just the kind of catalysts who can convert small successes into mass movements. It is just the right kind of urge many resources poor farmers need to overcome the limitations and defy the odds.

Source: Adapted from Success Stories of AME Foundation, Bangalore

4.3 Story for Learning: Manpuzhu Marudhappan

This is the case of a small farmer who chose to be different from the typical resource-poor farmers struggling to make a living in the degraded drylands. His deep 'love for life' has not only earned him a decent living, but more importantly, it has inspired many other farmers to emulate him.

Marudhappan, a young farmer, is known as 'Nursery Marudhappan' before and 'Vermicompost Marudhappan' now. He has earned Rs. 1.4 lakhs from the sale of vermicompost and earthworms in three years. It has now become a fairy tale in the region where the average annual earnings for a small farmer like him does not exceed Rs. 15000.



An ideal village, an unfavourable setting, Marudhappan lives in Saptur, a village with 650 households in Peraiyur Taluk of Madurai District of Tamil Nadu. The village has about 3322 ha. of which 15% is dryland and 3.5% is under bore well irrigation. The remaining 2695 ha. (81.5%) is common land that includes wasteland, common grazing land and the 'reserve forest' where only shrubs and bushes are seen, occasionally. The terrain, in general, has shallow red sandy soils. With boulders scattered all over, it is not an ideal village for remunerative farming. With less than 500 mm. average annual rainfall, the farmers are forced into a gamble with groundnut cultivation, the only cash crop grown year after year. Over 30 years of mono-cropping, with groundnut and groundnut alone, has resulted in the yield levels declining to a dismal 8 q./ha. Though agriculture is hardly a lucrative proposition, majority of the people still depend on agriculture and wage labour for their livelihoods. Naturally, the village witnesses migration of men folk for most part of the year.

Small farmer with big hopes

In a village where agriculture hardly throws up surprises, Marudhappan's case demonstrates that keen interest and self-belief can make agriculture a dependable enterprise. For, it is not a story of overnight success but one of a systematic effort to utilize opportunities offered to the farmers in the village from a variety of agencies.

Coming from a poor farming family, Marudhappan has inherited 3 acres of dryland of which one acre is uncultivable wasteland. Wage labour, hence, was more important a source of livelihood for the family than agriculture in the two-acre land. His parents wanted their only son to study. It was however not possible for him to go beyond the pre-university level, owing to poverty. He was forced to return and join his parents in farming. Marudhappan joined a Self-Help Group Farmers' Group.

5. Session 3.4: ECP's Facilitation role for access to Finance and other Business Support Services

Duration of the session: 90 minutes

Session Objectives:

- Role of the Enterprise Community Professional in Business development services for Individual enterprise promotion process.

Session:

- o Assisting the Entrepreneurs through PLF and VPRC,
- o Assisting enterprises to access business development support services,
- o Support to access the skills through technical institution and Master trainer, Following –up of Environmental and Social Management Framework (ESMF),
- o Role of ECP in MGP

Training Method: Interactive lectures and PPT presentations.

Learning outcome: Understand various business development services for the individual enterprise promotion process.

5.1 Training Process:

Step 1

The Trainer should start the session by introducing the session objectives based on pre-prepared session plan and get the consent of the participants.

Step 2

The Trainer should initiate the discussion about the VKP supported Nano enterprise finance funding through PLF and VPRC. ECP need to identify the potential beneficiary / individuals and their loan repayment schedule along with the PLF.

Step 3

The Trainer should introduce the concepts of OSF and skill building through the technical training institutes. The ECP needs to identify the skill requirement of entrepreneurs. OSF role in business plan preparation for the enterprises. OSF will prepare the business plan for the individual enterprise based on the information provided by the individual entrepreneurs with facilitation of ECPs. ECPs needs to understand the process flow of the Business plan preparation as followed:

Enterprise Community Professionals should assist in the preparation of a business plan as per the following steps.

1. Defining goods / services: Entrepreneurs should clearly define the goods / services that their enterprise produces and provides.

2. Goal: Before starting a business, we need to decide on the goal / ideal we want to achieve. The answer to the following questions must be found.

- What is the current status of my business?
- What is the destination to reach in the next 1 year?
- What is the destination to reach in the next 3 years?

(E.g.) Today I am producing 15 liters of milk with two cows at an investment of Rupees one lakh. I will produce 50 liters of milk with 5 cows with an investment of Rs. Two lakhs in the next one year. In the next 3 years the enterprise will dairy value-added products like paneer, flavored milk, and fresh milk directly to the house. I would have given employment to 5 to 7 people through this enterprise and we

prepare our own concentrate feed and fodder production and silages

Preparation of Business Plan Report:

Once I have decided what my business is, I need to determine its format, in addition to determining structure, systems and processes. The project plan should be prepared considering the following.

- Market opportunity for the enterprise
- Raw material requirement
- Consumer demand
- Customers
- Competitors
- Business cycle
- Breakeven point - The quantity to be produced and the price to fixed
- Pricing
- Machinery / logistics required
- Capital / permanent and working capital
- Permits and licenses to be obtained

Step 4

Trainer introduce the concept of Matching grant programme for the individual enterprises and facilitation role of ECP in apply for the MGP from VKP

Step 5

Finally, the trainer concludes the session with points to remember for the ECPs role in business development services for enterprise promotion.

5.2 Handouts for the Trainer for Session 3.4

ECP's Facilitation role for access to Finance and other Business Support Services

After the final selection by the OSF, ECP through the OSF will support the entrepreneur in setting up of the enterprise and to initiate her business activities. After the initiation of business activities, the Nano, Micro and Small enterprises will undergo specialized trainings in entrepreneur motivation, entrepreneurship, risk taking, basic book keeping, procurement, inventory management,

pricing mechanism developed by specialized institutes. Throughout the process, ECP will play a facilitating role between the entrepreneurs and the project staff/OSF. They will help the entrepreneurs in getting linked to various stakeholders of the project like financial institutions and relevant government departments. The ECP will also be regularly visiting the entrepreneurs, fortnightly and report the progress to OSF. Specific Roles of the ECP for the Enterprises supported by the Project in her Panchayat are:

Assisting the Entrepreneurs through PLF and VPRC

Apart from facilitating credit assistance from OSF, the ECP will assist enterprises requiring smaller amounts of working capital through PLF and VPRC. The Project has supported PLF and VPRC with revolving fund assistance – Covid Assistance Package (CAP) to assist Nano-enterprises set-up and run by SHG member and vulnerable persons. ECP will identify such existing and potential new entrepreneurs from among SHG members, help them prepare application and forward to PLF with the recommendation from SHGs. PLF will appraise the application and extend loan assistance if the applicants are found eligible based on priority and availability of the corpus amount under Nano Enterprise Financing Fund (NEFF).

Similarly, the ECP will identify vulnerable people of SHG member or SHG household member, who are willing to initiate/strengthen enterprise. She will assist them to prepare application and submit to VPRC. The VPRC will take decision on the application for the loan.

ECP will keep the list of beneficiaries assisted with the CAP Revolving Fund and regularly monitor and support for the further development of their enterprise. She will identify eligible entrepreneurs and link with OSF or Banks for financial assistance. ECP will also ensure the prompt repayment to the PLF / VPRC. She will check with the PLF/ VPRC records for repayment status of the beneficiaries. She will contact the members, who have overdue and irregular in repayment, assess the situation and motivate them for prompt repayment.

Assisting enterprises to access business development support services

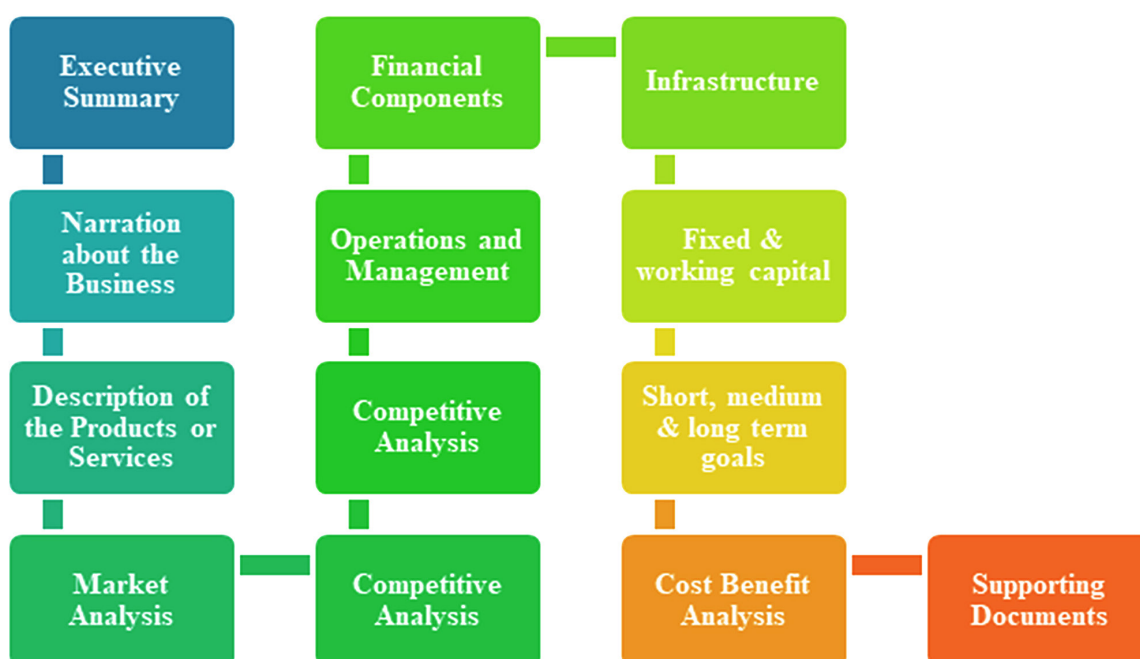
ECP will provide continuous assistance to enterprises to access business development services. She will facilitate the entrepreneurs to get appropriate services from the OSF, Banks, Insurance companies, convergences with Government schemes and other institutional linkages. In addition, ECP can help entrepreneurs by following up with legal compliances to obtain necessary licenses, permits and business certifications through OSF. She needs to be in constant touch with the OSF to facilitate project benefits and contact related line-departments to find suitable business development support programmes for the eligible beneficiaries in her Panchayat and link them.

Support to access the skills through technical institution and Master trainer

The primary responsibility of the Enterprise Community Professional is to connect the entrepreneur with relevant technical training centers and mentoring institutes with support of project team. ECP should facilitate participation of beneficiaries in the trainings organized by the project such as Entrepreneurship Development Programme, Business plan preparation, basic accounting & auditing, legal compliance etc.

Following-up of Environmental and Social Management Framework (ESMF)

All individual enterprises promoted by VKP interventions should be compliant with the laws and regulations of the country and the state i.e. the legal and regulatory frameworks based on Government of India and Government of Tamil Nadu. Compliance with these rules and regulations will ensure the enterprises adhere to sustainable management of natural resources. Framework. OSF will provide needed orientation and guidelines for ECP to create awareness and educate the entrepreneurs on Environmental and Social Management Framework (ESMF), in turn she will train the SHGs, PLF and entrepreneurs. With the guidance of OSF, ECP will facilitate the social and environmental appraisals



and necessary compliances, implementation for the enterprises. ECP will ensure that assistance is provided only to enterprises that are in low-risk category. Also, she will ensure that the environment safeguards measures are followed by the enterprises assisted by the Project.

Role of ECP in Matching grant program

Matching grant is intended for eligible entrepreneurs, differently abled and other types of enterprises perceived as challenging by the financial sector. The Matching Grant Program is set up, to incentivize the repayment of borrowers and generate momentum amongst the financial institutions to lend these enterprises. Matching Grant will be available, to the borrowers, together with the loans sanctioned by the OSF. On prompt repayment of 70% of the loan amount, the borrower is eligible for 30% waiver off which will be contributed by the Project. For example, if the loan sanctioned by OSF is Rs. 50,000/- on prompt repayment of 70% of the loan (Rs. 35,000/-) balance 30% (Rs. 15,000) will be waived off, which will be contributed by the project. ECP should facilitate eligible individual enterprises to obtain this support by

- Spreading awareness among locals on the project objectives and its provisions; specifically, among SHGs.
- Identifying and conducting baseline profiling of potential entrepreneurs, specifically, people who have a business idea or have started their business.
- Building awareness and orienting promising/potential entrepreneurs on the details of MGP provisions of Screening and profiling of clients.
- Facilitating document preparation for the potential entrepreneurs and introducing them to the One Stop Facility for the completion of loan application and required documents.
- Monitoring and reporting the beneficiaries' utilization of funds and asset creation
- Engaging with entrepreneurs to inculcate discipline of loan repayment, maintaining business records, etc.
- Submitting periodic reports (in the prescribed format) to BPMU and OSF (Once a fortnight) One Stop Facility.

6

Module 4:

Enterprise Group Promotion

1. Session wise Schedule: 150 Minutes

Session No.	Topic of the session	Contents	Metho-dology	Materials required	Duration
4.1	Introduction to Enterprise Group	<ul style="list-style-type: none"> Individual Enterprises and the issues faced by them, finding Solution 	Interaction with trainees	With Board, Marker	60 minutes
		<ul style="list-style-type: none"> Group enterprises-meaning, definition, objectives, membership eligibility criteria and structure 	Flip Chart, Power point presentation	LCD Projector, Flip chart	
		<ul style="list-style-type: none"> Advantages of Group Enterprises 	Lecture, Sharing of success story	Success Story	
		<ul style="list-style-type: none"> EG Formation Steps 	Lecture, pick up of rolled paper & presentation by Trainees	Flip chart, piece of paper, Pen	
4.2	Formation approaches and steps for EG promotion	<ul style="list-style-type: none"> Conducting first meeting of EG- EG naming, OBs selection, bank a/c opening, 	Lecture, Role play	Flip chart, PowerPoint Presentation.	60 minutes
		<ul style="list-style-type: none"> Importance of Bye-laws framing 	Lecture, Case study	Case study	
		<ul style="list-style-type: none"> Documents needed for Bank A/c Opening 	Lecture, Interaction	Flip Chart, PowerPoint Presentation.	
		<ul style="list-style-type: none"> Benefits of Registration, Documents needed for Registration under MSME, Udayam 	Lecture, Interaction	Flip Chart, PowerPoint Presentation.	
		<ul style="list-style-type: none"> Other Legal compliances (PAN, GST, FoSCos) 	Lecture, Interaction	Flip Chart, PowerPoint Presentation.	
4.3	Role of ECP in EG promotion		Lecture, Interaction	Flip Chart, PowerPoint Presentation.	30 Minutes

2 Guidelines for Handling Sessions in the 4th Module

Duration of the session: 150 minutes

Session Objectives:

- To make the participants understand the concept of EG and membership criteria.
- EG formation steps
- Different option for legal registration and evolving the group norms

Session Topic: Enterprise Group – Definition, Need of the Enterprise Group - Organizational structure of the Enterprise Group – Enterprises group formation steps – Rules / Byelaws – Documents required for opening a bank account in the name of the Enterprise Group – Legal Compliances for an EG - UDYAM Registration, Partnership firm, Limited Liability Partnership (LLP) – Role of ECP in Enterprise Group promotion.

Training Method: Power Point presentation on Enterprise Group promotion. Flip-Charts on EG formation steps, Case study.

Training Method: Lecture, PowerPoint presentation, Flip chart, Role Play, Group work.

Learning outcome: By end of the session the participants will be able to understand the Enterprise Group concept, Need of the Enterprise Group, Organizational structure of the Enterprise Group, Enterprises group formation steps, Rules / Byelaws, documents required for opening a bank account in the name of the Enterprise Group and different legal forms for EG registration.

2.1 Training Process:

- a) Firstly, the trainer should explore the level of understanding of the trainees about the enterprise, Individual enterprises, by asking the question like what is an enterprise? what is an individual enterprise? any Individual enterprise is functioning in your panchayat? Appreciate the trainees those who has attempted to answer correctly. Then, tell them the correct definition of an Enterprise through interaction.
 - b) Then the trainer should ask somebody to answer the questions regarding the issues, problems in the individual enterprises by asking questions like – Is there any Individual enterprise not functioning well in their area? what are the reasons for not functioning well? Explore the possible reasons and write them on the white board. Then, summarize the points and try to find the solutions.
 - c) Then establish link with the previous session of individual enterprises, agri-business project, objectives, and activities" and share the objectives of the present session with the participants.
 - d) Ask participants brainstorm and define term value chains in the business. Using participant's contributions and trainer's own knowledge, arrive a working definition of a value chain.
 - e) Introduce different value chain concepts like chain actors and chain supporters
- f) Present an example of a value chain and request participants to break into groups and design a value chain
 - g) Participants break into groups to design the agribusiness value chain, Individual groups present their design of the business value chain
 - h) Ask the participants to describe the main activities of each of the actors in the agribusiness value chain. The trainer should prepare a sample value chain map.
 - i) In the plenary session, participants should be asked to identify the main agribusiness value chain enterprises/businesses that are run by individuals and groups in their localities (e.g. individual production, group marketing, trading, processing /enterprise etc.)
 - j) Ask the participants to identify the key resources required to run an enterprise (such as land, labour, cash and managerial skills etc.)
 - k) Participants should be divided into two groups to discuss on individual and group value chains in production, marketing, trading and enterprises
 - l) Call a select participant to share his/her practical experience in his/her respective agribusiness value chain.
 - m) Finally evolve the need for collectivisation i.e., for reaching scale and get a collective strength for negotiating for a better price.
 - n) Then, explain about Group enterprises - meaning, definition, objectives, advantage. Here, the trainer can share a success story of Group enterprise through Flip chart, Power point Presentation and sharing a success story.
 - o) Explain the structure of an Enterprise Group, steps involved in the formation of an EG. Here the participants may be asked to pick a piece of rolled paper, in which the step number is written, and based on the number they pick-up, ask them to explain the steps one by one.
 - p) Then, explain the importance of Conducting the First meeting, resolutions to be passed in the first meeting, bank account opening procedure, selection of office bearers, finalising the legal status of EG, fixing timeline for applying for necessary legal compliances. Here the participants shall be asked to form a group and perform a Role Play of "First meeting of EG".
 - q) Then, the trainer should explain the importance of Bye-laws with the support of a case study.
 - r) Explain the documents needed for Bank account opening through a PowerPoint Presentation / Flip Chart
 - s) Explain the procedures to be followed for PAN, TAN, GST etc. through interaction with a PowerPoint Presentation
 - t) Finally, the trainer shall conduct a Quiz program relating to the topics discussed from a Set of FAQs
 - u) A success story can be shared and the participants can be asked to reflect on the story.

2.2 Handouts for the trainers for the sessions 4.1 – 4.3

Enterprise Group - Definition

An Enterprise group is a group of 10-30 people involved in the same type of enterprise activities get together for doing the activity jointly, it may be in the field of Manufacturing, Trading or Service Providing. The Enterprise Group is a separate organization that works collectively to reduce production costs, improve quality and increase their revenue.

The enterprise group can carry out all kinds of services such as manufacturing new products with raw materials, buying and selling manufactured goods, repairing machineries, sewing, rental car, laundry, tools and machinery rental.

Need of the Enterprise Group

The Enterprise Groups are evolved due to overcome the issues and risks in the Individual enterprises, the individuals in the same activity, same locality joined together for the purpose of facing their challenge, reducing the risks, acquiring the power of competency, reducing their operational cost, increasing their profit and making sustainability in their enterprise activity.

Enterprise Groups are promoted with the aim to:

- Fulfilling financial requirements
- Acquiring latest technology
- Increase productivity.
- Maintain Quality
- Capturing New markets
- Get good price by product aggregation and sale.
- Minimizing cost & Maximizing Profit.



Organizational structure of the Enterprise Group

An Enterprises group is a group of 10 to 30 people working together and engaged in similar activity. Enterprise groups can either be registered or function as an unregistered group. Example: Coconut coir rope manufacturer, small eateries, plant nursery etc...

Enterprises group formation steps

a. Selection of Individual members for EG:

Selecting individual entrepreneur for the EG is an important one. Enterprise group consist of 10 - 30 members who should have been a member engaged in similar activity and willing to execute the activity together in a common

place. While selecting the individual members for EGs the following characteristics should be considered.

- Should be a member of self-help group or a member belongs to SHG household.
- Should willing to work together and extend financial contribution to it.
- Should be a reliable member to others.
- Should be a member having with good relationship with others.
- Should involve in the preparation of Bye-Laws and should follow without any deviations.
- Should be a member having mentality to grow with together
- Should accept to follow the rule & Regulations of the EG including Profit sharing on the basis of quantity of material supplied by the members and profits earned out of it.
- Only one person per family should be a member
- Provide cooperation to carry out collective action.

b. Introductory meeting with selected members:

- Informing the selected members about the Vaazhndhu Kaattuvom Project.
- What is an Enterprise Group? Elaborate on its activities, legislation, procedures to be followed, and its benefits in detail.

c. Conducting first meeting with selected members and formulating bylaws:

The following tasks should be performed at the first meeting of the EG with the all members

- Name for the group
- Framing rules & regulations
- Selection of Office bearers (President, Secretary and Treasurer)
- Fixing date for regular Monthly meetings entrance fee, membership fee
- Determining working capital / fixed capital need
- Selecting bank and authorized persons to operate the bank account
- Open a bank account for the group. Preferably a current account. The current account should be opened in the name of the EG which will be operated by the president, secretary and treasurer of the EG. From the three office bearers two of them president/secretary and treasurer would be the authorized cheque signatories.
- Evolve the rules of the committee as required and get them approved through a resolution.

Importance of Rules / Bylaws

Rules / Bylaws are essential for an enterprise groups to function well and ensure its sustainability. Therefore, all the members should involve in the preparation of bye-laws of the EG to evolve appropriate rules and regulations, and adopt resolutions. The office bearers should be a role module to others in obedience of the bye-laws. The Enterprise Community Professional from VKP who will facilitate and guides the group to encourage members to formulate their own rules and norms.

Documents required for opening a bank account in the name of the Enterprise Group

Income Tax Permanent Account Number (PAN Card):

Income Tax Permanent Account Number (PAN Card) in the name of the Enterprise Group is required to open a bank account. Therefore, once the group is formed, should apply for an income tax permanent account number (PAN Card) in the name of the Enterprises group.

- A copy of resolution for opening Bank Account:
- The Enterprise group should adopt the following resolution to open a bank account as per the Act. A resolution should be passed regarding the opening of a bank account at a bank branch and the position of the bank account holders, their position and the power to operate the account.
- Proof of address and identity of bank account operators should be submitted.
- Passport size photos of bank account operators.
- Fill the Bank account opening application.
- Applying for GST number.
- UDYAM Registration in MSME is required for the Enterprise group.
- Recommendation letter from the project (some bank branches may request this) By submitting the above documents to the bank, a bank account can be opened for the Enterprise and Producer groups.

Procedures for obtaining Income Tax Permanent Account Number (PAN) for the Enterprises Group:

The Income Tax Permanent Account Number Card (PAN Card) can be obtained by submitting the following documents to the Income Tax Permanent Account Number (PAN) concerned office or Agents providing such services.

- a. Application Form, the application must be completed, stamped and signed by the office bearers.
- b. Certificate of commencement of Enterprise Group. When the EG is registered in any of the legal provisions, a certified copy of it can be submitted. If not registered, a certified copy of the UDYAM Registration for MSME (UDYAM Registration) can be submitted. Otherwise, the EG can provide a self- declaration with resolution copy, stating that "From ---- date, we are operating our business under the guidance of the Vaazhndhu Kaattuvom Project in the name of Enterprise Group," it can be given by office bearers signed with seal, with that the office bearers should certify with the seal
- c. Address proof of any one of the Office bearers with contact number.
- d. e-mail id of the EG for getting information from Income Tax department or to make quires with Income Tax.

Legal Form

Enterprise groups will be a registered body. The nature of legal entity for the EGs would be decided based on the nature and volume of business. The various options for the EG registration are given as below:

1. MSME Registration
2. Partnership firm
3. Limited Liability Firm

While choosing a legal form, the following factors may be kept in view:

- The legal form needs to fit into its business needs, organizational priorities, capital and management capacity.
- The Enterprise Groups can be preferably register under Udyam in MSME category rather than going for another category

UDYAM Registration

The enterprise group can get registered in UDYAM for their business. To register a business under UDYAM, we should produce group's permanent bank account number (PAN), details of business activities and the Chief Executive's Aadhaar card.

UDYAM Aadhaar registration can be done by registering ourselves on its website (<https://udyamregistration.gov.in/>) and obtaining a certificate or seeking the help of a common service center. You can also register with the assistance of project's one-stop facility centre.

Partnership firm

Partnership refers to the coming together of two or more people to carry out a certain task. In the corporate structure of India, the Indian Partnership Act 1932 defines partnership as "the relation between two or more persons who have agreed to share the profits of a business carried on by all or any of them acting for all." In a proprietary business an individual has constraints on the ability, skill and capital to run the business, besides liability that can occur anytime.

Any firm which falls under the category of a small or medium scale business can prevail under the partnership, as there are limited legal compliance. It is not mandatory to register as a partnership firm under the Act, but registering a firm gives the partnership a legal identity and has several advantages in case of disputes among the partners, settling claim against third party.

A partnership is governed by a partnership deed, which must be a written document duly signed by all the partners. The deed fulfils the requirement of dissipating information about the firm – name, partners' details, nature of the business, the location of the business and others. Without much hassle to accumulate a minimum capital, two or more people can start a partnership firm, as there is no minimum capital requirement under the Act.

Limited Liability Partnership (LLP)

Limited Liability Partnership (LLP) is a partnership in which partners have limited liability. It can exhibit characteristics of both partnerships and companies. In an LLP, an individual partner is not responsible or liable for any other partner's misconduct or negligence. LLP was introduced in India in the Limited Liability Partnership Act, 2008.

Role of ECP in Enterprise Group Promotion and Support

ECPs play a major role in formation, nurturing and handholding of the Enterprise group. Following are the roles and responsibilities of ECPs in Enterprise Groups.

1 Analyse the potential enterprises in village Panchayat.

Each panchayat has prepared a Panchayat Level Investment Plan through Participatory Growth Plan exercise. In this plan, a list of existing and potential enterprise activities and beneficiaries were identified for the promotion or strengthening of enterprise groups. The ECP will operationalize the Village Investment Plan (VIP) by understanding the gaps identified in the value chain intervention, promote EGs to address those gaps.

2 Formation of Enterprise Group

ECPs are expected to identify potential enterprises that are currently being run by a group of people, which require assistance to scale-up. Similarly, they can identify a group of people who are aspiring to initiate a new enterprise with the support of the Project. ECP should follow the following steps to initiate a new Enterprise Groups.

In the case of taking up an existing enterprise group for Project Assistance, the ECP along with BPMU will conduct a grading exercise and based on the results of the grading

exercise, she will have to prepare a detailed plan for strengthening the EG.

4 Facilitating business plan preparation

A business plan is a written document containing the goals/objectives of an Enterprise, the methods for attaining those goals/objectives, and the time-frame for the achievement of the goals. It also describes the nature of the enterprise, background information on the EG, the financial projections, and the strategies it intends to implement to achieve the stated targets.

In its entirety, this document serves as a road-map that provides direction to the Enterprise. These business plans are often required to obtain a bank loan or financing from the Project. A guided process of business planning is required for the Enterprise Groups for the business development and to obtain financial support from the banks / financial institutions.

ECPs will facilitate the entire process of Business Plan preparation for the EG with the support of Block Project team/OSF/TSA detailing the business activities of the Enterprise group. She is expected to provide needed data or information from the Enterprise Group and make them participate in the process by explaining goals, objectives, activities, methodologies, process and outputs. The business plan would be prepared with the help and support of TSA/thematic experts empanelled by the OSF.



The Business plan will have following components:

Description of Business	Details of business activity to be taken up by EG
Business generation plan	<ul style="list-style-type: none"> • Procurement plan- Detailing on the operational cycle, input procurement and the raw material requirement. • Processing plan- The details of production cycle, drying, sorting, storing demand and supply etc., • Sales and Marketing plan – Describes the target customers, description of the product, price, place and Promotion plans. Marketing channel. • financial plan- Details out the Fixed capital, Working capital requirement, Source of funds, Cash flow, Income etc.
Human resources Requirement	<ul style="list-style-type: none"> • Skilled man power and the Capacity building of the members required in production, branding, packing and marketing
Technical Support Requirement	<ul style="list-style-type: none"> • The Innovative and cost-effective technologies that can support the business
Screening for ESMF/Safeguards	<ul style="list-style-type: none"> • ESMF/Safeguard's screening

5 Assisting in mobilization of EG members for Community Skill School

Constraints to skilling the rural youth is a challenge. The Community Skill Schools (CSS) are established by the Project focused on traditional and region-specific enterprises, which are in high demand but opportunities for skilling is not there. The CSS will offer skilling programmes for job skills that are scalable and has potential for earning higher incomes weaving, jewellery making, basket making, pottery, etc.

- The ECPs will act as an interface between the CSS and the village youth, who are willing to acquire skills. She will identify such youths and connect them with the CSS.
- She will assess the technical requirement for the enterprise promotion with the help of SPARKS and technical training institutes.
- She will consolidate the skill requirements of enterprise member and link with the concerned community skill school.

6 Training members of Enterprise Group

Capacity Building should be given to both EG members and EG Office bearers. The ECP's responsibility is to ensure the EG members and office bearers receive a basic orientation training on the purposes and functions of EG, responsibilities of members and office bearer's, conduct of meetings, book-keeping. ECP will conduct these trainings with the support of Block team.

She will also facilitate the EGs to undergo training on Business Planning, Business management, Book keeping and accounting with the assistance of trainers from BPMU / OSF.

The ECP along with the Project team will link the EG members with technical institutions and expert for imparting technical and specialised trainings needed to scale-up their enterprise.

7 Assisting EGs to access project funds and bank linkages

ECPs will facilitate the Process of getting Start-up Fund for EGs from the Project. ECP will help EGs to prepare and submit the application for the EGs that are found eligible as per the EG project guidelines to the BPMU.

Once detailed bankable business plan is prepared with the support of OSF, the ECP will facilitate the process of preparation and submission of MGP application to the project & bank.

8 Assisting EGs to obtain and maintain relevant licenses to run their business

ECP has to facilitate and support EG to obtain licenses and permits from the respective government departments and institutions depending upon the enterprise. If the enterprise is involved in food production / anything related to food business need to get registered under Food Safety Compliance System (FoSCoS) of FSSAI. In general, all enterprises need to register the following: (Certificates and Licenses Required for Enterprises is given in Annexure 4).

- Permanent account number (PAN)
- Goods and service tax (GST)
- MSME – Udyam registration, Partnership and LLP

9 Facilitating integration of safeguards/ ESMF requirements and implementation

The Enterprises that are likely to be promoted under VKP will be classified into two categories i) Low risk and ii) High risk, based on the amount of the usage of natural resources and impact on the environment. The mitigation measures/guidelines will vary accordingly.

ESMF suggests the following tools to measure the greenness of enterprise.

- Environmental friendliness – compliance, water and energy use, waste management.

- Social parameters – worker safety and standards, consumer concerns.
- Economic viability.

10 Ensure book keeping and regular audit of the Enterprise Groups

The ECP ensure on a monthly basis verify all the books of accounts and documents of the enterprise groups. Followings are the Financial Records to be maintained at EGs:

- Receipts and Vouchers
- Cash Book & Bank Book
- Cheque book Register
- General Ledger Book
- Cheque book & Bank pass book

Related to Enterprise, the EGs are to maintain the following records/registers:

- Purchase/Input record
- Stock Register
- Asset Register
- Labour record
- Production records
- Sales record
- Membership Register
- Minutes Book
- Training Register
- Visitor's register

ECPs should provide training to the office bearers for the safe up-keep of these records and updating them on a regular basis. She should verify these books regularly.

11 Regular handholding and monitoring

The Role of an ECP is to support EG in the regular and smooth conduct of business. She will be trained by BPMU and OSF on these aspects and she will ensure the following activities:

- Conduct / organise regular meeting on monthly basis.
- Facilitate to prepare a production plan it including purchase raw material and assign the man power and marketing plan
- Assist the members to attend the CSS for skill upgradation or learn new / innovative technology
- Financial management aspects, cost and pricing, loan repayment

12 Data collection and Reporting

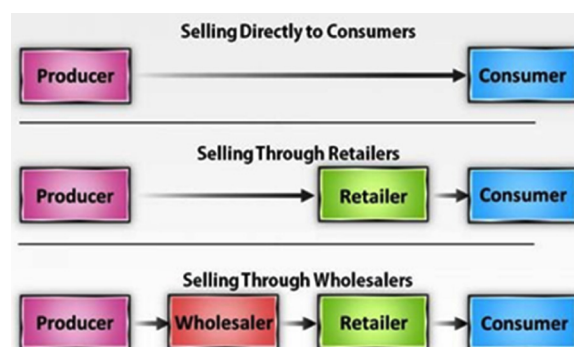
Collection and management of data is an important aspect of an Enterprise as it will express the health of an enterprise, detect problems and take appropriate decisions. ECP will collect data from EGs at different periodicity and report to BPMU.

- Collection of baseline data for the enterprise and its members
- Preparation of Monthly progress reports in the following aspects
 - o Monthly income and expenditures
 - o Loan repayment

- o No of employment and wages generated
- Information for case studies and success stories

13 Facilitating Market and business linkages for EGs

A market is a place where buyers and sellers meet to facilitate the exchange of goods and services. The market may be physical like a retail outlet, where people meet face-to-face, or virtual like an online market, where there is no direct physical contact between buyers and sellers. There are different types of marketing channel exist in practice. Middlemen, wholesalers, processors and retailers and consumers are part of the Channel.



There are different ways and options for an EG to sell its product to the buyers. This includes selling directly consumers or they may decide to sell to traders. EG can also send or take their product to nearby or distant markets. EG may also decide to establish retail units in nearby district centres or reach consumers in distant urban centres.

Linking with different types of market is one of the very important services required for bringing product to the market. With the guidance of BPMU and OSF, the ECP should assist the EG to find suitable market. Key functions of an ECP in establishing market linkages are:

Inviting traders to meet with an Enterprise Group

- Explore with the traders interested in doing business with EGs.
- Assist traders to find new market outlets
- Identify market opportunities for traders to explore and support them in expo or national events or international events

Promoting new market places

- Encouraging the establishment of a common facility centre or a market in a local town and assisting them in planning

Providing information and negotiation support to EG

- The producers can be assisted by providing them with names and contacts of important businesses such as suppliers of packaging, transport companies, market agents and traders and private contractors.
- EG can be guided with pricing, packaging, comparative transport costs, and agents with good reputations
- Supporting the start-up of new trading relationships
- Act as a third party supporting in any disputes and communication

Story for Learning: Collective Success - Women in Dhaal Enterprise

Nagalapuram in Thoothukudi district of Tamil Nadu is a drought prone village in the Southern agro-climatic Zone in the State. It gets around 750 mm rainfall that is distributed erratically from mid-October to November. The village is dominated by small and marginal farmers who cultivate their parched lands for a single season. During the dry periods, farmers migrate to far off places, in search of employment.

Red gram is an important crop in this area, along with sorghum and maize. The traditional practice after harvesting Red gram, was to split the produce by hand operated grinding stones. This operation was



generally done by men. Ever since the men started migrating from the village, this practice almost ceased to continue. On the contrary, this tiny village producing a lot of red grams, started selling it in the market for a paltry Rs 30 to 40 a kg and bought dhaal for a higher price at Rs 100 to 140 a kg., for domestic consumption.

Women in the Nagalapuram village decided to break the typical 'selling cheap and buying costly' syndrome in their village and had discussions with the villagers. The villagers agreed to the proposal of processing the red gram within the village to make enough dhaal, at least, for the domestic consumption. The women from an SHG functioning in the village motivated and mobilized needed support from the Department of Agriculture. Accordingly, a simple dhaal mill was installed in the village. Following installation, farmers were trained in handling the machine.

The SHG mobilised money to pay towards power consumption. It fixed the cost of milling a kilogram of dhaal. Thus, the villagers could get their red gram milled at a reasonable cost besides getting grain husk as nutritive fodder.

However, the dhaal milled in the village could not fetch good price in the market, as it did not have the shine and the colour. Therefore, the milled dhaal had to be used for domestic consumption only. Now the mill is working in full swing turning the red gram in to dhaal (with almost 90% recovery) and bringing smiles on villagers' faces. The women are happy as they are able to cook and taste what their family cultivates. They expressed that they have access to increased nutrition at a lesser price, as dhaal is the cheapest source of protein.

In the meantime, the SHG women, who went to Madurai to attend a state level Expo of SHG Products met another group in Madurai, which is selling organic products through its retail outlet in Madurai. These women came to know that unpolished dhaal has a very good demand among the customers visiting the shop. Also, they understood that red-gram grown in their village was entirely organic as they never applied any pesticide or herbicide. The red-gram is grown along with other pulses and oilseeds in the field. The price for unpolished dhaal was Rs. 205 per Kg, whereas the price of polished dhaal was Rs. 120 per Kg. The women from Nagalapuram understood the value of their produce. They have got an assurance from Madurai SHG Shop to buy their produce at Rs. 175 per kg.

After their visit, the women sat and discussed in their group meeting. They decided to market their produce to Madurai, and they planned to create a brand for their produce. They named it "Surabi" Dhaal and sell it in One Kilogram Pack with an attractive polythene bag with their brand and logo printed. They also, came to know that this kind of food processing require a registration with the FSSAI, only than it can be marketed in the shops. With the help of their SHG coordinator, they have got support for registration as well. Everything fell in place. Within a month, they began supplying directly to Madurai. They used to send the supply by regular lorry service from Thoothukudi to Madurai.

Every month, they supply 2000 Kgs of Dhaal. They get a gross profit of Rs. 80,000, and after discounting their expenses including packaging and transportation, they get a net profit of Rs. 45,000. Which is shared by all the 16 members in the SHG.

Three factors have been responsible for the success of the dhaal-mill. Firstly, the operation of the mill was very simple and was similar to that of handling a typical floor mill, seen in any village. Secondly, the method of splitting red gram was compatible to the villagers' indigenous practice of soaking the red gram overnight and sun-drying for 2-3 days before milling. Lastly, the simple dhaal mill operated on single-phase power supply, suitable for Nagalapuram which has no three-phase power supply.

The success of the dhaal-mill has spread to the neighbouring villages. People from other villages are getting their red gram milled in Nagalapuram. Now the SHG in Nagalapuram is planning to buy one Mill for the village. Enthused by the outcome at Nagalapuram, the idea is being successfully tried out in other places of Thoothukudi district, where red-gram is grown abundantly.

7

Module 5:

Producer Group Promotion

1. Session wise Schedule: 150 Minutes

Session No.	Topic of the session	Contents	Metho-dology	Expected outcome	Materials required	Duration
5.1	Introduction of Producer Group	Discussion on individual producers, their issues, solutions, strategies, and group concept	Question & answer method, lecture, problem tree analysis, and case study	Understanding of Group concept for the issues of individual producers.	Set of question & answer,	60 minutes
		Producer Group definition, main Objectives, Policies and principles of Producer groups		Understand on definition, main Objectives, Policies and principles of Producer groups.	Flip chart/ PPT	
		Benefits, Functions and Advantages of PG		Understanding the Benefits, Functions and Advantages of PG	Flip chart/ PPT, Success Story	
5.2	Formation Approaches of Producer Groups and steps for PG promotion	Direct approach Integrating FIG/Subgroup approach, Formation of EC & Sub committees and Roles of sub-committees.	Lecture with the support of Flip chart presentation Lecture with the support of Flip chart presentation	Understanding the two approaches of PG formation Understanding the procedures of EC & Sub-committees in the PG.	Flow chart, white board, marker, PPT Flip chart/ PPT	30 minutes
		Legal form of PG	Demo in online / Distribution of formats Lecture with the support of Flip chart presentation	Understanding the MSME registration process under Udyam Portal.	Internet facility & Empty Formats	

Session No.	Topic of the session	Contents	Metho-dology	Expected outcome	Materials required	Duration
		Identifying the produce, Selection of eligible producers Orientation meeting	Power point presentation, Lecture with the support of Flip chart	Understanding the steps to be followed in the formation process of PG.	Power point presentation, Flip chart, & White board, Marker	30 minutes
		Importance of First General body meeting,	Power point presentation, Lecture	Understanding the importance of 1st GB	Power point presentation & Role Play	
5.3	Role of ECP in Producer Group	ECPs' Role clarity	Power point presentation, Lecture interactive session.	Understand the roles in handholding of Producer Group.	Power Point presentation, Group discussion with presentation	30 minutes

2 Guidelines for Handling Sessions in the 4th Module

Duration of the session: 60 minutes

Session Objectives:

- To make the participants understand the concept of PG.
- Objectives, polices and principles of PG.

Session Topic: Producer Group, definition, Need of the Producer Group, Objectives, Policies and Characteristics of Producer groups, Principles of Producer Groups.

Training Methodology: Power tree analysis, case study and PPT.

Learning outcome: By end of the session the participants will be able to understand the Producer Group concept, Need of the Producer Group, Principles of Producer Groups, Functions of Producer Groups, Producer group formation approaches, Setup the Executive committee and sub committees and its function, PG activity plan, PG formation steps and PG Byelaws.

2.1 Training Process:

Evolving the issues and problems of small producers through problem tree analysis method:

Firstly, the trainer shall start the session with a brief discussion around the questions like

- who is a Producer in primary sector?
- what are the issues faced by them?
- what are the issues they could overcome?
- what are the issues they couldn't overcome?
- what strategy will help them solve the issues?

Method:

Ask all the participants to write the issues in a sticky note and ask them stick it in the tree drawn on the board.

Then ask a small group to classify the problem based on the priority. Another group can be involved for assessing the causes of the problems prioritized. Then all the participants can list out the solution for the core problem in a sticky note and stick on the boundary of the tree and connect with the effect of the problem identified. During this exercise the trainer can brought through discussion can bring out the need for collective work to resolve all the issues identified. The tool and its importance are briefed below.

Details of the tool

Aim of the tool

Create a structural analysis of the causes and effects of an issue or problem.

When to use it?

Problem tree analysis is very useful in planning processes.

What is a Problem Tree?

Problem tree analysis (also called Situational analysis or just Problem analysis) helps to find solutions by mapping out the anatomy of cause and effect around an issue in a similar way to a Mind map, but with more structure.

Why develop a Problem Tree?

The Problem Tree structure brings several advantages:

- The problem can be broken down into manageable and definable chunks. This enables a clearer prioritization of factors and helps focus objectives;
- There is more understanding of the problem and its often interconnected and sometimes contradictory causes. This is often the first step in finding win-win solutions;
- It identifies the central issues and arguments, and can help establish who and what the political actors and processes are at each stage;
- It can help establish whether further information, evidence or resources are needed to make a strong case, or build a convincing solution;

- Present issues – rather than apparent, future or past issues – are dealt with and identified;
- The process of analysis often helps build a shared sense of understanding, purpose and action.

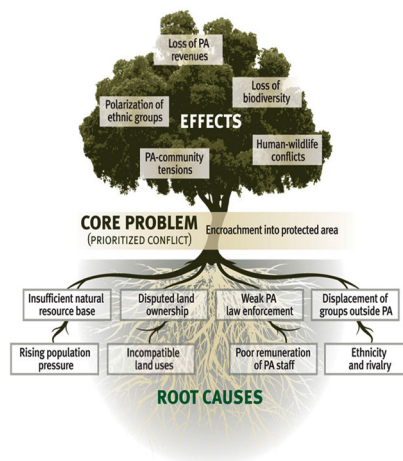
- What decisions have we made, and what actions have we agreed on?

Problem Tree Analysis - Step by step

Problem tree analysis is best carried out in a small focus group of about six to eight people using flip chart paper or an overhead transparency. It is important that factors can be added as the conversation progresses.

1. Step 1: Discuss and agree the problem or issue to be analysed. The problem can be broad, as the problem tree will help break it down. The problem or issue is written in the centre of the flip chart and becomes the 'trunk' of the tree. This becomes the 'focal problem'. The problem should be an actual issue everyone feels passionate about, described in general, key wording.
2. Step 2: Identify the causes of the focal problem – these become the roots – and then the consequences, which become the branches. These causes and consequences can be created on post-it notes or cards, perhaps individually or in pairs, so that they can be arranged in a cause-and-effect logic.
3. The heart of the exercise is the discussion, debate and dialogue generated in the process of creating the tree. Take time to allow people to explain their feelings and reasoning, and record related ideas and points that come up on separate flip chart paper under titles such as 'solutions', 'concerns' and 'dilemmas'.

Example of a problem tree



Discussion questions might include:

- Does this represent the reality? Are the economic, political and socio-cultural dimensions to the problem considered?
- Which causes and consequences are getting better, which are getting worse and which are staying the same?
- What are the most serious consequences? Which are of most concern? What criteria are important to us in thinking about a way forward?
- Which causes are easiest / most difficult to address? What possible solutions or options might there be? Where could a policy change help address a cause or consequence, or create a solution?

At the end of this process, all the issues of small producers would have been listed out and the core causes and the solutions for resolving it would have been arrived. The trainer should facilitate the participants to conclude with the need for collectivization, bargaining and demanding the rights from the relevant organizations.

1. Then the trainer should explain about the definition of Producer group, main objectives, policies of producer group through lecture with the support of a Flipchart.
2. A success story can be shared and made the participants to reflect on the story.

Story for Learning: What went Wrong in the Producer Group?

The Kadaiyurmangalam Village is a small village in Tiruvannamalai District, Tamil Nadu. There are 200 Households in this village. The village has been endowed with water facility, fertile land, hard-working farmers are the features of this village. The village has abundant population of cattle. They cultivate crops like paddy, vegetables, groundnut and pulses. The productivity of crops is always high compared with nearby villages. But the farmers could not earn much more due to the dependency of middlemen for marketing their products. The situation began to change since September 2018.

Subramani is a politician lives in this village with more than 10 acres of land, well known to everyone in the village. Money lending and trading of agricultural products are his side business. He had a chance to visit a Producer Group in a nearby district and he learnt the advantages of forming a Producer Group. He decided to form a PG in his village and he communicated this message to all the farmers in the village and fixed an organised a meeting for forming a Producer Group. Nearly 180 members participated in the meeting, most of them understood the benefits of the PG and expressed their willingness to join the group.

Subramani was tactical in allowing the members to join the group. He chose the members from his family members, close relatives and members who would accept whatever he says. He carefully avoided farmers, who will question and argue. Then, he selected his family members as office bearers, and he assumed as the President of the PG. He named the PG as "Kadaiyurmangalam Farmers Producer Group" with 100 members (in which male 92, female 8, no differently abled, 90% of the members are having more than 10 acres) on 05.10. 2018 and opened a bank account on 14.10.2018. He did not collect subscription from any member. Instead he paid subscription from his pocket on behalf of them. Other members did not know this. He alone kept all the records of the PG including minutes' book, during the monthly meetings, the minutes recorded were not known clearly by others. Occasionally, he used to get signatures from them in the minutes' book.

He did not care about the PG thereafter. He did not pay attention to the needs of the members as well. He did not organise any training, credit facilities for farming and help them get any benefits under government schemes. But he asked members to aggregate their produces for bulk sales with little bit profit. All those things not known by other members except his family members.

During Feb'19, he influenced the Assistant Agricultural Officer, for the sanction of grant Rs.5 lakhs from Agri dept. for the purchase of Tractor. The Agricultural Officer asked to conduct a special meeting for passing the resolution in this regard, and the copy of the same was to be attached with application for the grant of Rs. 5 Lakhs. He wrote the resolution and called all the members and got signature from them telling some other reason, the members were not aware of this tractor purchase. He purchased the tractor at the rate of Rs.7.8 lakhs, instead of paying the remaining amount of Rs.2.8 lakhs contributed by all members equally, he alone invested the balance amount and took the tractor. The members were not aware that the tractor was a common asset of the group, they were eligible to utilize the tractor without any additional cost. The income earned through the tractor were not entered in the PG accounts books as well as no log book for the tractor was not maintained for the usage.

After passing one year, as per the audit reports, the PG got loss of Rs.35000/- the tractor has also undervalued to Rs.7.5 lakhs instead of the original value of Rs.7.8 lakhs due to major repairs. there was no incremental income at member level. He continued to use the Tractor for his personal use and let other member farmers use it on rent.

And during June 2019, the PG again got a grant of Rs. 30 lakhs from MSDA scheme for the purpose of establishing Value Addition Centre and established the centre with 2 oil extraction machineries, one set of Urad Dhal skin peeling machineries, one flour mill. This time too, he followed the same tactics. He managed to establish the Value Addition Centre in his private land and for which he constructed a shed from his personal contribution.

Up to Aug 2020, for nearly more than a year after establishing the centre, there were no operation in the centre. During Sep 2020 due to the pressure from Agri. Dept. started operating it even through it did not benefit its members in any way. Here, the business plan for each activity was not prepared properly for running the centre and there was no activity plan in the PG. There was no profit earned during that year.

For reflection:

- What went wrong in this Producer Group?
- Whose problem is this?
- What are the gaps in the functioning of the PG?
- What would have been ideal process of forming a PG?
- What will you do to make it perform?

2.2 Handout for the Session

Who is a Primary Producer?

Primary Producer is a person who is involved in the extraction or production of products consisting of raw materials, as in agriculture, fishing, forestry, hunting, or mining. Primary producers grow the raw product which is then processed or manufactured into the item which eventually reaches the shelves and consumers, who are the end users.

What is a producer group?

A producer group (PG) is the organization promoted at village or panchayat level with 30-150 members (In Tribal and hilly areas, the minimum membership in the PG could be 15.) by including the primary producers involved in the same livelihood activity with the objective of increasing their income through reducing cost of production and increasing the production through adopting relevant technologies.

It is a self-managed, independent and interdependent organisation with a shared goal and interests. The members work together to achieve the goal by pooling their existing resources and share the benefits among themselves.

Existing Producer groups formed by various departments and NGOs can also be taken and strengthened with required services in the project panchayats.

Why Producer Groups?

The Primary Producers in the rural areas are characterized by small and marginal productive assets like land and water resources. They do not have access to institutional credit and other financial assistances, they lack adequate knowledge and awareness on the new and improved production methods, they are constrained by the exploitative market system, which is dominated by the middlemen and traders. Combination of all these factors have made the Producers to view farming as a less-fortunate source of living. The Producer organisations are promoted to address these problems with the collective strength of the Producers. Producer Group is one such an intervention designed by the VKP under Enterprise Ecosystem Development.

Advantages of Producer Groups

Producer Groups are promoted to assist the primary producers (farmers) with following benefits:

- Self-help and mutuality: By joining the PGs, the farmers are made to help themselves and help other fellow farmers to strengthen their economic growth and sustain.
- More income: PGs help their members through collectivization of products and direct market access. It helps them increase production, reduce costs, resulting in increased income.
- Possibility to pool resources: PGs facilitate access to savings, credit and insurance through SHGs and farmer's groups. Also, there is a possibility of pooling labour to carry out labour-demanding jobs and aggregated marketing by consolidating the member's products
- Economies of scale: PGs offer scale advantage by collective procurement and supply of inputs at prices lesser than the market and collective marketing of their produces reduces cost of marketing and offer better price.

- Better access to outside support services: There are a number of support programmes available for the farmers with the public and private institutions. PGs offer a platform for channelizing those services in favour of farmers for increasing production and marketing.
- Risk Sharing – PGs function as a risk sharing arrangement by absorbing the losses caused by the marketing fluctuations through the profit accumulated over a period.
- Co-learning – PGs facilitate members to learn from each other and exchange useful information about the new and improved technologies for production enhancement, market information and cost reduction methods. The group becomes forum for training and information sharing and focal point for technology dissemination and capacity building.
- Identity creation – By joining the PGs, farmers gain a sense of belonging in an institution, acquire more status within the village through their innovation adoption, achievements in farming and asset creation. They create an identity for themselves being a member in a PG.
- Conflict management – PGs offer space for development and enforcement of rules, which helps in resolving conflicts or constraints related to production or marketing.

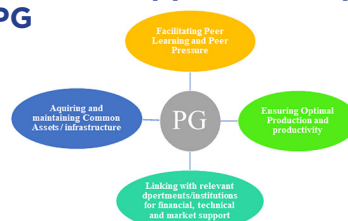
Core functions of Producer Groups

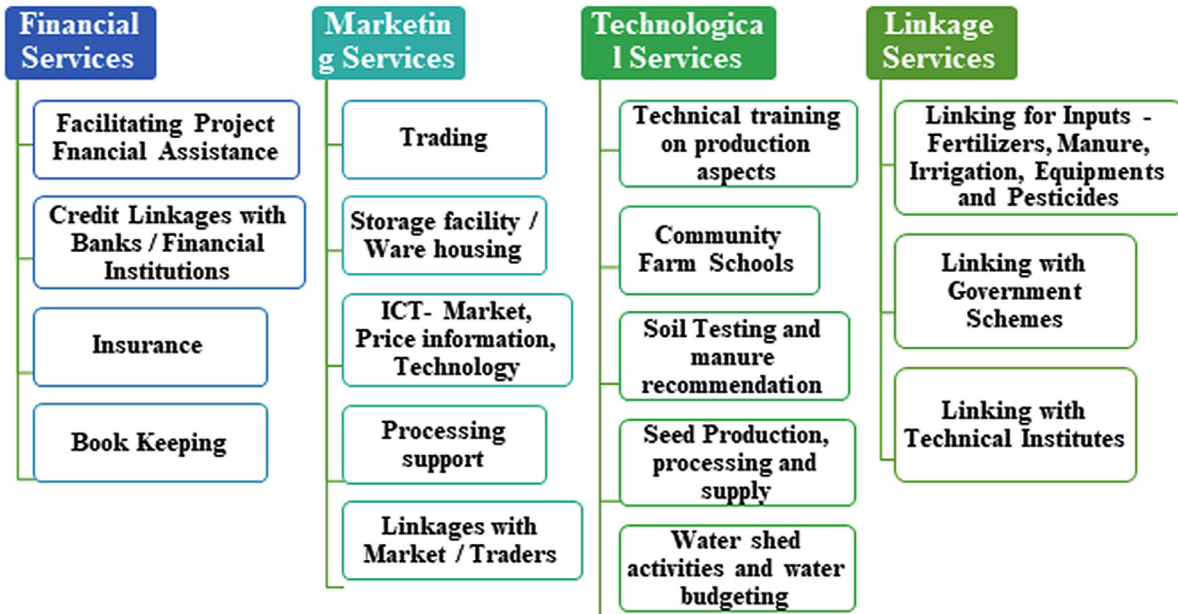
- The Central focus of a PG is to enable its members to increase and sustain the incomes of the members through increased production, reduced costs involved in production and marketing.
- PGs act as a platform for peer-learning and peer-pressure, which makes the farmers for technology adoption, resource sharing, conservation of resources, adhering quality standards in production.
- PGs ensure optimal production by facilitating collective production planning and execution, leading to fulfilling the market and household food security needs
- PGs maintain common infrastructure – farm machinery, farm ponds, bore wells, tractors, storage godowns, drying platforms, primary processing units etc. and equipment which cannot be afforded by one farmer but can be owned by 20 and more farmers together
- PGs link the producers with the local government at panchayat level to obtain access to governmental programmes related to agriculture & allied sectors.

Services of Producer Groups

In order to execute its core functions, the Producer Groups provide a number of services for its members. The ECPs are expected to play a key role in delivering all these services under the guidance of BPMU or OSF.

3. Session 5.2: Approach and promotion of PG





Duration of the session: 60 minutes

Session Objectives:

- To make the participants understand the step-by-step procedure of promotion of producer group.

Session Topic: Promotion steps, approach of VKP, eligibility criteria for member.

Training Method: Group work and PPT.

Learning outcome: By end of the session the participants will be able to understand the steps for promotion of PG and the design of VKP.

- Having willingness and aspiration to increase the production and income
- Having trust and confidence on the mutuality and collective process.
- Not defaulted in the SHG and PLF.
- Producing similar commodity, have social affinity and homogeneity in socio-economic status.

3.1 Training process: group work

Divide the group in to two groups. Ask group 1 and 2 to list out the steps to form an PG. Encourage them to put it in order Once they have completed, each group can then place their card on the appropriate chart paper in the centre and present it to the other group. Then the other groups will do the same. If there are any common points, then they only add the new ones. The Facilitator can prompt any points that are left out after the participants have reviewed and given their inputs.

3.2 Handout

Who can become members in a PG?

Only producers can become members in a PG. They can either be a farmer cultivating in the land owned by him or leased-in lands. Only one member can be included from one household and 65% of the members of PG should be women. They should be;

- Belonging to the same panchayat/nearby panchayat.
- A member from SHG or SHG Household.
- Aged 18 years and above.
- A practicing farmer or producer and from small and marginal category.
- Having common needs, common problems, common interest in production

4 Approaches in PG formation

In VKP project, PGs will be formed with two approaches as follows,

1. Direct approach
2. Aggregating of FIGs/Subgroups Approach.

1. Direct Approach

Under this approach, ECP and project team will mobilize the producers identified through PGP exercise. Producer Groups will be directly formed with 30-150 members. The Producers cultivating or producing same commodity /or from the same subsector will be mobilized and organized under the PG. If there is no potential in one panchayat, the adjoining panchayat will be included.

2. Aggregating Sub Group/Farmer Interest Group (FIG)

Farmer Interest Group (FIGs)/Subgroup

A collective of 10-20 farmer producers engaged in a particular commodity may form a FIG/Subgroup, generally at the village level. This will primarily serve the purpose of aggregation, productivity enhancement at producer (member) level.

PG formation with sub groups/FIGs

Five or more FIGs may be organized and associated to form a Producer Group (PG) covering one village or 2-3 adjacent villages. These are formed to undertake primary level aggregation and value addition activities at the village level.

Non-negotiables

- The principles of PG need to be adhered while promoting the group.
- The voluntary membership should be encouraged.
- The participatory processes should be followed in every step.
- The experienced members and leaders should be involved to build the trust and confidence
- Should not give any false commitments
- The communication of the promoter should not give a message to members that every work will be done by ECP.
- The members should be made to be aware that after the project period the PG should be on its own by acquiring knowledge, skills and resources.

Selection of Executive Committee Members for the Producer Groups

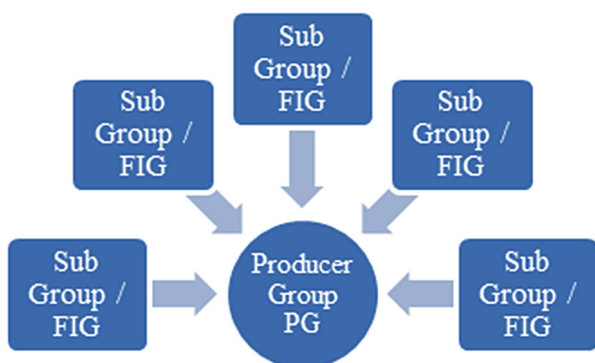
For Direct PG: 9 to 11 executive committee members will be selected through consensus by the all-primary producers in directly formed Producer groups. Among the selected committee members, three members must be selected as office bearers to execute day to day activities of the producer group.

For PG with aggregating Sub groups/FIG: proportionately 2-3 members from each Sub group /FIG (9-15 Members) will be selected for forming the Executive committee members.

Selection of Office Bearers as Executive committee members

The tenure of Executive committee members is two years i.e., once in every two years' leadership rotation will have to be done. The selection process of executive committee members and its leaders will be done through convening the General Body meeting of the Producer Group. A member who has been already selected as executive member/leader is eligible for contesting for the post once again. The following three persons will be selected as leaders,

1. President, 2. Secretary and 3. Treasurer.



Sub Committees in Producer Groups

The following two sub committees can be formed within the producer group for effective management

- Market integration Committee
- Monitoring committee

Sub-committee members

Each sub-committee can have three members. Out of three members, one member must be selected from general body and two from the executive committee. The sub-committees will perform the duties assigned to them and share their report to the executive committee and to the general body.

Roles and responsibilities of Sub-committees

Marketing Committee

This committee will take protective measures to support the producers (farmers) for grading their produce based on quality, arrange for procurement, identify suitable buyers through market intelligence and market the produce for optimum price.

Monitoring committee

The monitoring committee will periodically review the performance of producer group against the annual plan and financial plan prepared. This committee will ensure the progress of producer group.

Legal Form

The Producer groups will be mostly informal (legally not registered) since the Producer Groups will be linked with the Producer Collectives which is legally registered body. Wherever the producer groups are standalone, operating on a scale and directly linked with markets, they may require formal registration based on need.

UDYAM registration (only for standalone PGs)

If any PG not linked to PC and working as standalone that PG required registering with UDAYAM registration and other required registration such as GST, business licenses. The producer group can be registered UDAYAM registration with Micro, Small and Medium Enterprises (MSME), with details of their business, bank account details and Aadhaar card of any one of the authorized persons. Udyam registration can be done through online with the following link: <https://udyamregistration.gov.in/> or with the support of any common service center nearby or One Stop Facility center of the Vaazhndhu Kaattuvom Project.

Steps for promotion of PG

ECP should undertake a lot of preparatory steps while promoting the PG taking into non-negotiables detailed above. Only when the processes are duly followed without any short-circuiting of the processes, the PGs can be promoted with quality, which will form the foundation for executing all other programme components. A well-formed PG will reduce the work-load of the ECP and the PG will reach sustainability very soon. Process steps for forming a PG is as followed:

Steps in Formation of Producer Groups

Identifying the produce for marketing

A district level analysis on farm and non-farm-based businesses and value chain analysis should be carried out to identify the exact commodity and its value chain

interventions that have prospects for collective marketing through producer groups. This is the foremost step in formation of producer groups.

Selection of Members/Producers

Members from same hamlet or the same locality should be organized as a group. Either the member who joins with the producer group or any one of his/her family member should be a member of the Self-Help Group and or part of Panchayat Level Federation (PLF).

- Only small and marginal farmers or producers can be selected as member.
- The member must have an experience of 3 – 5 years in the selected livelihood activity- farming/ allied farming activity. At the same time, the producer should have the aspiration to promote their livelihood as enterprise.
- The members age should be 18 years and above.
- The member/ or his/her family member in SHG must have a good conduct viz., adhering the norms of SHG, attending SHG meeting regularly, prompt repayment record and respect other members in the SHG.
- The selected member must have faith and confidence in people institutions and collective functioning.
- The selected members must be interested to join as shareholder by contribute share capital and willing to buy/market the produce through the producer group.
- The selected member may own the land or leased land.
- In case of leased land, the documents should be verified before selecting the member.
- One member per family can be allowed in the producer group based on verification of ration card.
- The selected members should be producing/ cultivating the produce intended for collective marketing through producer group.

Orientation meeting with the Selected Members

An orientation meeting should be convened with all the selected members and all the members must be aware about the Vaazhndhu Kaattuvom Project.

The concept of producer groups, its functions, rules and regulations, need for producer groups and advantages of forming producer group must be explained in detail among the selected members of producer group.

Formation of Producer Group by aggregating FIGs / Sub Groups or Direct PG

- Depending on producer size in the panchayat, ECP and Block team will decide the formation approach whether Direct approach or FIG/Sub group approach
- Introduction meeting with potential producers about Project introduction and the concept of producer groups, its functions, need for producer groups.
- If decided to form FIG/ Sub group, then form FIG/ Subgroup with members between 10-20 members.
- After forming 5-7 FIGs/Subgroup could be federated to form one Producer Group.
- If decided Direct PG formation, after introduction meeting, ECP will conduct first general body meeting as follows.

Convening the First General Body Meeting of Producer group, selecting the executive committee members and framing the by-laws

- During the first general body meeting of the producer group the following activities should be carried out.
- Selecting a name for the producer group.
- Selecting the executive committee members and President, Secretary and Treasurer for the group.
- Deciding the date / day for monthly meeting.
- Deciding on the share capital to be mobilized and finance needed for the business.
- Selecting the bank for opening the current account of the group and deciding the persons to operate the bank account.
- Framing the By-laws of the group by involving all members, sharing the by-laws among them and getting their concern.
- The ECP/Block team should facilitate in framing of the rules and bye laws based on the PG guidelines framed by the State team.

Bank account opening

- The ECP/Block team should facilitate the opening up of a savings bank account in the name of the PG.
- The bank account should be opened in the name of the PG which will be operated by the President, Secretary and Treasurer of the PG.
- From the above three office bearers, President/Secretary and Treasurer will be the authorized to sign cheque and PG Bank account transaction.

Documents needed for opening a bank account in the name of producer group

- A duly filled application form should be submitted to the commercial banks in an area for opening bank account with a copy of the following documents.
- Permanent Account Number (PAN Number): The first step will be availing PAN from income tax department in the name of producer group after formation of producer group and its naming process. PAN number/Pan card can be obtained by furnishing necessary details through online or with the support of a nearby Common service center/agent.
- Resolution for opening bank account: To open a bank account in the name of the producer group, a resolution should be passed during the producer group meeting with details of bank in which the account is decided to be opened and authorized persons for operating the bank account with their designation.
- Address proof and identity proof of persons authorized to open the account (Aadhaar card, ration card, voter id etc.)
- Passport size photos of persons authorized to operate the bank account.

4. Session 5.3: Role of ECP in promotion and management of PG

Duration of the session: 60 minutes

Session Objectives:

- To make the participants to understand their role in PG promotion and handholding
- To make them to relate their role and the growth of PG
- To make them to understand the knowledge, attitude and skill needed for the ECP in relation to handling the PG.

Session Topic and subcomponents:

Role of ECP in PG

Training Method: Group work and PPT.

Learning outcome: By end of the session the participants will be able to understand their role in PG promotion.

Training process: Lecture and reflection

4.1 Handout

Role of ECPs in PGs Growth and Handholding support

Analyse the potential producers in village Panchayat.

Each panchayat has prepared a Panchayat Level Investment Plan through Participatory Growth Plan exercise. ECP will prepare producer covered existing PGs and left out producers in the panchayat with support of village investment plan. ECP will analyse the priority crops identified by the VCA and Village Investment Plan and find the potential producers. ECP will prepare list of potential willing producers for formation of new PGs. Either the member who joins with the producer group or any one of his/her family member should be a member of the Self-Help Group and or part of Panchayat Level Federation (PLF).

Mobilization of producers into Producer groups.

Formation of PG is one of the primary tasks of an Enterprise Community Professional. Based on Village Investment plan ECP will identify the producers involved in farm and non-farm producer activities. Mobilize the identified producers and conduct the orientation meeting. The orientation meeting should be convened with all the selected members and orient about the Vaazhndhu Kaattuvom Project and the concept of producer groups, its functions, rules and regulations, need for producer groups and advantages of forming producer group must be explained in detail among the selected members of producer group.

ECP will form the PG with direct approach, if more than 50 producer's same village or panchayat. If producers less than 50 in the panchayat, then choose the FIG / Sub group approach. First form the FIG/Sub groups with 10-20 members and federate into PG with one panchayat or combined with more than one panchayat.

Formation steps of the PG

- 1 Focus group discussion with identified producers
- 2 Introduction meeting with potential producers about Project introduction and the concept of producer groups, its functions, need for producer groups.
- 3 Second meeting for Setting up the group norms and selection of office bearers and subcommittees.
- 4 Third meeting collection of membership / subscription fees and resolutions for open a bank account.
- 5 Opening Bank account in the name of Producer Group

In the case of existing Producer Group, based on their willingness, the project will conduct grading exercise with support of ECP and block project management unit. Based on the grading results will prepare detailed strengthening plan and followed it.

Facilitating Training to producer groups in convergence with relevant line departments

- ECP facilitate to receive the trainings organized

by the project for the producer group. ECP will support to SPARK to identify the producer for the community farm school.

- ECP will inform project related and other department training opportunity to producer groups.
- ECP regularly visit the PG and provide hand holding support to PG for performing the planned activities.

Facilitate preparation of activity plans for the PGs.

Every year season wise activity plan has to be prepared by the PG. ECP will guide and support to prepare activity plan. PG activity plan will consist of description of activity to be taken up by PG

production activities, prepare member level plan, production enhancement, input requirement plan, farm machinery requirement, technical support requirement, Human resource requirement, increase the quality, marketing plan etc., ECP will collect the member wise crop data, input requirement data before preparation of activity plan. Activity plan has to be approved in the PG meeting. ECP will monitor the follow up of the activity plan and guide the follow the activity plan.

Facilitate access to business development services and technical trainings.

ECP has to facilitate PGs to access following business development services and technical trainings

- Assist required Producer Group in obtaining legal registration, permit, license, etc with support of project, OSF and TSA – MSME registration, input business licenses, etc.,
- Generally, PGs are linked with PC, hence no need of licenses. If any PG functioning as standalone, then registration and licenses required.
- Participate in regular meetings of Producer Groups and provide handhold support to PGs in tandem with block teams, technical support agencies and OSF.
- Support Producer Groups in convergence benefits from on-going schemes and programs through district team.
- Support group members to participate in capacity building training, technical training, refresher training, etc provided by project through TSA.
- Support project in creating demonstration plots for CFS on best practices, peer learning, etc., with the Identified SPARKS.
- Assist the members of Producer Groups to participate in CFS training and input sessions organized by the project
- Facilitate members to access finance from the CBOs, Banks and other financial institutions.
- Facilitate members to access services provided by the PC.

Facilitating integration of safeguards/ESMF requirements (into business plans) and implementation

Generally, PGs are not involved in the business activities, PG involving the aggregation process, support activities for business of PC only. PG linked PC only involving the main business activities, PG aggregating the produce and supply to the PC. If any PG function as standalone PG, ECP

make awareness and educate on Environmental and Social Management Framework (ESMF) to the entrepreneurs. ECP facilitate the social and environmental appraisals and necessary compliances, implementation for the enterprises. ECP ensure the environment safeguards measures to be followed for the environment low risk category enterprise. High risk category enterprise not supported by the project.

Assisting in mobilization of producers for Community Farm School (CFS) Regular handholding of PGs

- CFS intervention will be based on opportunities in terms of prevalence of the activity in the region and the communities' affinity for the selected commodities to launch CFS initiative. CFS will be identified in close collaboration with the Producer groups and Producer collectives.
- ECP will assist the Sparks to identify 20-30 members from PGs with high aspirations and willingness to learn and adopt new practices.
- ECP with the support of BPMU to the SPARKS identify the interested farmers / producers are willingness to give and ready to experiment the various field trials and demonstration in her own farm.

Assist in getting project funding and facilitate assistance from other relevant departments and projects.

ECP will facilitate the producer group to get project start up fund and appropriate services from the Banks, convergences with Government schemes and other institutional linkages. In addition, Enterprise Community professional can work with access with legal compliances to obtain necessary licenses, permits and business certifications for standalone PGs.

Data collection from PGs, monitoring the existing and newly promoted PGs

ECP will update and manage all village level information of Producer Group through basic level Data updating as guided by VKP Project. Collecting the baseline data for the producer group, preparation of activity plan, captured the progress data of PG, preparation of monthly reports for the existing and new PGs.

ECP will monitor the PG activities regularly and attend their meeting and guide the register update the as on date.

Build and maintain smooth and working relationship with PCs

ECP will mobilize the orientation meeting for linking with PC. ECP will support to collect the share capital from the PG members. ECP will support to PC activities at PG level. ECP will maintain smooth and working relationship with PG and PC. ECP will give PG activity related information to producers and ensure the producer participation in the PG activities.

8

Module 6:

Producer Collective

1. Session wise Schedule: 210 Minutes

Session No.	Topic of the session	Contents	Metho-dology	Expected outcome	Materials required	Duration
6.1	Introduction about Producer collective (PCs)	<ul style="list-style-type: none"> • Producer collectives-definition • Importance of Producer collectives • Objectives of the Producer Collectives • Principles of the Producer Collectives • Functions of the Producer Collectives 	Lecture, PowerPoint presentation, Group work and Question and Answer session	Understand the producer collectives, Objectives and principles of PCs, Formation steps for PCs.	Chart paper, PPTs	1 hour 30 minutes
6.2	Concept of self-governance, PC organisation structure and role of Board of Directors	<ul style="list-style-type: none"> • concept of self-governance. • General Body • Board of Directors • Powers of Directors • Sub-committees. 	Interactive lecture method, Small Group Discussion, Question and Answer, BOD Experience Sharing video	Understand concept of Self-Governance for the community institutions, Producer turned into Board Member, Composition of Board and Subcommittees role in PC Functions	Presen-tation, Charts, Projector	1 hour 30 minutes
6.3	Role of ECPs in PC		Interactive lecture method	ECPs role in PG integration, ECP role in Business Support service to PC members		30 Minutes

2. Session 6.1 Introduction about Producer collective

Duration of the session: 1 hour 30 minutes

Session Objectives:

- To make the participants understand the concept of PC and principles of PC, learn the promotion steps of the Producer Collectives, functions of the Producer Collectives.

Session Topic:

- Producer collectives- definition
- Objectives of the Producer Collectives
- Principles of the Producer Collectives
- Functions of the Producer Collectives
- Formation of Producer Collectives in VKP

Training Method: Lecture, power point presentation, Group work and Question and Answer Session

Learning outcome: By end of the session, the participants will be able to understand the Producer Collective concept, importance of PC, functions of the Producer Collectives. understand the systematic steps involved in the formation of the Producer Collectives.

2.1 Process details

Task 1: Session objectives

Start by introducing the session objectives using a pre-prepared chart and get the agreement of the participants. Then, talk about how the previous session focused on the PGs and their corresponding features.

Task 2: Understanding about PGs and PCs

Form FOUR groups. The first two groups will focus on PGs while the other two groups will focus on PCs.

Start with getting the participants to describe what a PG or PC is in one word in their note book. The responses would be like: PG at village level / primary production / PC at Block level / District level federate the PG / aggregation / marketing... let each of them get a chance. Put these words on the board. Then try to get them to string them together to form a sentence. Finally show them the formal definition – make sure they understand it and relate it to the words they first stated.

Task 3: Steps for formation of the PGs/PCs

Use the same groups for this exercise. Ask the groups 1 and 2 to list out the steps to form a Producer Group.

Encourage them to put it in order. Ask group 3 and 4 to list out the steps in formation of an PC and write each one on a separate chart.

Once they have completed, each group can then place their chart at the centre and present it to the other group. Then the other groups will do the same. If there are any common points, then they only add the new ones.

The Trainer can prompt any points that are left out after the participants have reviewed and given their inputs.

Discussion: The Trainer shall ask, "What are the common steps in the formation of PG versus PCs? What are the differences?"

Task 4: Function of PG versus PC

Again, work with the same groups, the Trainer shall give each group a chart paper and ask them to list out the functions. The first 2 groups (PG groups) will write down the functions performed by PGs. Groups 3 and 4 will do the same thing but will list functions of a PC.

The Trainer will read out all the functions written on the charts one by one. Trainer will ask the participants that is there any functions left out from this list? If yes, ask the participants to add any missed out points under the functions of PG and PC.

Questions:

1. What are the functions performed by PG/PC?
2. Any functions left out from this list?

The trainer can also clarify that both are groups of farmers, but functions vary as their roles vary.

Task 5: Summing up

The trainer should sum up the session by clarifying their doubts and linking this session to the next session.

2.2 Handouts for the Session 6.1

Producer Collectives - Definition

The Producer Collectives is a registered organization of 300 to 1500 small and marginal farmers and entrepreneurs who are involved in similar business/activity, through locally formed producer groups working together at the block level to reduce costs and increase production, collectively market, to increase their income at the right price.

There are different institution promotion approaches for PC, however in the VKP Project the following two approaches,

- Federating PG approach
- Direct approach

The DPMU & TSA will take into consideration the possibility to form a new PC by either of the approaches.

Federation approach

- PC will be a membership-based organization having PGs as its shareholders.
- The Producer Groups (PGs) which are formed at the village level will be federated in the form of Producer Collectives (PC) at the appropriate (Block/ Sub-district/District) level as per the requirement of the commodity/ sub sector, business potential and the type of activities.
- All PCs in the project will be legally registered bodies.

- The Producer Collectives can initiate with a single commodity and then over a period of time can diversify into multiple commodities.

Direct approach

- The individual producers will be directly formed into the procedure collectives
- PC will be a membership-based organization having individual producers as its shareholders.
- Individual producers at village level will be the shareholders of the Producer Collectives (PC) at the appropriate (Block/Sub-district/District) level as per the requirement of the commodity/ sub sector, business potential and the type of activities.
- The approaches can be adopted in hilly areas / based on the need.

Objectives of the Producer Collectives

- Coordinating the producer groups operating in the rural areas to function under one umbrella.
- Enhancing the livelihoods of those engaged in agriculture and allied industries by enhancing their skills.
- Guiding the farmers properly to reduce the cost of production and increase the productivity of the produces.
- Creating opportunities for marketing the products produced by the farmers and sell them directly.
- Facilitating value addition and marketing through technical assistance.
- Establishing and strengthening linkages with relevant governmental and non-governmental organizations for obtaining projects required for agricultural development.

Principles of the Producer Collectives

Principles in any people / community organization are drawn from its practices and any organization without principles cannot function in a sustainable manner. The principles that govern the Producer collectives are:

Member-cantered goals

The Producers Association must have member-cantered goals. All objectives should be cantered on the livelihood development of the farmers.

Voluntary affiliation

The collectives are meant for the growth and development of producer groups, therefore joining it must be voluntary.

Democracy and Autonomy

The Producers' Collectives should not operate under the control of any one individual or group, but should be a platform in which all members can democratically participate and discuss their needs and must act in accordance with the rules and regulation framed by the members and aligned with the government norms.

Working with integration approaches

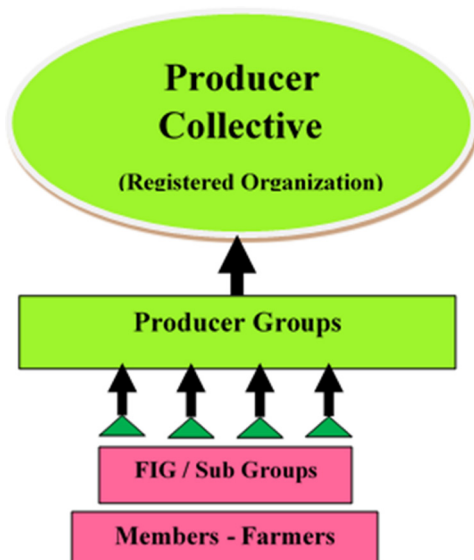
The Producers collectives need to be inclusive and integrate all its members depending on their needs.

Planning with the participation of members

Without participation of all its members, no organization can carry out constructive development, without proper planning failure is inevitable.

Formation steps of the Producer Collectives

- Village level producer groups are formed by the primary producers who are involved in producing similar agricultural produce in a village. These groups will continue to meet, discuss and decide on production enhancement and income increase plans. The producers should be made to understand the need for collectives and by making it clear that it is not possible to collectively market the products and sell them at a higher price just by remaining as village level groups.
- Then bring in the leaders of the well-functioning producer collectives and make them share their experiences to explain the importance of the Collectives.
- Training should be given to the group leaders who are involved in producing the same produce to understand the importance of the Collectives, the need for integration and the methods of forming the Collectives. Then, they can be asked to train at the group level along with other trainers.
- Since the main purpose of the Collectives is business, it is important to understand that the members joining the Collectives should join as partners and that the shareholding should be determined by the members themselves.
- The determined share is to be paid to the Collectives by the group.
- Approved members will be on the General body.
- The first step in the formation of Collectives is to hold a general body meeting to select directors and MoA and AoA.
- The general body should elect 5-15 executive committee members to represent each panchayat.
- After selecting three to five of the selected directors as executive members and opening a bank account with them, the shares are to be paid.
- It is necessary to register the Collectives properly after this step.
- Self-governance is lifeline of collective organisations managed by the people. The fact is that no organization can function sustainably unless the foundation is laid strong and resourceful, and in that sense the foundation of the Producers 'Collectives must be good. Only if this self-management works well the collectives will emerge stronger and move towards realizing the goal.



3. Session 6.2: Concept of self-governance, PC organisation structure and role of Board of Directors

Duration of the session: 1 hour 30 minutes

Session Objectives:

- To make the participants understand the concept of PC General Body, Board of Directors and subcommittees.

Session Topic:

- concept of self- governance.
- General Body
- Board of Directors
- Powers of Directors
- Sub-committees

Training Method: Interactive lecture method, Small Group Discussion, Question and Answer and BoD Experience sharing video.

3.1 Training Process

Task 1: Session objectives

Start by introducing the session objectives using a pre-prepared chart and get the agreement of the participants.

Talk about how the previous session focused on the PC formation steps and objectives and functions of PCs

Task 2: Understanding concept of Self-governance.

Ask the participants to write an example of a self- governed institution and its characteristics. Then, the trainer shall list the major Six characteristics of self- governance.

The trainer shall form two groups for a group discussion about the characteristics of self- governance. The first group will focus on governance characteristics like participation, non-discrimination, defined rules and procedures and shared powers. The second group will focus on accountability characteristics like accountability, transparency and proper documentation.

After the presentation trainer synthesis, the group presentation and debrief the importance of self-governance in the community institutions.

Task 3: General Body, Selection of the BoDs and Powers and functions of BoDs

The trainer shall make a brief presentation about the general body and who are members of the general body.

The trainer shall ask two questions to the group

- What do you think are the criteria to select a farmer to become director in the Board?
- What are the statutory requirements of a board member?
- What are the powers and functions of a board member for achieving the mission and dealing with the CEO and staff?

collects all the answers and puts them on the board. Then highlights the key answers to the question. Trainer must stress that there are different approaches to selection of a Board of Directors. However, there are some points that are required by law.

Task 4: Sub Committees

What is the importance / need for the sub committees?

Members of the Sub committees and their tenure

Task 5: Summing up

The Trainer will sum up the session by clarifying their doubts.

What is self-governance?

Self-governance is the process by which elected leaders, along with the participation of members, who have framed rules and norms, implement the decisions they made for themselves, in a transparent manner, with autonomy and self-regulatory methods. Following are the elements of self-governance.

- Participation and non-discrimination
- Defined rules and procedures
- Shared powers
- Accountability
- Transparency
- Proper documentation

Impacts of Self-Governance:

- Self-Governance leads to increased participation of directors / shareholders. This will create most favourable environment for all activities to take place with the participation of the people.
- Increasing the active involvement and direct participation of members in the company's activities would increase the sense of ownership among the members.
- This will elevate the respect for the rules framed by the members themselves, and create an internal pressure to adhere to it.

- d. Members will feel that the power to make decisions remains with them.
- e. The feeling of shared responsibility in the organization will develop.
- f. Activities, accounts, impacts, decisions would have been documented and known to all

Primary Producers and primary producer groups are the basic unit of the Producers collectives. Primary producer groups are formed by organising the primary producers at the village level. Primary Producer Groups at the Panchayat level are organised to promote Producer / Enterprise Groups. Producer collectives form the next step of the producer groups, which are promoted by organising all the producer/enterprise groups functioning in an area.

General Body Producer collectives

Primary Producers are members of Producers Group and Producers Collectives. They are members of the General Body of both the organizations. Producer groups, –all the 30-150 members will form the general body. Similarly, at the Producer Collective level, all the members doing the same business activity, come together (more than 300 members) and form the general body of the Producers Collectives. as the primary producers get enrolled as shareholders by paying share. Thus, they become the owners of an organizations / collectives.

All members of the Producers' Collectives shall be members of the General Body. The entire power to administer a Producers' Collective rests solely with its general body.

Powers of the General Body

- a. General body has full authority over the management of a Producers' Collectives.
- b. Reviewing and approving the budget for the financial year.
- c. Approval of the company's annual budget.
- d. Granting permission to provide incentives.
- e. Appointment of Auditor.
- f. Determining dividends.
- g. Making amendments to the Constitution as required.
- h. Determining the amount of credit, credit policies and terms and conditions for the Director and those in charge.
- i. Appointment and reappointment of Directors
- j. Selling all the products and other products they produce through a group or federation
- k. Procurement of produce from the producer group and the collectives.

Board of Directors

The Board of Directors is a committee of persons selected by the General Body to implement the plans of the Collective. The committee will consist of 5-15 directors.

Sub-committees will be formed and implemented on the Board of Directors based on the plans of the Federation. Each director will be the guide for each project.

An elected director may hold office for a minimum of 1 year and a maximum of 5 years.

Powers of Directors

- a. Approve annual accounts and proposed financial plan.
- b. Approval of dividends.
- c. Issuance of bonus shares.
- d. Announcement of share dividend.
- e. Determining shares for members
- f. Determining the goals and strategies of the organization
- g. Appointment of Chief Executive Officer and Chartered Accountant.
- h. Maintaining the accounting records, preparing the annual budget and submitting to the members the audit report and the audit notes he points out at the annual general meeting.
- i. Buying and selling business related properties.
- j. Continuing to monitor and maintain the periodic growth of the company

Board of Directors and Sub-Committee Meeting

Sub-committees are formed by the board of directors of a company. The following sub committees will be formed to support the functioning of the company: The sub - committee consist of 2 members from BOD & 1 member from GB.

- Finance sub-committee (3 members)
- Production & Quality Assurance committee (3 members)
- Procurement & Marketing sub-committee (3 members)

Tenure of all sub committees will be two years. They will be selected in the General Body. The General Body can decide to have more sub- committees, in future, based on the requirement of the PC activities apart from the above sub committees.

Role of ECP in Producer collectives

Preparatory meetings with PGs/Producers for formation producer collectives

- a. ECP participate in the SHG meetings discuss and preparing eligible list for enrol in the PG and PC. Eligible members already covered and uncovered list to be prepared by the ECP. Eligible and willingness members list can be prepared and submit by ECP to Project team. SHG decision to be recorded in their minutes. Membership fee, subscription and share capital to be paid by the members also discussed during the meeting.

- b. After completion of awareness campaign at habitation level, PLF and SHG meeting, ECPs fix the date for conduct mass enrolment campaign at panchayat level. Mass enrolment to be conducted with the block team.

Assist PGs build and maintain relationship with higher order collective.s such as PCs federations, etc.

The DPMU/block & TSA will be proactive and organize meetings with PG Representatives / member at the village level with the support of BTLs and ECPs on formation of new collectives. The PC Orientation meetings will be explained the following points:

- a. The need for collective's formation
- b. Appraising the need for effective forward and backward linkages to the producers.
- c. Opportunities and possible interventions in the value chain of the commodity/ commodities.

Share capital collection process meeting:

ECP will organise a meeting with PG members to explain the share capital and benefits & use of the share capital by the DPMU/BPMU, TSA. The project team have to convince the shareholders for raising the share capital. The ECPs will support the representatives in collection of shares from the producers.

Assist Producer collective in mutual enterprise business support and services.

- ECPs would facilitate to obtain required licenses and permits for the functioning of PC along with the support BPMU and TSAs.
- Facilitate the aggregation and consolidation of Input requirement for the producer groups
- The ECPs / TSA creating an awareness about the MGP in the PC BOD & CEO.
- The ECPs would facilitate the convergence with different line departments as per the TSA & Block Team prepared convergence plan with consultation of Producer collective and prepare a database of the different producer groups.

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Module 7: Skill development and Job creation

4. Session wise Schedule: 120 Minutes

Session No.	Topic of the session	Contents	Metho-dology	Expected outcome	Materials required	Duration
7.1	Components of skill development and Job creation	<ul style="list-style-type: none"> • Introduction to Skill development and Job creation, components of skill development and Job creation. • Pre & and post training service to enhance employment outcomes • Community based trainings and skilling provision. 	Lecture with the power point presentation/ Flip chart presentation and white board.	Understanding the skill development and job creation and its components.	PPT, white board, marker and Flip chart.	30 minutes
7.2	Community Farm Schools (CFS)	<ul style="list-style-type: none"> • Introduction of the CFS, objectives, SPARK, selection of beneficiaries, Training of households and Role of ECP. 	Lecture with the power point presentation/ Flip chart presentation and white board. Success story presentation.	Understanding the Community Farm school, objectives, selection of beneficiaries, training and role of ECP.	PPT, white board, marker and Flip chart.	45 minutes
7.3	Community Skill Schools (CFS)	<ul style="list-style-type: none"> • Introduction of the CSS, objectives, Trainer for CSS, Skilling at CSS. • Role ECP in Community Skill School 	Lecture with the power point presentation/ Flip chart presentation and white board, success story presentation.	Understanding the Community Skill Schools (CSS), objectives, selection of beneficiaries, training and role of ECP.	PPT, white board, marker and Flip chart.	45 minutes

5. Session 7.1: Skill development and Job creation

Session Objectives:

- To make the participants understand about the Skill development and Job creation, Community based trainings and skilling provision. Understand the Community Farm School and Community Skill School and Role of ECP in CFS and CSS.

Session sub components:

Introduction of Skill development and Job creation, its Components, Community Farm School and Community Skill School and Role of ECP in CFS and CSS.

Duration of the training: 2 hours.

Training Method: Lecture with the power point presentation/ Flip chart presentation and success story presentation

Learning outcome: By end of the session the participants should have understood the objectives of Skill development and Job creation, Community Farm School and Community Skill School and Role of ECP in CFS and CSS.

5.1 Training process:

The trainer shall start the session by asking the participants whether they are aware of skill development schemes and invite them to list different skill training opportunities known to them.

Before the training, the trainer should prepare charts on CFS and CSS objectives, selection of beneficiaries, trainer

and training, Role of ECP etc., and display the at the training hall.

The trainer can present those charts in the sessions and explain to the participants.

Two Success stories are given in this module. Trainer can tell the success story in the 2nd 3rd sessions. After presentation of the success story, provide them lead questions and allow them to discuss.

Wherever possible, important points and action points should be written on the board, ECP would write in their notebooks.

The trainer shall introduce this case and ask the participants to read the case and discuss the following questions:

- How to create awareness about the Community Skill School?
- How to select the candidates for Community Skill School?
- What is the eligibility of the candidate for the admission for Skill training?

The trainer shall introduce this case and ask the following questions with trainees:

1. What are the changes happened in Kesavamoorthy's life after attending the training in Community Farm School?
2. What is the intervention made by the Agricultural Officer?
3. What would be the initiative of the trainees in their Panchayats after the training?

Community Skill School - Success Story

Ramkumar belongs to Uthamanallur panchayat of Kanchipuram District, he is living with his parents in the village. His parents are agricultural labourers and they didn't have any piece of land. His mother was regular in making her repayments to her SHG despite hardships. As he is the elder son in the family, he had to take responsibility to give good education to his two younger sisters. He completed 12th standard in The Govt. Hr. Sec. School, during 2018 and due to his family situation he could not to go for higher education. After that he tried for job locally but he didn't get any opportunity. So, he was forced to choose agricultural labour like his parents and started earning money which supported his family somehow.

In this situation, he came to know through his mother, based on the information given in the SHG meeting that in the nearby panchayat, there is a Skill training institution which is providing skill training to the rural youth for the improvement of their livelihood. He approached and got details about various skill trainings providing by them, then he decided to join in "Mechanic for Agricultural Machinery, Tools & Implements". He chose this training because he had been seeing frequently in his village, the farmers were depending the mechanics from nearby villages. He has completed the course during 2020 and learnt well all the mechanisms.

Within three months, he became popular among all the farmers due to his expert service at the least cost. As he is a local resident, the farmers could save their time and got immediate solution for the repairs in their tools & implements. He acquired the information regarding various subsidy schemes for the purchase of agricultural machineries, tools & implements and told the farmers who are eligible. At present, he is considered as an expert in the field, the mechanics from nearby villages need not to come and at the same time the farmers from nearby villages have also started using his service, now he is very busy in his work & earn upto Rs. 12000/- per month.

He has been selected as one of the faculty in the Community-Based Skill training institute for the trade. He has become a resource person in the centre from where he got the training.

5.2 Handouts for the trainers for the session 7.1

The VKP lays special emphasis on skill development for both producers and youths in both on-farm and off-farm sectors. Individual entrepreneurs, enterprise and producer groups offer an ample scope for skill building. The ECPs are expected to play a critical role in identifying suitable people and connecting them with relevant skill building centres to be set-up by the Project as well as other formal training centres run by government institutions.

- The objective of skill and job component is to create
- Sustainable wage and self-employment opportunities
- Promote relevant skills for higher value agriculture and allied activities
- Enable entrepreneurship through market responsive skills and entrepreneurship development".

Components of Skill Development and Job Creation

Pre and Post Training Services to Enhance Employment Outcomes

This sub component will primarily focus on pre and post skilling services to enhance employment outcomes and will be done through the following:

- Outreach meetings and FGD to understand youth's interests and aspirations
- Identification and mobilization of youth; and creation of youth database
- Collating training institutions' list and developing district-wise annual calendar of trainings provided through existing schemes
- Counselling youth on job opportunities, skilling opportunities and training partners
- Facilitating youth to join skill-training provided through flagship government programs
- Community monitoring of completion of training programs and placements
- Post placement services: Counselling, Job fairs, Migration Support and Post placement tracking

6 Community Based Training and Skilling Provision

Community managed skilling interventions through the Community Skills Schools (CSS) and Community Farm Schools (CFS) will be established to provide contextualized skill building programmes. Activities under this component are:

- Identifying sectors, sub-sectors and trades having a potential for employment and self-employment and is demanded by the community through DDS, PGP and VCA and state and District wise skill gap study by NSDC.
- Shortlist community experts in selected trades and engage professionals/agencies to build their expertise in conducting training modules to become effective community trainers.

- Facilitating the community and its experts to setup community managed skilling provisions.
- Provide systems for assessments and certifications by accredited third party agencies and access to job markets.
- Facilitating interested members to become entrepreneurs by linking them to OSF.
- Develop a plan to cater for those skills either through convergence or through the community-based skilling.

In the above said activities ECP has specific role in implementing the CSS and CFS. Hence these two components are elaborated here.

6. Session 7.2: Community Farm school

Introduction

The Skills and Jobs opportunities component is the third component of the project that aims to create

- Sustainable wage and self-employment opportunities,
- Promote relevant skills for higher value agriculture and allied activities, and
- Enable entrepreneurship through market responsive skills and entrepreneurship development.

The project has envisaged to develop and deliver training through community-based skilling to build skills of service providers, entrepreneurs, and producer households in targeted value chains; and Improve access to skills training in rural areas, by developing Community Schools.

Community Farm Schools (CFS)

There are considerable productivity differences between farmers within the same community, pointing to the importance of factors such as access to knowledge, vital skills, availability of affordable financing, and limited access to markets to sell their yield. The Community Farm School (CFS) model seeks to identify specific skill gaps in farming-related occupations; recommending appropriate technical solutions with the help of field specialists; identify and train community professionals to deliver technical training and services to the community, and conduct regular "Farm Schools" for community members for transmission of the identified technical skills and services to them. Thus, Community Farm Schools primarily emphasize the capacity building of such community members by practicing the required technical skills through skilled community experts. CFS seeks to develop a cadre of self-employed technical service providers (SPARKs) in selected agriculture and allied sub-sectors, who will in turn build skills amongst the community members in selected value chains through the Community Farm Schools.

Objectives of the CFS

The objectives of the CFS are to develop and roll out the knowledge generated through the project, eventually disseminating the same to the stakeholders. The knowledge generated will be used effectively for project implementation by way of learning and capacity building among the beneficiaries. Objectives of CFS are to:

- Facilitate ample opportunities for cross learnings from the experts through existing models, increase the productivity, reduce the factors affecting the outcome, and obtaining the desired results
- Facilitate knowledge sharing and learn the best practices from the peers.
- Promote relevant skills necessary for the farming and other allied livelihood activities
- Enable entrepreneurship through market responsive skills and entrepreneurship development
- Ensure sustainable and reliable wage and self-employment opportunities to the target beneficiaries
- Promote sustainable livelihood and empowering target women
- Encourage the usage of local resources
- Focus on cutting costs on farm inputs through innovative methods and increase productivity
- Ensure common procurement / services / market linkages

SPARK

SPARKs (Skillful, Personal Ability, Attitude, Relationship, and Knowledge) are community members with unusually high interest in the trade, who also show keenness to teach the community. SPARKs is a trainer with a specific knowledge, skills, involvement and excellent experience in agriculture in rural areas. He will be respected among his community members as an expert in a profession. SPARKs will be involved in sharing and training their knowledge with community members at the village or block level. The project will identify such SPARKs and pave the way for community farm schools to guide, teach, train and support other community members.

Selection of Beneficiaries (Trainees) for Community farm school

- Member of a producer group/producer having willingness to become a member of a producer group
- The beneficiaries (he or she) should be keen to learn and adopt the new practices / technology
- He/she should be a regular practitioner of agriculture / allied activities
- He/she should have an unquenchable thirst for knowledge and learning
- Each CFS will benefit 20-30 members.
- The member's age should be from 18 years and above.
- A minimum of 65% of members should be women.
- CFS members belong to the same village or from 2 to 3 adjoining villages.
- The membership should be inclusive.

Training of households by SPARKs

SPARKs will provide a minimum of 36 hours training session (2-3 hours' session per week spread across 12



weeks) assisted by Flip Charts and Picture Books with demonstrations. Demonstrations would typically be held in trainees' homes. Over the rest of the week, SPARKs will conduct home visits and ensure that members are adopting and implementing the lessons learnt.

Role ECP in Community farm school

- role of ECP in implementing the CFS is to provide support to identify 40-50 household members with high aspirations and willingness to learn and adopt new techniques of production to identify the members, the ECP will attend the PG meeting and disseminate the information about the Community Farm School in their panchayat and prepare list of interested farmers. If any further queries related to CFS from members, then ECP link the members to SPARK. SPARK will guide the farmers and admit the CFS.
- ECP with the support of BPMU and the SPARKs identify the interested farmers / producers who are having the willingness to give their land for various field trials and demonstration and should establish a model farm for conducting CFS.
- Assist the interested & selected members of Producer Groups to participate in CFS training and input sessions organized by the SPARK
- Support project in creating demonstration plots for CFS on best practices, peer learning, etc., with the Identified SPARKs.

7. Session 7.3: Community Skill School

Introduction

There are also those sectors that are traditional and have region-specific demand but such skilling is not offered i.e., weaving, jewelry making, basket making, pottery, etc. and skilling will only be done for skills that are scalable and has potential for earning higher incomes. Constraints to skilling the rural population is a challenge; Community Skills Schools (CSSs) will provide much-needed opportunities to the young generation especially women to develop a source of income through those practitioners/ experts by sharing their domain knowledge and imparting the skill training with simple and minimally required infrastructure right in their community.

Community Skills Schools (CSSs)

There is a high demand for certain income-generating skills, which could be traditionally practiced by both men

and women across communities. A few of them who are engaged in the traditional occupation for generations are considered 'Master Practitioners'. For instance, across the project areas, many communities have a tradition of sending their menfolk into the masonry, welding, automobile trade and they learned the skills mostly on the job.

Community Skills School (CSS) prepares an individual for a specific trade and it will enhance the rural communities to become self-reliant, widens the opportunities for people to find a job that fits with their talents and preferences, helps them to get a decent job and fair income, helps communities to come out of the poverty trap and provides skills to progress in their life. CSS focuses on a friendly environment for learning by recruiting local master practitioners, enhancing individual's employability both wage and self-employment and ability to adapt to changing technologies and labour market demands. CSS will also empower the trainees to initiate Nano, Micro, and Small enterprises. The core functions of a CSS are

- Identifying sectors, sub-sectors and trades having a potential for employment and self-employment and is demanded by the community through DDS, PGP, VCS, State and District wise skill gap study by NSDC.
- Shortlisting community experts in select trades and engage professionals/agencies to build their expertise in handling training modules to become effective community trainers.
- Facilitating the community and its experts to setup community managed skilling provisions.
- Providing systems for assessments and certifications by accredited third party agencies and access to job markets.
- Facilitating interested members to become entrepreneurs by linking them to OSF.
- Developing a plan to cater for those skills either through convergence or community-based skilling.

Objectives of the CSS

The objectives of the CSSs are to;

- Facilitate knowledge sharing and learn the best practices from the local master practitioners.
- Ensure sustainable and reliable wage and self-employment opportunities to the target beneficiaries
- Bridge the skill gaps and employable opportunities.
- Promote sustainable livelihood and empowering women and youth
- Encourage the usage of local resource-based skill development to meet the market needs
- Help the community members to understand the skilling curriculum through an easy learning process, discuss ideas and provide constructive feedback so that trainees can reflect on the skills gained in the training school.
- Learn together with their peers from a local practitioner to create a positive contribution to the household and the wider community.

Trainer for CSS

A local master practitioner will be appointed as a trainer to run the CSS, who will be proficient in the trade and keen to teach and share his/her technical knowledge: He / She should

- Have the ability to manage and organize the Community Skill School
- Possess wealth of knowledge, skill and adequate experience in the activity/enterprise/trade he or she practices
- Dedicate time to mobilize & impart training to the trainees¹⁰
- Be a community member who is engaged in one or more non-farm activity/ enterprise
- Have good credentials (good rapport) within the community member

Selection of Trainees

The Trainer for the CSS will be chosen based on the following criteria.

- Age group of 18-35 years (Relaxation of five years in age will be allowed for Differently abled and Widows), open to youth or aspiring individuals both male and female.
- PLF / VPRC will mobilize applications through ECPs from the aspirants/trainee. The PLF / VPRC should pass necessary resolution and enroll the trainees in the CSS. ECP should facilitate the process.
- The trainee (he or she) who joins CSS should be keen to learn and implement the technical knowledge. The trainees are expected to complete the full training process, after the assessment and certification process, they are expected to join any businesses or self-employment to improve their livelihood.
- Must be from SHG household.
- The trainees should be 35% Women, 5 % differently abled and tribal communities
- Trainees are expected to pay a portion as a contribution as part of the course fee. Each trainee should pay Rs. 500/- or 10% training cost as part of their course fee, whichever is the lesser (Course fee may differ based on the trade they choose to learn. For instance, for Masonry training the participants may pay less fees when compare to 4-wheeler mechanic training program).



Skilling at CSS

The trainees will be trained by the trainer, aided by Flip Charts and Picture Books with demonstrations. Attendance records will be maintained and safety measures as advised by the Master Trainer / Rural Self Employment Training Institute (RSETI) / Experts, strictly followed at all times. Punctuality will also be strictly adhered.

Role ECP in Community Skill School

- ECP main role is support to mobilize the interested youth for community skill school and prepare potential youth list up to date. Skill training will be provided by the Community Skill School.
- Mobilize the youth with support of youth forum, youth club, through VPRC/PLF office bearers, direct visit to home, using IEC material and conduct the meetings and disseminate the information about CSS and discuss with the youth about their future

dreams and aspirations and help them to choose the career that suits them by taking the possible fields and their opportunities.

- Assist the District Project Implementation Unit and the Block Project Implementation Unit to identify competent specialists for training.
- ECPs will support along with BPMU to setup CSS in the selected location with the requisite design & layout, and safety aspects; also procuring relevant material, tools, and students kits for the trade. The CSS should be women-friendly and adhere to relevant safety guidelines.
- Monitor the performance and progress of young people who have been trained and joined the workforce or are self-employed. Collect data on the status of trainees once in three months and submit to the project.

9

Module 8: Planning, Monitoring and Evaluation

8. Session wise Schedule: 120 Minutes

Session No.	Topic of the session	Contents	Metho-dology	Expected outcome	Materials required	Duration
8.1	Monitoring	<ul style="list-style-type: none"> Introduction about Monitoring, Objectives, 	Probing questions Interaction, Lecture with the support of Flip chart	Understanding the objectives of monitoring	Flip chart.	15 minutes
		<ul style="list-style-type: none"> Monthly Planning with verifi-able Indica-tors 	Lecture with the power point presen-tation/ Flip chart	Understand-ing the verifi-able indicators against the activities as-signed to ECPs	PPT, and Flip chart.	30 minutes
		<ul style="list-style-type: none"> Reporting &Reporting Flow 	Lecture with the power point presen-tation / Flip chart and case study analysis.	Understand-ing roles of ECPs in Re-ported sys-tem& the im-portance of reporting through case study.	Flip chart/ PPT, Case study	45 minutes
		<ul style="list-style-type: none"> Reporting Format 	Lecture with the power point presen-tation	Understand-ing on fill the reporting for-mat.	Model reporting format	30 minutes

9. Session 8.1: Planning, Monitoring and Evaluation

Session Objectives:

- To make the participants understand about the importance of monitoring for knowing the achievement against the target fixed, role of ECPs in monitoring process and reporting flow and system to be followed in the project.

Duration of the training: 2 hours.

Training Method: Lecture, power point presentation Flip chart and Case study analysis

Learning outcome: By end of the session the participants should have understood the objectives & importance of monitoring, reporting flow and role of ECPs in the monitoring system.

7.1 Training process:

- At first the trainer shall ask the participants those who are having little children and left them under the custody of someone in the home to attend the training, to stand up. Then, ask questions about the children. Whether the trainees have made any enquiry on the feeding of food, sleeping of the child and the like. The majority will answer 'yes'. Then, the trainer shall ask, why should they make an enquiry?

There will be varying types of answers. From those answers, build on the need for monitoring.

- Followed by this, the trainer shall explain the objectives, necessity and importance of monitoring through a PowerPoint presentation or Flip chart.
- Then, the trainer should make the ECPs understand about the plan of activities to be performed by them and how to verify the completion of the activities with quality through a PowerPoint presentation.
- The trainer should subsequently explain about the monthly review conducted by the Block team and district team and monthly reporting.
- Explain the importance of reporting system & reporting flow to be followed in our project context through PowerPoint presentation and give them a case study for analysis.
- Clarify their doubts on how to fill the reporting format through a PPT.
- Proper reporting only will support the find achievement and outcome of the project.
- Trainer should tell the participants to go through the following below case study and ask questions given below and allow them to answer and interact

The trainer shall provide the following questions for discussion among the participants

7.2 Case study

Thiru. Marimuthu is a new entrepreneur, who has started a business of making pappad and marketing on 15.06.2019 with the investment of Rs. 40,000. The brand name is "Nartsuvai". Initially, he alone had done all the works from manufacturing to marketing. By his hard work, he captured a place in the local market. He had properly reviewed the trend in the market and manufactured the pappad as expected by the market according to their demand without any problems.

As the quality & price was reasonable. The consumers at all levels bought his pappads. After three months, he expanded the business, with the additional investment of Rs. 60000/- and employed two persons, one for manufacturing and another one for marketing, then he concentrated on outstation markets, the turnover had slowly increased up to one lakh per month with the net profit of Rs. 12,000/-per month. Procurement of raw materials was looked after by Thiru Marimuthu. Every month he reviewed the progress in all aspects and planned accordingly.

Within next nine months, during April '20, he captured new markets in more than 15 outstations, now he again was in need of investing Rs.5 lakhs and employed 12 more persons two for procurement, four for manufacturing and six for marketing, he properly collected the reports from them, reviewed and planned accordingly. He did monitoring properly, so, the net profit was Rs.1,10,00/- per month.

As he had been growing with good profit, and extended the business further, he was unable to review his business properly, not collected the reports, reviewed once in two months, so he could not find the problems exactly. The cost of manufacturing had increased due to the high cost in raw material and wages paid to the labours in manufacturing units, the net profit gradually decreased to Rs. 90,000/-. He could find this problem only two months later and by the time he lost Rs. 40000/-

After knowing the adverse situation, he stopped expanding his market, he concentrated on cutting costs, he collected the reports from the workers and conducted reviews once in a week. Finally, he found the reason for high cost, took immediate action and after that, the profit again touched to Rs. 1,10,000/-. During Oct'20, he again expanded his market to nearby districts.

1. What is the learning in the case study?
2. What was the monitoring system followed up to April'20?
3. What are the mistakes found in the monitoring system?
4. Can you guess what was the actions taken him to recover the business?
5. Imaging as you are an expert What is your suggestion to Marimuthu in this case?

7.2 Handout

Objectives of M & E

The overarching goal of M&E at the Panchayat level is to track the pace and quality of implementation at the last mile, last post. It requires a fool proof monitoring and evaluation system that can be managed by the Project Team. Specific objectives of the M & E at the level of ECP are:

- To know the progress of “Enterprise Development” in the Panchayat.
- To Know whether the planned activities are progressing in a correct path towards the enterprise development.
- To understand the efficiency of ECPs' performance in terms of proper utilisation of their resources provided to them.
- To assess the effectiveness by measuring the level of achievement during a particular period.
- To understand the issues faced by ECPs towards executing their roles and tasks and to find the alternative ways to achieve them.
- To understand the impact of ECPs' performance by way of benefits obtained by the individual entrepreneurs and groups.
- To ensure the effective system of monitoring & evaluation at PLFs/VPRCs to help achieve sustainability by the rural enterprises.

Monthly Planning

ECP review meeting will be organised twice in a month at BPMU and once in a month by DPMU. ECP will prepare their monthly plan in consultation with PLF. Monthly work-plan will be prepared based on the approved yearly action plan and the project needs. ECP will submit copies of monthly work Progress report to PLF and BPMU.

Performance Indicators

Name of the Activity	Verifiable Indicators
Identification and Support to Individual Enterprise	<ul style="list-style-type: none"> • No of existing enterprise identified for scale up- Nano, Micro and Small. • No of new entrepreneurs identified- Nano, Micro and Small • Facilitate with OSF for prepare Business Plan • No of entrepreneur registered with MSME/FoSComs and other legal forms. • Entrepreneurs linked with MGP through OSF. • Business turnover
Promotion and Support to Producer Group (PG)	<ul style="list-style-type: none"> • Producer Group Members Profile • Regular maintenance of books and registers • Opening of Bank account • Preparation Activity plan • Linkage with Producer Collective • If standalone PG, guiding for Business activity
Promotion and Support to Enterprise Group (EG)	<ul style="list-style-type: none"> • Enterprise Group Members Profile • Regular maintenance of books and registers • Opening of Bank account • Business Plan prepared and submitted for financial assistance from the project and Bank • No of enterprises registered with MSME/FoSComs and other legal forms. • Entrepreneurs linked with MGP through OSF. • Business Turnover
Monitoring of NEFF Repayment PLF& VPRC regular activity	<ul style="list-style-type: none"> • Ensuring prompt repayment • Submission of monthly repayment report • Financial planning for new entrepreneur
Linkage with Financial and Technical Institutions	<ul style="list-style-type: none"> • No of enterprise and entrepreneur availed credit form Bank, project and convergence. • No of enterprise and entrepreneur availed convergence from line department schemes • No of enterprise and entrepreneur updated with new and innovative technologies. • No of enterprise and entrepreneur linked with Markets.
Training and Capacity Building	<ul style="list-style-type: none"> • No of members availed Skill training through CSS • No of members availed production and marketing training through CFS • No of members availed Management Training, book keeping • No of leaders get governance training.

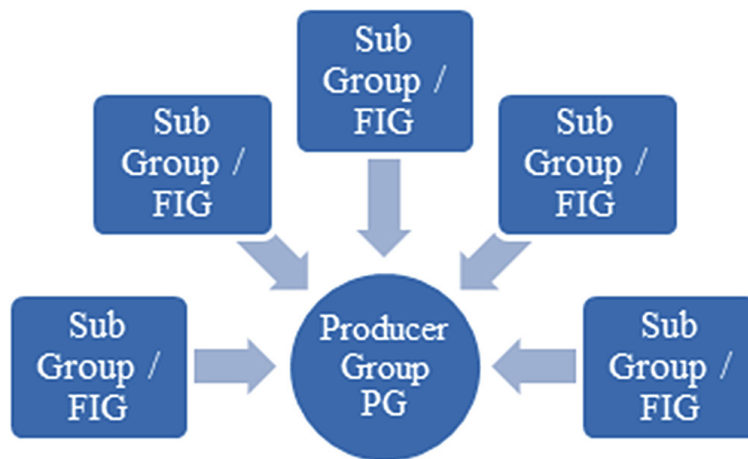
Reporting

Reporting is an important part of most monitoring and evaluation (M&E) systems. It is an integral part of Project Management in VKP. Reports should present information to different levels of Project Management Units such as Block and District, in ways that make it easy for them to use.

Reporting has multiple uses and forms. It is a means to achieve the core purposes, for which the Project has been launched. These include providing information to enable project or programme management; communicating field learning; demonstrating accountability to different levels of Project Management Units at Block and District; recording issues and conflicts if any, so that they can be tracked and

monitored and many other different purposes. ECPs are required to report the progress to BPMU and DPMU in a fixed periodicity and participate in the fortnightly review at the Block level and Monthly Review at the District level. The reports shared by the ECP will form the basis of such reviews and the Project Teams will provide feedback on the report of progress, critically look at the efforts and results, suggest mechanisms to enhance efficiency, plan for addressing the gaps. Also, this will help the Project Management Teams to design capacity building programmes for the ECPs based on the gaps identified in the reviews. ECPs planning and Reporting flow has been given below. (*Reporting format for the ECP is given in the Annexure 8*)

ECPs Planning and Reporting process flow



10

Module 9: Convergence with Government Programmes

10. Session wise schedule - 120 minutes

Session No.	Topic of the session	Contents	Metho-dology	Expected outcome	Materials required	Duration
9.1	Government Schemes available for Enterprise promotion	<ul style="list-style-type: none"> Department wise available schemes for individual enterprise. Name of the scheme, eligibility, benefits, documents required and application method. 	Flip chart presentation/ PPT, Live/ online demonstration with concern website. After the session quiz.	Understanding the different schemes eligibility and application methods.	Flip chart, Projector, laptop with internet connection. Schemes handout.	45 minutes
9.1	Government Schemes available for producer collectives	<ul style="list-style-type: none"> Available scheme for EG, PG, PC and Farmers. Name of the scheme, eligibility, benefits, documents required and application method. 	Flip chart presentation/ PPT, Live/ online demonstration with concern website. After the session quiz.	Understanding the different schemes eligibility and application methods.	Flip chart, Projector, laptop with internet connection. Schemes handout.	45 minutes
9.3	Schemes available for Non-farm sector	<ul style="list-style-type: none"> Available scheme for Non-farm sector. Department wise name of the scheme, details about the scheme. 	Flip chart presentation/ PPT. After the session quiz.	Understanding the different schemes eligibility and application methods.	Flip chart, Projector, laptop with internet connection. Schemes handout.	30 minutes

11. Guidelines for Handling Sessions in the 9th Module

Session Objectives:

- To make the participants understand about different Government schemes available for Individuals, Enterprise Groups, Producer Groups and Producer Collectives. Scheme wise eligibility condition, scheme benefits, required documents and application methods for guide the eligible members.

Session sub - components:

- Government Schemes available for Enterprise promotion
- Government Schemes available for producer collectives
- Schemes available for Non-farm sector

Duration of the training: 2 hours.

Training Method: Lecture, Video, power point presentation and Flip chart presentation.

Learning outcome: By end of the session the participants should have understood the objectives, project beneficiaries, different components, promotion of EG, PG & PC, Business plan financing and skill and job opportunities.

9.1 Training process:

- After the introduction session, the trainer can start session by asking the participants whether they are aware of schemes of Tamil Nadu Government and Government of India related to enterprise development. Ask one by one and allow to tell what they aware about the schemes.
- Trainer can ask the scheme of Agriculture department, DIC/MSME, TAHDCO, MUDRA, Non-farm sector schemes etc.,
- Prepare the Flip chart before the training about the scheme from the handouts
- If internet and projector facilities are available, the trainer can open the websites of the departments and demonstrate how to apply for the scheme online.
- Trainer can explain about the scheme with support of flip chart, using board or projector. After the session trainer can conduct quiz, ask questions from the schemes like eligibility for a particular scheme, benefits of the scheme, how to apply. Appreciate the participants who are telling the right answer.
- Trainer can also divide the participants into 2 to 3 groups and give them a task to present the schemes. Each group can be given separate schemes for presentation, one group for individual enterprise, another group on Schemes for Producer collectives and third group on scheme for non-farm sector. The group members have to explain the assigned schemes to the participants.

- If possible, the trainer can invite one or two officials from the line departments for giving special lecture on their department schemes. Agriculture department official, animal department officials, DIC/ MSME officials, TAHDCO officials, Bank officials may be invited for convergence session.
- After the session, handouts about the scheme shall be distributed to the participants with website address to apply for the scheme.
- The trainer shall not give any false information to participants. If he/she does not know any information, should refer the relevant websites and give correct information.
- The trainer can explain where to apply and give the details of E-Sevai Centres of Government Tamil Nadu and Common Service Centres for Government of India.

E-Sevai Centres

Tamil Nadu Government is working with the vision to deliver all services online to the Citizens even in the remotest corner of the state through Arasu e-Sevai centres.

Arasu e-Sevai centres are functioning with the objective of providing unified access to e-Services of different Government Departments on a common platform across the State.

The Arasu e-Sevai centres are run by agencies like Primary Agricultural Co-operative Societies (PACCS), Village Poverty Reduction Committee (VPRC), Tamil Nadu Arasu Cable TV Corporation Ltd (TACTV), TACTV Franchise, International Fund for Agriculture Development (IFAD) and Village Level Entrepreneurs (VLEs).

Common Service Centres (CSC)

Common Service Centres (CSC) are physical facilities for delivering Government of India e-Services to rural and remote locations. They are multiple-services-single-point model for providing facilities for multiple transactions at a single geographical location. CSCs are the access points for delivery of essential public utility services, social welfare schemes, healthcare, financial, education and agriculture services to the public. Majority of the Government of India schemes access through CSC. CSC runs by the Village Level Entrepreneurs (VLEs) and other agencies.



9.2 Handout

Introduction

Value chain centric FPO activities envisage tasks encompassing pre-production to consumption. To provide the services on all the identified needs of the farmers the FPO needs huge investment. For Eg., Having a common facility centre (CFC) by an FPO boosts its economic activities by way of

- Ensuring faith of the farmer members in investing in the equity
- Handling the primary processing and grading activities of the commodities and
- Storing the inputs that are required for their farmer members.

However, investing on common facility centre by the FPOs from their equity mobilised initially not possible and will lead to issues. But there are already developed infrastructure and poverty reduction programmes available with various departments. If these programmes or schemes are made available to the members and used effectively by them, all the members in a PC will get multi-fold benefit. Convergence is mainly for the FPO and its members to get their rights and entitlements. Hence the convergence with other schemes and departments should be taken as one of the core activities of ECP. The role of ECP in convergence is detailed in this chapter.

Role of ECP in convergence

- ECP must be aware of other department schemes related to farm, off farm and non-farm enterprise development. ECP should regularly update the available convergence schemes information by attending convergence meeting and training organized by the project.
- ECP should refer the information materials about available schemes before explaining them to producers. To get latest update on the scheme, she should visit the concerned department and collect the latest scheme information and application forms. She can also refer the websites of the departments.
- ECP should get updated information on schemes related to EG and PG from the TSA and OSF.
- ECP should be thorough with the details of each scheme including its objectives, eligibility criteria, any other conditions, benefits of the scheme, how to apply, whom to contact etc., and guide the members accordingly.
- ECP should maintain a separate register and file

for convergence. In the register, she should record scheme wise details of members eligible and applied, and the status of obtaining the scheme benefits. This register will help track the application & follow up with the department concerned and for reporting.

- ECP should attend the EG and PG meeting regularly and in every meeting explain about one or two schemes and provide guidance to apply for the scheme for the interested and eligible persons. ECP will also disseminate the scheme information through PLF and SHGs.
- Distribute scheme pamphlet, information notices to the producers.

Convergence for Individual enterprises

Individual enterprise related convergence schemes are mostly available online and application are also accepted online. ECP should identify the eligible members and guide them to apply with the support of OSF or independently with support of nearby e-Governance centres. Team of experts are available at the OSF and they will give counseling, check eligibility, support to preparation of business plan and apply the scheme. Schemes linked with subsidy and bank loan should be referred to OSF, they will support to get the scheme. Non-financial linked schemes shall be referred to directly concerned department or through TSA support.

To avail support from agriculture department, animal husbandry and fishery department scheme, ECPs can get guidance and support from the TSA and project team. During the block level review meeting, concerned department officials shall be invited to explain their scheme. ECP should facilitate the members to avail these schemes as per their guidelines.

Convergence related to group enterprises

For Group convergence and group enterprise ECPs should get guidance and support from TSA. TSA will facilitate get the Group convergence scheme from the concerned department. ECP with the support of TSA, will coordinate the EG and PG, and facilitate linkages with the schemes.

A list of schemes available with various departments are given here. This list needs to be updated periodically in consultation with the Project Team, TSA and contact persons from the departments concerned.

(A Detailed List of Convergence Programmes Available with Various Departments related to individual and group enterprises in both farm and non-farm sectors are given in the Annexure 5,6 & 7)



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