



**Skill India**  
कौशल भारत - कुशल भारत



# Facilitator Guide



Sector  
**Agriculture**

Sub-Sector  
**Agriculture Crop Production**

Occupation  
**Farm Machinery, Equipment Operation and Maintenance**

Reference ID: **AGR/Q1112** Version **3.0**  
NSQF **Level 5**

## Custom Hiring Service Provider



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**Shri Narendra Modi**  
Prime Minister of India

“ Skilling is building a better India.  
If we have to move India towards  
development then Skill Development  
should be our mission. ”

## Acknowledgements

We would like to thank all the experts and organisations who have helped us by reviewing the content and providing their valuable inputs for improving quality, coherence and content presentation. This facilitator guide will lead to successful roll out of the skill development initiatives, helping greatly our stakeholders particularly trainees, trainers and assessors.

It is expected that this publication would meet the complete requirements of QP/NOS based training delivery. We welcome and appreciate any suggestions from users, industry and other stakeholders for any improvements in future.

## About this Guide

This facilitator guide is intended to empower the trainer/facilitator to prepare the participant to become a 'Custom Hiring Service Provider' as per the Qualification Pack (QP).

The objective of the guide is to provide an approach map for interacting with the trainees undergoing training on the job role. The aim of the course is to provide both theoretical and practical knowledge to the trainees, and also guide them.

This guide is neither a substitute nor complete road map, but an aid to help you to pass on the knowledge on all the aspects to the trainees in a systematic manner. It is expected that the trainer is fully conversant with all the contents of the handbook. The guide is just to indicate that how to proceed for covering a topic and includes some additional information that may be necessary for the trainer to develop better comprehension.

Facilitator with the help of this guide will be able to build among the participants:

**Knowledge and Understanding:** Satisfactory operational learning and comprehension to play out the required chore.

**Performance Criteria:** Pick up the required aptitudes through hands on preparing and play out the required operations inside the predetermined measures.

**Professional Skills:** Capacity to settle on operational choices relating to the zone of work.

The guide will also help them learn more by field visits and providing hands on training. It is expected that irrespective of the region, knowledge on all aspects of the job role 'Custom Hiring Service Provider' will be imparted to the trainees.

## Symbols Used



Ask



Activity



Do



Demonstrate



Explain



Elaborate



Facilitation Notes



Field Visit



Learning Outcomes



Exercise



Objectives



Say



Resource



Summarize



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## Terminal Outcomes

**By the end of this module, participant will be able to:**

1. Identify the scope of the agriculture industry and its sub-sectors.
2. State the role and responsibilities of a Custom Hiring Service Provider.
3. List the career options available to a Custom Hiring Service Provider.

## Key Learning Outcomes

**By the end of this module, participant will be able to:**

1. Describe the size and scope of the Agriculture industry and its sub- sectors.
2. Discuss the role and responsibilities of a Custom Hiring Service Provider.
3. Identify various employment opportunities for a Custom Hiring Service Provider.

## Unit 1.1: Agriculture Industry and its Sub-sectors

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Describe the size and scope of the agriculture industry and its sub-sectors.
2. Discuss the role and responsibilities of a Custom Hiring Service Provider.
3. Identify various employment opportunities for a Custom Hiring Service Provider.

### Resources to be Used

- Participant Handbook, Presentation slide, Whiteboard, Markers, Projectors, Laptop/computer, chits of paper, a plastic box, any music

### Activity

**Purpose:** To acquaint participants and make them comfortable with each other as well as with the Trainer.

**Resources:** Classroom space to accommodate participants in a big circle. Presentation slide, chits of paper, a plastic box, music

**Methodology:** Peer interaction, experience sharing.

**Suggested Duration:** 15 minutes

#### Expected outcome

Familiarize participants with one another as well as the Trainer.

Educate participants about the training programme, its curriculum and its terminal outcomes.

Set expectations with participants about the training programme.

- Welcome the participants. Tell them that you would like to prepare them for an ice-breaker activity. Spend about 15 minutes on the activity.
- Get participants to form a circle. Join the circle. Begin with yourself. Say (a) your name (b) talk about your interest in this field and what inspired you to become a Trainer in this subject.
- After you finish, the person to your left must (a) introduce himself/herself (b) state why he/she chose to enrol for this course, 'Custom Hiring Service Provider'.
- Ask persons who share the same reason, for point (b), to raise their hands. They must, then, introduce themselves one by one, speak about their interest in the subject. This way, participants will come to know of like-minded persons in their class. Continue to proceed leftward in the circle until all participants have introduced themselves in this manner. Once done, participants may take their seats.
- Explain classroom etiquette such as punctuality to class, maintaining discipline, putting phones on silent, participating and not hesitating to ask questions in case of doubts.
- Further, speak about what participants may expect from the training programme, the curriculum and briefly talk about career prospects for this job role. Do impress upon them, that they have indeed chosen the right field and are at the right place to skill themselves! With these opening remarks, proceed into the subject matter.

## Activity

**Purpose:** To create awareness about the different sectors that can offer employment to the Custom Hiring Service Provider.

**Resources:** Classroom space to accommodate participants in a big circle. Presentation slide, chits of paper, a plastic box, music

**Methodology:** Game

**Suggested Duration:** 30 minutes

### Expected outcome

Ability to identify sectors that can offer employment to a customer hiring service provider.

Ability to list the tasks that can be performed as a customer hiring service provider in each sector.

- On chits of paper write the names of the different employment sectors. You may have to repeat the names of the sectors depending on the batch size. Fold and place the chits of papers in a box. Ask the participants to stand in a circle. Play the music. Ask the participants to pass the parcel (the box of chits) around. Stop the music at a point. Ask the participant who is holding the box to open and remove a chit. Ask them to read the name of the sector and then tell what work they will do as a Custom Hiring Service Provider in that sector. Continue the activity till all the participants have received the parcel.
- At the end of the activity show them the slide with the list of the employment sectors. Conclude the activity by adding your comments on each sector and the tasks and jobs that a florist may perform in these sectors.
- For your reference the name of the sectors is given below:

Entertainment industry	Advertising	Corporates	Design Consultancy
Event management	Floral stores	Hospitality	Education

## Say

Explain the potential of the agriculture industry by showing them the projected growth rate till from 2022 to 2027 as projected by the IMARC group.

## Ask


- Today, the biggest contributor to our country's GDP is the services sector. Yet the status, role and importance of the agriculture sector continues to be relevant in the Indian economy and also its contributions in international trade. How many of you agree and why? How do you think agriculture contributes to the economy?

**Say** 

- The responses to the above question may be:
  - Largest provider of employment and livelihood in rural India
  - Supplying raw materials to industries
  - Provides a market for industrial products
  - Earns foreign exchange
  - Source of revenue for the government
- Let us talk about the agriculture industry and its sub-sectors.

**Do** 

- Using the presentation slide provided, show the pictures.
- By looking at each of them, participants are to identify the type of sub-sector from the following - crop farming, livestock, agroforestry or fishing and aquaculture.
- For your reference, the pictures and descriptions are given in correct order below.

			
(Crop farming)	(Poultry Farming)	(Agroforestry)	(Fishing and aquaculture)

**Explain** 

- Explain the contributions of the agriculture sector to the Indian economy in various areas.
- Talk about the companies where a customer hiring service provider can apply for a job.
- Tell the participants that they can also be self-employed or start their own business as customer hiring service provider.
- Speak in detail about their career growth if they work in an organisation.

**Ask** 

- What are the tasks that a Custom Hiring Service Provider, has to perform?

## Explain



- Explain the roles and responsibilities of Custom Hiring Service Provider.
- Explain the Career and Employment Growth Path of Custom Hiring Service Provider.

## Summarize



- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

## Notes for Facilitation



- Give a sneak peak of what is to come in the forthcoming units within this module.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. Agriculture contributes to the economy in various areas such as - National Economy, Total Employment, Industrial Inputs, Food Supply, State Revenue and Trade.
- ii. The major roles of a Custom Hiring Service Provider are – making machinery available to all farmers, introducing new technology to farmers, providing all basic and required information to farmer, helping to increase the efficiency of agriculture, improving farm mechanization, ensuring timely harvesting and helping to improve crop production.
- iii. The Custom Hiring Service Provider can be employed in the entertainment industry, advertising, corporates, floral stores, design consultancy, hospitality, and education.

#### B. Multiple choice questions

- i. a. 12.3%
- ii. c. agril income tax
- iii. d. oil crushing



## Terminal Outcomes

**By the end of this module, participant will be able to:**

1. Identify different ways of conducting market research.
2. Describe the process of preparing a business plan and policies.
3. Discuss ways to manage customer relationships.
4. Explain the importance and process of monitoring business performance.

## Key Learning Outcomes

**By the end of this module, participant will be able to:**

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> <li>1. Describe different methods of conducting market research to identify the demand for goods and services and customer preferences.</li> <li>2. Explain the applicable laws and licensing requirements for establishing and conducting a custom hiring service business.</li> <li>3. Describe the process of conducting market research.</li> <li>4. Describe the process of creating a business plan and policies.</li> <li>5. Explain various costs involved in establishing and managing a business such as procurement, production, logistics, etc.</li> <li>6. Describe the process of assessing various risks to the business.</li> <li>7. Explain the personnel and third-party management processes.</li> <li>8. Describe the process of evaluating business performance and customer or client satisfaction.</li> <li>9. Identify various practices for effective customer relationship management.</li> <li>10. Explain the concept of business sustainability and continuity management.</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a sample business plan and policy.</li> <li>2. Show how to conduct a risk assessment to assess various risks to business activities through a case study.</li> <li>3. Demonstrate the use of the relevant, computer, accounting and Customer Relationship Management (CRM) systems.</li> <li>4. Conduct a case study to evaluate business performance and client satisfaction.</li> </ol>

## Unit 2.1: Methods and Process of Conducting Market Research

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Describe different methods of conducting market research to identify the demand for goods and services and customer preferences.
2. Describe the process of conducting market research.

### Resources to be Used

- Participant handbook, presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (if possible)

### Ask

- Ask participants if they have ever been part of a market research where someone has asked them specific questions about a product or service.
- Why do companies spend money on these market research activities?

### Explain

Explain how market research plays an important role in the success of organizations or businesses.

### Say

Market research can be of two types depending on the methods and tools for conducting it.

### Explain

- What is primary market research
- What are the two types of information that are gathered in primary market research - exploratory and specific?
- What is secondary market research?

**Do** 

Discuss methods of conducting primary and secondary market research.

**Ask** 

Ask them to assume that they are launching a new product or service. How will they decide on how to price the same? Will they use any specific approach?

**Explain** 

Explain that the approaches they discussed about pricing are actually pricing strategies. A pricing strategy is an approach that businesses take to decide how much to charge for their goods and services.

**Elaborate** 

Elaborate upon some common pricing strategies.

**Team Activity** 

**Purpose:** To help the participants apply pricing strategies.

**Resources:** Presentation slides, paper pen.

**Methodology:** Discussion

**Suggested Duration:** 60 minutes

**Expected outcome:**

Ability to create pricing strategies.

- Divide the participants into groups of 3-4 depending on the batch size.
- Ask each group to come up with a product or service they would like to sell and come up with pricing strategies for the same.
- Each group should present their strategies.

**Explain** 

Explain that the process of market research has six steps and show them the steps.

**Do** 

- Conduct a quick quiz for learning confirmation.

## Summarize



- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. Exploratory information is open-ended in which a problem is explored by asking open-ended questions in a detailed interview format whereas specific information is more pinpointed and used to solve the problems that are identified by exploratory research.
- ii. The six steps include defining the problem, developing an approach to the problem, formulating a research design, doing field work or collecting data, preparing and analysing data and preparing and presenting the report.
- iii. Some of the most used qualitative research methods are focus groups, one-to-one interview and ethnographic research.

#### B. Match the columns

- i. c
- ii. a
- iii. b

#### C. Multiple choice questions

- i. b
- ii. b
- iii. c

## Unit 2.2: Applicable Laws and Licensing Requirements

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Explain the applicable laws and licensing requirements for establishing and conducting a custom hiring service business.

### Resources to be Used

- Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (if possible)

### Recap

- Recall the learnings of the previous unit.

### Do

- Start with a leading question that intends to establish the need to study this unit.

### Explain

- Explain that there are specific laws and licensing requirements that need to be followed for establishing and conducting any custom hiring service business.
- Explain that as a Custom Hiring Service Provider, their first step should be to ensure that all legal requirements for opening a business are met.

### Elaborate

Elaborate on the legal requirements- creating an LLC or corporation, registering the business name, applying for a central tax ID number, determining if a state tax number is required, obtaining business permits and licences, protecting the business with insurance, opening a business bank account and consulting professionals.

### Say

- An important part of running a business is to ensure effective record keeping. You must set up an effective system for keeping and maintaining business records, whether your business is a sole proprietorship, partnership, LLP or C Corp.

**Do** 

List the basic records with the help of the presentation slide.

**Ask** 

- Ask the participants why it's important to keep records
- Note their responses.

**Explain** 

- The tasks where record keeping helps
- A new company registration or start-up in India can now be easily registered online. According to the new process incorporated by the Ministry of Corporate Affairs a few years ago, there are some basic steps to register a business.
- Explain the steps in registering a new company with the help of the presentation slide.
- Explain the steps in registering a new company with the help of the presentation slide.

**Summarize** 

- Conclude the unit by calling for volunteers to sum up the learnings about the applicable laws and licensing requirements for establishing and conducting a custom hiring service business.
- Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. You can register your business name by a legal entity name, trademark, DBA or Doing Business As and domain name.
- ii. The most common types of business insurance are general liability insurance, product liability insurance and commercial property insurance.
- iii. Employer Identification Number or EIN is your federal tax identification number that allows you to legally hire employees, pay federal taxes, apply for business licenses, and open a business bank account.

#### B. Match the columns

- i. d
- ii. c
- iii. b
- iv. a

#### C. Multiple choice questions

- i. b
- ii. a
- iii. c

## Unit 2.3: Business Planning and Costs for Establishing and Managing a Business

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Describe the process of creating a business plan and policies.
2. Create a sample business plan and policy
3. Explain various costs involved in establishing and managing a business, such as procurement, production, logistics etc.

### Resources to be Used

- Participant handbook, presentation slide, Whiteboard, Markers, Projectors, Laptop, Internet connection (if possible).

### Recap

- Recall the learnings of the previous unit.

### Say

Business planning is the process that leaders of an organisation use to determine the best growth strategy and then document it.

### Explain

Explain what the process of business planning includes and how documenting a new business plan is a detailed process that has several stages.

### Do

Show the 10-step process that can help create a business plan.

### Explain

- Explain that other than creating a business plan, they also must come up with business policies.
- Explain the importance of having effective business policies and the broad stages in developing business policies.

**Ask** 

Ask the participants to list some business policies that a workplace should have.

**Expected Answers**

Policies on:

- Safety
- HR hiring
- Dress code
- Lunch schedules
- Time off and holidays of employees
- Customer greetings
- Phone call management
- Product delivery

**Ask** 

- Inform the group that they will now be asked to create business plans and draft policies so they should clarify their doubts before the activity.
- Encourage the group to ask questions/clear doubts about creation of business plans and drafting policies.

**Activity** 

**Purpose:** To help participants create a business plan

**Resources:** Presentation slide, pen, paper

**Methodology:** Team activity

**Suggested Duration:** 120 minutes

**Expected outcome:**

Ability to create a business plan

- Divide the participants into groups of two.
- Ask each group to think of a product or service they would like to launch and create a business plan for the same.
- Each group should present their business plan.

## Activity

**Purpose:** To help participants draft policies.

**Resources:** Presentation slide, pen, paper

**Methodology:** Activity

**Suggested Duration:** 120 minutes

**Expected outcome:**

Ability to draft policies.

- Retain the same groups as the previous activity.
- Ask each group to draft policies for their product or service.
- Each group should present their policies.

## Say

In every business, costs comprise the expenses necessary for running a business smoothly. Every part of a business has its associated business costs — from production to marketing to sales. For example, the cost of the labour used to produce goods or render services is measured in terms of benefits or even salaries.

## Ask

Ask students what they think are some common costs that all businesses incur.

## Elaborate

Elaborate on some common types of business costs.

## Explain

- Explain that other than costs for running a business, every business has some procurement costs.
- Explain what is procurement.

## Elaborate

- Elaborate on the key phases of the procurement processes.
- Elaborate on the types of procurement costs.

## Explain



- Explain that there is another cost, called the inventory cost, which is one of the first costs in production.
- Explain what are inventory costs and the four types of inventory costs.

## Summarize



- Conclude the unit by calling for volunteers to sum up one by one the learnings about the process of creating a business plan and policies and the types of costs incurred in a business.
- Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. The process steps for developing a business plan include beginning the plan with a summary, describe your company, analysing your market and determining your marketing strategy, describing your product or service and how they are produced, describing your management organization, describing your operations, summarizing your financial needs, determining your proposed financing, outlining your plans for the future and other considerations.
- ii. Fixed costs do not vary with the number of goods or services produced by the company and are not dependent on the output. These are also termed as overhead costs which includes rent, salaries of supervisors, depreciation etc.
- iii. Incremental costs are associated with changing from one activity to other or from one course of action to another.

#### B. Multiple Choice Questions

- i. B
- ii. A
- iii. D

#### C. Fill in the Blanks

- i. storage costs
- ii. penalty costs
- iii. Ordering costs

## Unit 2.4: Assessing Business Risks and Personnel and Third-party Management Processes

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Describe the process of assessing various risks to the business.
2. Explain the personnel and third-party management processes.

### Resources to be Used

- Participant handbook, Presentation slide, Whiteboard, Markers, Projectors, Laptop, Internet connection (if possible), mobile phone

### Recap

- Recall the learnings of the previous unit.

### Ask

- What is your understanding about plant propagation? What are the methods of propagation in plants?

### Explain

- All businesses have risks so it is important to assess risks in a business so that they can be avoided.
- Risk assessment is a process that is used to identify, analyse and control hazards and risks associated with a business.

### Say

The process of exchanging information and opinions on business risks with concerned parties is known as risk communication.

**Explain** 

What is risk management.

**Explain** 

- What is personnel management.
- Some characteristics of personnel management.

**Do** 

Show the presentation slide on four key functions of personnel management.

**Say** 

Another part of personnel management is third party management.

Third party management consists of processes that track an organisation's relationships with business partners, such as vendors, suppliers, retailers and distributors.

**Explain** 

Third party management.

Third parties can assist businesses in improving their performance, it can also expose businesses to external risks.

**Do** 

Show the presentation slide depicting external risks that a business can be exposed to, in third party management.

**Explain** 

Even if the fault lies with an external party, the company suffers the consequences, such as lost data, stolen funds or a damaged reputation. Companies can actively monitor the interworking of each operation handled by vendors by using third-party management.

## Elaborate

Explain some benefits of conducting a third-party inspection.

## Summarize

- Conclude the unit by calling for volunteers to sum up one by one the learnings about personnel and third-party management.
- Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.
- Encourage participants for group discussion to ask questions so that they can clear their doubts (if any).

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. Risk management is the proactive control and evaluation of threats and risks in order to avoid accidents, uncertainties, and errors.
- ii. Four personnel management functions are planning for human resources, recruitment, selection and training and development.
- iii. The four external risks that third parties can expose businesses to are fraud, regulatory compliance, cybersecurity and financial jeopardy.

#### B. Fill in the Blanks

- i. risk communication
- ii. Third-party management
- iii. Personnel management

## Unit 2.5: Business Performance and Customer Satisfaction

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Describe the process of evaluating business performance and customer or client satisfaction.
2. Identify various practices for effective customer relationship management.

### Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection,

### Recap

- Recall the learnings of the previous unit.

### Say

Business success is rarely due to chance. Instead, the level of success expected necessitates making sound strategic decisions based on a thorough understanding of the company's performance as well as the larger market. Evaluating business performance does not have to be a complicated process but should be done on a regular basis.

### Elaborate

Explain the four broad steps for conducting basic business evaluation

### Ask

What is customer satisfaction and how is it evaluated?

### Explain

What is customer satisfaction and the methods of measuring customer satisfaction

**Elaborate** 

Explain CST, NPS and CES.

**Explain** 

- All businesses hope to sell their products to the customer but, to find the right customer and who will benefit the business most is a difficult task.

**Ask** 

What are some methods of reaching out to possible customers and identifying their needs?

**Explain** 

Some methods of reaching out to possible customers and identifying their needs.

**Say** 

Customer relationship management (CRM) is the process by which a company or other organisation manages its interactions with customers, typically by analysing large amounts of data.

**Explain** 

Explain the 15 tips for ensuring effective CRM.

**Ask** 

Why it is important to have healthy competition in the workplace.

**Elaborate** 

Elaborate on Healthy Market Competition Practices.

## Summarize



- Conclude the unit by calling for volunteers to sum up the learnings about identifying various practices for effective customer relationship management.
- Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.
- Encourage participants for group discussion to ask questions so that they can clear their doubts (if any).

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. The steps of evaluation of business performance include business review, efficiency, business competition and wider trends.
- ii. The three methods of measuring customer satisfaction are Customer Satisfaction Score (CSAT), Net Promoter Score (NPS) and Customer Effort Score (CES).
- iii. The three categories of NPS customers are promoters, passives and detractors.

#### B. Match the Columns

- i. c
- ii. a
- iii. b

#### C. Fill in the Blanks

- i. Customer Relationship Management
- ii. Customer satisfaction
- iii. Customer Effort Score

## Unit 2.6: Business Sustainability, Risk Assessment, Client Satisfaction and CRM Systems

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Explain the concept of business sustainability and continuity management.
2. Show how to conduct risk assessment to assess various risks to business activities through a case study.
3. Conduct a case study to evaluate business performance and client satisfaction.
4. Demonstrate the use of the relevant, computer, accounting and CRM systems.

### Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (If possible)

### Recap

- Recall the learnings of the previous unit.

### Explain

- Business sustainability.
- The three pillars of sustainability using the presentation.

### Say

Business continuity management (BCM) is a business discipline concerned with the management of disruptions to an organisation's normal operations.

### Explain

- BCM is required as business disruptions can have serious and negative consequences. It is therefore critical to mitigate those consequences as much as possible.
- Explain the key benefits of BCM.

**Do** 

Take the participants through the presentation slides on customer risk management.

**Do** 

Take the participants through the presentation slides on Measuring Client Satisfaction.

**Activity** 

**Purpose:** Research case studies on risk assessment

**Resources:** Mobile phones, presentation slide, pen, paper, computer/laptop, Internet connection (if possible)

**Methodology:** Individual Activity

**Suggested Duration:** 180 minutes

**Expected outcome:**

Ability to research case studies on how companies conducted risk assessment to assess risks.

- Ask each student to search for case studies on how companies conducted risk assessment to assess risks, on the internet.
- Ask each of them to present them to the class on how companies conducted risk assessment to assess risks.

**Activity** 

**Purpose:** Research case studies on business performance and client satisfaction

**Resources:** Mobile phones, presentation slide, pen, paper, computer/laptop, internet connection (if possible)

**Methodology:** Individual activity

**Suggested Duration:** 180 minutes

**Expected outcome:**

Ability to research organisational case studies on measuring client satisfaction for business performance.

Ask each student to search for case studies on measuring client satisfaction for business performance on the internet and present them to the class using the following format:

- What was the challenge
- What was the solution
- What was the result

**Explain**

Explain the need for computer accounting systems.

**Do**

Take the participants through the presentation slides on Accounting System.

**Explain**

Explain the types of accounting systems and the key attributes of each type.

**Say**

A CRM system is a collection of applications that stores, organises and processes customer data, interactions and services.

**Elaborate**

Elaborate on CRM systems and the types of CRM.

**Summarize**

- Conclude the unit by calling for volunteers to sum up the learnings about computer accounting and CRM systems.
- Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.
- Indicate potential source of information to each of the group.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. Two key benefits of business continuity are lower financial impact and improved reputation and credibility.
- ii. The two types of CRM are on premises CRM and on demand CRM.
- iii. A system used to record and manage financial or accounting records, such as income and expenses.

#### B. Match the Columns

- i. c
- ii. d
- iii. b
- iv. a

#### C. Multiple Choice Questions

- i. b
- ii. a
- iii. c

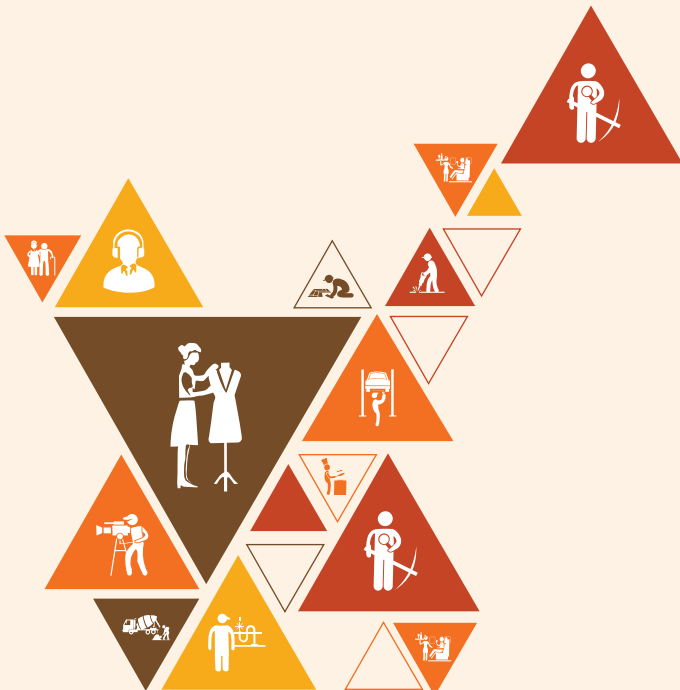
# 3. Preparation for Setting up the Customer Hiring Service Centre

Unit 3.1: Process, Requirements and Costs for Setting up a Custom Hiring Service Centre

Unit 3.2: Financial Assistance for Setting up an Agriculture Allied Business

Unit 3.3: Types of Machineries, Securing Financial Assistance and Procurement

Unit 3.4: Dangerous Machines (Regulation) Act, 1983 and List of Farm Machineries, Tools and Equipment



## Terminal Outcomes

**By the end of this module, participant will be able to:**

1. Discuss the various parameters for setting up a custom hiring service centre.
2. Explain the applicable financial and regulatory requirements for setting up a custom hiring service centre.

## Key Learning Outcomes

By the end of this module, participant will be able to:

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> <li>1. Explain the process and regulatory requirements for setting up a custom hiring service centre.</li> <li>2. Explain various requirements for setting up a custom hiring service centre, such as location, finance, personnel etc.</li> <li>3. Identify various fixed and variable costs involved in setting up a custom hiring service centre.</li> <li>4. List the relevant financial institutions with a provision of financial assistance for setting up an agriculture allied business, such as the National Bank for Agriculture and Rural Development (NABARD) and commercial/regional rural/co-operative banks.</li> <li>5. Identify various types of machineries, tools, and equipment required at a custom hiring service centre.</li> <li>6. Describe the process of securing financial assistance and utilities for the custom hiring service centre.</li> <li>7. Describe the process of procuring various resources for setting up a custom hiring service centre.</li> <li>8. Discuss the Dangerous Machines (Regulation) Act, 1983.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a sample list of farm machineries, tools, and equipment required for the custom hiring service centre.</li> <li>2. Conduct a role-play to show how to recruit mechanics and workers for the custom hiring service centre.</li> </ol>

## Unit 3.1: Process, Requirements and Costs for Setting up a Custom Hiring Service Centre

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Explain the process and regulatory requirements for setting up a custom hiring service centre.
2. Explain various requirements for setting up a custom hiring service centre, such as location, finance, personnel etc.
3. Identify various fixed and variable costs involved in setting up a custom hiring service centre.

### Resources to be Used

Participant handbook, Presentation slide, Whiteboard, Markers, Projectors, Laptop

### Ask

New mechanised farm machinery nowadays have improved farming processes but the majority of farmers in our country do not have the wherewithal to buy them so how do they manage?

### Say

Due to the increasing cost of animal care and the scarcity of human labour, there is a gradual shift from dependence on human and animal power to mechanical power.

Big land holdings consume a large amount of mechanical power, which remains out of reach for small/marginal holdings that constitute around 80% of the total land holdings. Collective ownership or custom hiring must, therefore, be promoted to bring farm machinery within the reach of small/marginal holdings.

The financing for the establishment of custom hiring centres is a financially viable unit.

### Ask

- In this scenario how do Custom Hiring Service Centres help farmers?

### Explain

- Objectives of Custom Hiring Service Centres.
- The potential of Custom Hiring Service Centres.

**Ask**

- Ask the participants what they think are the different units used/units that comprise a Custom Hiring Service Centres

**Expected Responses**

A Custom Hiring Service Centres collection of farm machinery, implements and equipment available for custom hiring by farmers.

**Elaborate**

Elaborate on the units that comprise a Custom Hiring Service Centre.

**Activity**

**Purpose:** List requirements for a Custom Hiring Service Centre.

**Resources:** Presentation slide, Pen, paper

**Methodology:** Individual activity

**Suggested Duration:** 30 minutes

**Expected outcome:**

Ability to create a rough list of requirements for a Custom Hiring Service Centre

- Ask participants to assume that they will be setting up a Custom Hiring Service Centre.
- Ask them to list the requirements for the same.
- Then ask some participants to read out their lists.
- After the first 5-6 lists ask the remaining participants if they have anything extra that has not been mentioned yet by the others.

**Elaborate**

Add to the lists Elaborate on the other requirements for setting up a Custom Hiring Service Centre, such as:

- Location
- Personnel Requirement – Human Resources
- Management of a Custom Hiring Service Centre

## Explain

Explain the costs for setting up a Custom Hiring Service Centre, including fixed and variable costs.

## Summarize

- Conclude the unit by calling for volunteers one by one to sum up the learnings on the various process and regulatory requirements and costs for setting up a Custom Hiring Service Centre.
- Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.
- Encourage participants to share their doubts and/or questions about setting up a Custom Hiring Service Centre.

## Exercise



### Key Solutions to PHB Exercises

#### A. Short Questions

- i. Taxes, insurance and housing are typically much lower than depreciation and interest.
- ii. Depreciation is the decrease in a machine's value, which is caused by usage and time obsolescence.
- iii. A CHC should be located in an area where small land holdings are concentrated within a 5 km to 7 km radius.

#### B. Match the Columns

- i. c
- ii. a
- iii. b

#### C. Multiple Choice Questions

- i. a
- ii. b
- iii. c

## Unit 3.2: Financial Assistance for Setting up an Agriculture Allied Business

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. List the relevant financial institutions with a provision of financial assistance for setting up an agriculture allied business, such as the National Bank for Agriculture and Rural Development (NABARD) and commercial/regional rural/co-operative banks.

### Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors,

### Recap

- Recall the learnings of the previous unit.

### Say

- There are various financial institutions for setting up agriculture allied businesses.

### Explain

- The SOP for sanction of loans for setting up of CHC by the PACS/FPO/JLG.
- The Government Schemes to Support CHCs.
- Cost Norms and Financial Assistance Pattern for:
  - establishing Farm Machinery Banks for Custom Hiring
  - establishing Hi-Tech, High-Productive Equipment Hubs for Custom Hiring
  - promoting Mechanised Operations/Hectare Carried Out Through CHCs

### Summarize

- Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.
- Conclude the unit by calling for volunteers to sum up one by one the learnings about the applicable laws and licensing requirements for establishing and conducting a custom hiring service business.

## Exercise



### Key Solutions to PHB Exercises

#### A. Short Questions

- i. PACS/FPO/JLG issues recommendation permission letters for establishing CHCs.
- ii. The purpose of 11<sup>th</sup> Plan intervention is to promote and strengthen the mechanisation of agriculture by imparting training, testing and demonstration.
- iii. NMAM proposes an increase in the small marginal farmer ownership of appropriate farm equipment.

#### B. Multiple choice questions

- i. b
- ii. b
- iii. c

## Unit 3.3: Types of Machineries, Securing Financial Assistance and Procurement

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Identify various types of machineries, tools and equipment required at a custom hiring service centre.
2. Describe the process of securing financial assistance and utilities for the custom hiring service centre.
3. Describe the process of procuring various resources for setting up a custom hiring service centre.

### Resources to be Used

- Participant handbook, presentation slide, Whiteboard, Markers, Projectors, Laptop, Internet connection (if possible), machines, tools, equipment, paper and pen

### Recap

Recall the learnings of the previous unit.

### Ask

- What are the different types of farm machines, machinery sets and office equipment that may be required for a custom hiring service centre.

### Say

There are different types of farm machines, machinery sets and office equipment required for custom hiring service centers.

### Do

- Show the presentation slides that can help identify the various machinery sets, tools and equipment.

**Explain** 

One must follow the process of Securing Financial Assistance and Utilities.

**Do** 

Show the presentation to show the elements for:

- patterns of assistance of farm machinery banks
- establishment of hi-tech, high productive equipment hub
- financial assistance for promotion of mechanised operations/hectare.

**Say** 

Procurement has been an essential, transactional component of doing business for nearly as long as commerce has existed. Although, the days of scribes keeping track of purchases on papyrus scrolls are long gone, the process of selecting and purchasing goods and services for day-to-day business operations is as important as ever. Procurement can impact a company's bottom line directly when the company gets the supplies it requires on time and at the lowest possible cost.

**Ask** 

- What is procurement?
- Why do you think procurement is important in business?

**Elaborate** 

- What is procurement
- Why it is important in business
- Types of procurement- direct and indirect.

## Activity

This is an individual activity based on participatory approach. The activity may take 10-15 minutes.

Ask participants whether the following are examples of direct or indirect procurement:

- on-site security services
- software subscriptions
- raw materials
- Labour
- law firms

Ask some participants randomly till you get correct answers.

## Explain

- Goods procurement
- Services procurement
- How procurement works
- Process of procuring Resources for Setting up Custom Hiring Service Centres

## Summarize

- Conclude the unit by calling for volunteers to sum up one by one the learnings about the machineries, tools, financial assistance and utilities and procurement for setting up a custom hiring service centre.
- Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. Five machines required at a custom hiring service centre are tractor, rotavator, tractor trolley, laser guided land leveller and cultivator.
- ii. Procurement refers to a variety of activities involved in acquiring goods or services. It can help increase the profitability of business if managed efficiently and well.
- iii. The different types of procurement are direct or indirect procurement and goods or services procurement.

#### B. Match the columns

- i. c
- ii. d
- iii. b
- iv. a

## Unit 3.4: Dangerous Machines (Regulation) Act, 1983 and List of Farm Machineries, Tools and Equipment

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Discuss the Dangerous Machines (Regulation) Act, 1983.
2. Prepare a sample list of farm machineries, tools and equipment required for the custom hiring service centre.
3. Conduct a role-play to show how to recruit mechanics and workers for the custom hiring service centre.

### Resources to be Used

- Participant handbook, Presentation slide, Whiteboard, Markers, Projectors, Laptop, Internet connection (if possible)

### Recap

- Recall the learnings of the previous unit.

### Explain

- Farming equipment also includes machinery that falls under the dangerous machines act.
- The provisions of the dangerous machines act 1983.

### Activity

**Purpose:** List farm machineries, tools, and equipment required for the custom hiring service centre.

**Resources:** Presentation slide, pen, paper

**Methodology:** group activity

**Suggested Duration:** 30 minutes

**Expected outcome:**

Ability to create a list of farm machineries, tools, and equipment required for the custom hiring service centre.

- Divide the participants into groups of 3-4 people depending on the number of participants. Ask them to assume that they will be setting up their own custom hiring service centre.
- Ask each group to prepare a list of farm machineries, tools, and equipment required for the custom hiring service centre.
- Tell them to also think of different activities such as sowing, planting, digging and reaping, Inter cultivation, residue management, foraging, harvesting and threshing etc. when they create the lists.
- Ask the groups to present their lists one by one.

### Do

Show a sample list of farm machineries, tools and equipment required for the custom hiring service centre.

### Explain

Explain the importance of the mechanic teams and their required skillsets for the overall success of the custom hiring service centre.

The manpower recruitment process and show the Application and hiring process of CHC mechanics.

The screening mechanics

### Show

The Recruitment process for CHC workers

### Field Visit

A field visit should be planned for the participants to a nearby Hiring centre where they should:

Talk to the Hiring managers about the recruitment process, skills and requirements for recruiting mechanics and workers.

Talk to the mechanics and workers and discuss their job role, how and from where they got recruited, their qualifications and previous experience.

See the farm machineries and tools used on a custom hiring centre and get first hand information on them.

## Activity

**Purpose:** To show how to recruit mechanics and workers for the custom hiring service centre.

**Resources:** Presentation slide, pen, paper, Classroom space, a chair and a table.

**Methodology:** Role play

**Tentative Duration:** 180 minutes

### Expected outcome

Ability to demonstrate how to recruit mechanics and workers for the custom hiring service centre.

- Divide the class into groups of two.
- Ask each group to role play the recruitment process of mechanics for a custom hiring service centre. Then ask each group to role play the recruitment process of workers for a custom hiring service centre.
- Give feedback to each group after all role play have been completed.

## Summarize

- Conclude the unit by calling for volunteers to sum up one by one the learnings and experience about their visit to the custom hiring service centre.
- Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.
- Encourage participants for group discussion to ask questions so that they can clear their doubts (if any).

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. Five sowing, planting, digging and reaping equipments are post hole digger, potato planter, potato digger, groundnut digger and onion harvester.
- ii. Five-land development, tillage and seed bed preparation equipment are Mb plough, disc plough, cultivator, harrow and leveller blade.
- iii. The steps in the recruitment process for workers include:
  - Identifying needs and creating a list of before putting up a job posting
  - Preparing the job description
  - Creating a recruitment plan
  - Starting the search
  - Recruiting top-tier candidates
  - Conducting phone screening
  - Interviewing in person
  - Offering the job

#### B. Multiple Choice Questions

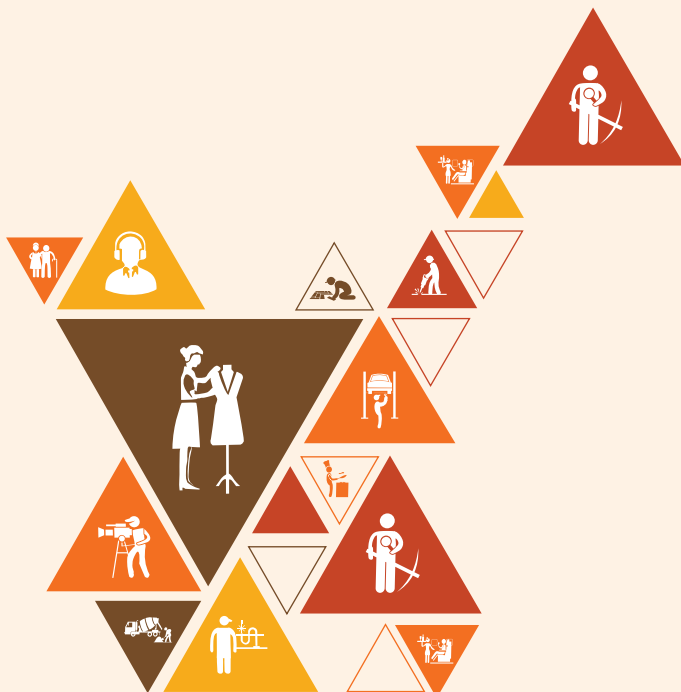
- i. a
- ii. b
- iii. d

# 4. Operations and Management of the Custom Hiring Service

Unit 4.1: Human Resources Management Practices and Process of Preparing a Work Plan

Unit 4.2: Monitoring Operations, Evaluating Business Performance and Recycling Waste

Unit 4.3: Inspection and Management Practices



AGR/N1141

## Terminal Outcomes

**By the end of this module, participant will be able to:**

1. Describe the process of initiating and managing the operations of a custom hiring service centre.
2. Demonstrate the process of inspecting the repair and maintenance activities.
3. Demonstrate various practices for effective resource optimization and waste disposal.

## Key Learning Outcomes

**By the end of this module, participant will be able to:**

1. Describe the process of initiating and managing the operations of a custom hiring service centre.
2. Demonstrate the process of inspecting the repair and maintenance activities.
3. Demonstrate various practices for effective resource optimization and waste disposal.

## Unit 4.1: Human Resources Management Practices and Process of Preparing a Work Plan

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Explain various human resources management practices.
2. Describe the process of preparing a work plan.
3. Prepare sample work plan and checklist for mechanics and workers.

### Resources to be Used

- Presentation deck, Whiteboard, Markers, Projectors, Laptop, Internet connection

### Ask

What do you think could be the various practices that the Human Resource Management or HRM of an organisation has? For example, recruitment, training are two practices that an HRM has.

### Say

Through the years, HRM has been researched upon and developed into a complex detailed science. Organisations know the value of managing and directing their culture to ensure the highest level of effectiveness is received from it.

All organisations know the importance of investing more effort into cultivating a successful relationship between employees and the employer rather than simply relying on employee recruitment and retention.

Organisations who have given importance to HRM have been able to provide better services to their customers and have, in turn, reaped profits too.

When we talk about the best practices in HRM, many researches have claimed that their utilisation helps to optimise all the organisation's processes.

## Explain

- List the practices and explain how they help organisations attain their full potential.
- Explain how to prepare a work plan.
- List the project planning steps.

## Elaborate

Elaborate on the steps for a sample project plan:

- Objective of the business plan
- The key activities
- Models of custom hiring
- Products and services
- Human resources
- Pricing strategy
- Sales forecast

## Do

Show components of great preventive maintenance checklists in the presentation slides.

## Field Visit

A field visit should be planned for the participants to a nearby Hiring centre where they should talk to the Hiring managers about how they create a work plan.

- What are the key activities?
- What are the pricing strategies?
- How do they conduct a pricing analysis?

Also take a look at their preventive maintenance checklists.

## Activity

**Purpose:** To prepare a sample work plan and checklist for mechanics and workers.

**Resources:** Presentation slide, Computer/laptop, Paper and pen

**Methodology:** Collaboration and engaging with peers

**Suggested Duration:** 180 minutes

**Expected Outcome:**

Ability to plan the steps for executing a strategy

Ability to decipher needs of people for workers and mechanics and create maintenance checklists accordingly.

- Divide the class into groups of 4-5 participants.
- Ask each group to brainstorm and create a sample work plan and a checklist each for mechanics and workers.
- Ask each group to present their plans and checklists while explaining their logic and considerations for the same.
- Share feedback for each team once all presentations are over.
- Conclude the activity by applauding the best team.

## Summarize

- Conclude the unit by calling for volunteers to sum up the learnings during their field visit to.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. Five HRM practices are top-level involvement, positive workplace culture, e-recruitment, adaptability and training for HR.
- ii. The custom hire services focus on primary production and post-harvest management.
- iii. Planning is the first step in the process that helps to execute a strategy and meet goals successfully.

#### B. Multiple choice questions

- i. i – Tractor-centric model
- ii. ii – Operation-specific model
- iii. iii – one

## Unit 4.2: Monitoring Operations, Evaluating Business Performance and Recycling Waste Process of Preparing a Work Plan

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Explain the importance of monitoring the operations of a custom hiring service centre.
2. Explain the importance of the evaluation of business performance.
3. Describe the methods of recycling and disposing different types of waste.

### Resources to be Used

- Presentation deck, Whiteboard, Markers, Projectors, Laptop, Internet connection

### Ask

- Why do you need to monitor in the operations of a Custom Hiring Service Centre?

### Explain

- The importance of Monitoring the Operations of a Custom Hiring Service Centre.
- The three things required for monitoring the operations.
- The key steps in business operations quality monitoring with the help of the presentation slides.

### Elaborate

- Why business performance needs to be evaluated.
- What is recycling and why it is important.

### Explain

Three distinct ways to recycle waste.

## Elaborate

- Three separate processes used for creating new goods from recyclable materials.

## Activity

**Purpose:** Discuss methods of recycling

**Resources:** Paper and pen

**Methodology:** Collaboration and engaging with peers

**Suggested Duration:** 60 minutes

**Expected outcome:**

Ability to list methods for recycling waste

- Tell participants that recycling is a widely known term today and recycling practices are commonly known.
- Divide the class into four groups and ask each group to discuss amongst themselves and come up with methods in which waste can be disposed off.
- Each group should come up with at least three methods.
- Ask each group to present their methods. They can either use slides, whiteboard or just talk about them depending on the infrastructure available.

## Elaborate

- Methods used for disposing off waste.

## Summarize

- Conclude the unit by calling for volunteers to sum up one by one the learnings about monitoring the operations, evaluation of business performance and methods of recycling and disposing different types of waste.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. The act of gathering waste items, turning them back into raw materials and processing them into new goods is known as recycling.
- ii. Three distinct ways to recycle waste are:
  - Collecting and separating recyclable materials from waste
  - Reverting waste into raw material
  - Turning raw material back into a finished product again
- iii. The three processes are mechanical recycling, chemical recycling and energy recycling.

#### B. Match the Columns

- i. b
- ii. c
- iii. a

#### C. Fill in the Blanks

- i. Incineration
- ii. Vermicomposting
- iii. Composting

## Unit 4.3: Inspection and Management Practices

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Demonstrate effective inspection and management practices.
2. Demonstrate various practices to optimize the usage of various resources, such as water and electricity.
3. Demonstrate the process of recycling and disposing different types of waste in compliance with the applicable laws and regulations.

### Ask

- Ask participants if regular workplace inspections required.
- If yes, why do they think so? Ask them to give reasons for their responses

### Explain

Why regular workplace inspections are critical.

### Elaborate

- The five ways in which you can improve the effectiveness of your workplace inspection.

### Field Visit

A field visit should be planned for the participants to a nearby Hiring centre where they will be given a demonstration about the following:

- How to identify Potentially Hazardous Situations
- How to listen to employee concerns and identify underlying issues
- Come up with realistic solutions based on the same

## Activity

**Purpose:** To demonstrate effective inspection and management practices.

**Resources:** Presentation slides, Paper and pen

**Methodology:** Collaboration and engaging with peers

**Suggested Duration:** 120 minutes

**Expected Outcome:**

Ability to identify potential hazards and issue corrective actions

Tell participants that they have to improve the effectiveness of their workplace inspection using the five steps.

They need to assume an imaginary workplace and carry out each of the five steps and write down their observations/actions for each step.

Create groups of three and ask each group to present their observations. They can either use slides, whiteboard or just talk about them depending on the infrastructure available.

## Explain

- Importance of the optimum usage of essential resources, such as water and electricity.
- Moves to save electricity and water.

## Field Visit

A field visit should be planned for the participants to a nearby Hiring centre where they will be given a demonstration about the following:

- How to utilize water efficiently
- How to utilize electricity efficiently

## Activity

**Purpose:** To demonstrate various practices to optimize the usage of various resources, such as water and electricity.

**Resources:** Paper and pen

**Methodology:** Collaboration and engaging with peers

**Suggested Duration:** 120 minutes

**Expected Outcome:**

Ability to identify ways to optimize resources.

Tell participants that they have to list ways to optimize the usage of water and electricity and create checklists for the same.

Keeping the same groups as the previous activity, ask each group to present their checklists. They can either use slides, whiteboard or just talk about them depending on the infrastructure available.

## Explain

Some important legislations for environment protection.

## Field Visit

A field visit should be planned for the participants to a nearby Hiring centre where they will be given a demonstration about the following:

- How to utilize water efficiently
- How to utilize electricity efficiently

## Activity

**Purpose:** To demonstrate the process of recycling and disposing different types of waste in compliance with the applicable laws and regulations.

**Resources:** Waste material collected in the training centre, gloves for each student, separate bins/garbage bags for dry and wet waste.

**Methodology:** Hands on

**Suggested Duration:** 120 minutes

**Expected Outcome:**

Ability to identify types of recycling waste.

- Divide the class into groups of 3. Tell each group that they have to segregate the waste in the training centre and put them into separate bins/garbage bags.
- After the activity ask each group to note down the waste they put into the containers for dry and wet waste.
- Discuss their lists with each group.

## Summarize

- Conclude the unit by calling for volunteers to sum up one by one the learnings and experience gathered during the field visits.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.
- Ask participants to read up about E payments and E-Payment systems before they come for the next session.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. The five ways to improve the effectiveness of your workplace inspection are identifying potentially hazardous situations, listening to employees' concerns, identifying underlying issues, reporting everything to management and making recommendations.
- ii. Three tips for water conservation are:
  - Install low-flow plumbing fixtures
  - Identify and fix leaks
  - Harvest rainwater
- iii. Three tips for electricity conservation are:
  - Switch off computers when not in use.
  - Do not put ACs at too cold settings (suggested setting: 25 degrees Celsius).
  - Use low energy electric bulbs.

#### B. Match the Columns

- i. b
- ii. c
- iii. a



## Terminal Outcomes

**By the end of this module, participant will be able to:**

1. Demonstrate the process of using computer and e-payment methods.
2. Demonstrate the process of maintaining financial and operational records.

## Key Learning Outcomes

**By the end of this module, participant will be able to:**

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> <li>1. Explain the importance and benefits of using e-payment methods for processing payments.</li> <li>2. Explain the importance and benefits of using a computer to prepare and maintain a variety of business records.</li> <li>3. Explain the importance and benefits of using email for business communications.</li> <li>4. Describe the process of registering for various e-payment methods.</li> <li>5. List various financial and business records to be prepared and maintained at a custom hiring service centre.</li> <li>6. List the relevant details to be recorded in business reports.</li> <li>7. Describe the process of creating data backups and storing records safely.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the use of email for business communications.</li> <li>2. Demonstrate the process of registering for and processing payments through various e-payment methods.</li> <li>3. Demonstrate the use of relevant accounting and computer software to create and maintain the centre's financial and business records.</li> <li>4. Demonstrate the process of organising data and creating its backup.</li> <li>5. Demonstrate the process of digitally recording various operational activities.</li> </ol>

## Unit 5.1: E-Payment Methods

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Explain the importance and benefits of using e-payment methods for processing payments.
2. Describe the process of registering for various e-payment methods.
3. Demonstrate the process of registering for and processing payments through various e-payment methods.

### Resources to be Used

Presentation deck, Whiteboard, Markers, Projectors, Laptop, Internet connection (if possible), Mobile phone, UPI apps

### Ask

- What are the most common transactions for which they use e payments.
- Also ask them to list the most common e-payment systems that evolved in the past couple of years.

### Explain

- Importance of e payments

### Elaborate

- Benefits of implementing an electronic payment system

### Ask

- What are the types of e-payment systems?
- Give hints by introducing terms such as RTGS, NEFT, IMPS, UPI. Ask them if they know these terms and what do these mean?

## Elaborate

- Elaborate on the types of E-payments and the process for each:
  - RTGS
  - NEFT
  - IMPS
  - UPI
  - Mobile Wallets
  - Debit Cards
  - Credit Cards
- Processing payments through E-commerce payment methods
- Types of E-commerce Payments

## Activity

**Purpose:** Register for and process payments through various e-payment methods.

**Resources:** Presentation slide, Mobile phone, UPI apps, Internet connection( if possible)

**Methodology:** Simulation learning

**Suggested Duration:** 120 minutes

**Expected Outcome:**

Ability to register for any e-payment app

Ability to Process payment through e payment

- Ask participants who have Paytm, phonpe or googlepay on their mobiles.
- Create groups of 3-4 where each group has atleast one member with Paytm, phonpe or googlepay.
- If more than half the number of participants in class have these apps make groups of two.
- Pair two groups and ask each group to send Rs 1 to anyone in the other group.
- Ask the other group to return that money using the same process.
- Ensure every group has returned the money sent by the other group.

## Summarize

- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. The four benefits of e-payments are instant payment, higher payment security, better customer convenience and contactless payment.
- ii. The types of e-payments are Real Time Gross Settlement (RTGS), Net Electronic Fund Transfer (NEFT) and Immediate Payment System (IMPS).
- iii. The two examples of Unified Payment Interface or UPI are BHIM and SBI UPI app.

#### B. Match the Columns

- i. c
- ii. a
- iii. b

#### C. Fill in the Blanks

- i. Credit cards
- ii. Debit cards
- iii. Mobile payments

## Unit 5.2: Business Communications

### Unit Objectives

**By the end of this unit, the participant will be able to:**

- Explain the importance and benefits of using email for business communications.
- Demonstrate the use of email for business communications.

### Resources to be Used

- Presentation deck, Whiteboard, Markers, Projectors, Laptop, Internet connection (if possible)

### Ask

How does email help in business communication?

### Explain

- List and explain the benefits of using Email in business communication.
- List and explain the advantages of email in business communication

### Ask

Ask participants if they can list the disadvantages of email.

### Explain

- The disadvantages of using Email in business communication.
- The use of email in business communication

## Activity



**Purpose:** To demonstrate the use of email for business communications.

**Resources:** Mobile phone/computer/laptop, Internet connection (if possible)

**Methodology:** Simulation learning

**Suggested Duration:** 120 minutes

**Expected Outcome:**

Ability to use send email for business communications.

- Ask participants how many of them have email apps on their mobile phones.
- If all participants have email ask them to perform this activity individually. Else divide them into groups so that atleast one group member has the email app on their mobiles.
- Each student/group should send an email to you summarizing what they have learnt about email communication.
- Give them feedback on their mails.

## Summarize



- Conclude the unit by calling for volunteers to sum up one by one the learnings about the the use of e-mail in business communication.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. The five benefits of using email for business communication are efficiency, affordability, versatility, accessibility and scalability.
- ii. Using email in business is cheap, fast and convenient.
- iii. Using email in business communication has disadvantages, such as:
  - Unsolicited email can overwhelm your email system.
  - Viruses can easily spread through email attachments.
  - Electronic storing space can become a problem where emails with large attachments are widely distributed.

#### B. Multiple Choice Questions

- i. b
- ii. a
- iii. a

## Unit 5.3: Financial and Business Records

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Explain the importance and benefits of using a computer to prepare and maintain a variety of business records.
2. List various financial and business records to be prepared and maintained at a custom hiring service centre.
3. List the relevant details to be recorded in business reports.
4. Demonstrate the use of relevant accounting and computer software to create and maintain the centre's financial and business records.

### Resources to be Used

Presentation slide, mobile phone, khatabook app, computer/laptop, Internet connection (if possible)

### Ask

- Why do managers in stores/warehouses need computers?

### Say

Managers in an organisation use computers for a variety of reasons, including keeping track of their teams, budgeting and planning projects, monitoring inventory and preparing documents, proposals and presentations. Managers need to understand how computing tools can improve the way they manage their departments.

### Explain

- What is record keeping.
- Advantages of maintaining digital records
- Various financial and business records to be prepared and maintained at a custom hiring service centre.

### Ask

- What are business reports?
- What do they include?

## Explain

- What are business reports
- Elements of a business report
- What are accounting software
- Use of accounting software to create and maintain financial and business records.

## Field Visit

A field visit should be planned for the participants to a nearby Hiring centre where they will be given a demonstration about the accounting software used for financial transactions.

## Activity

**Purpose:** Demonstrate the use of relevant software to create and maintain business records.

**Resources:** Presentation slide, mobile phone, khatabook app

**Methodology:** Simulated learning

**Suggested Duration:** 60 minutes

**Expected Outcome:**

Ability to use relevant software to create and maintain the records

Login to app and create a sales invoice

Ask if all participants have mobile phones to perform this activity individually. Else divide them into groups so that atleast one group member has a mobile phone.

Ask they participants to logion to khatabook and create sales invoice as explained there.

Ask each student to show their sales invoice.

## Summarize

- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

## Notes for Facilitation

- Ask participants to get their electricity bills for the past one year for the next class. This could be in the form of scanned bills/UPI details/soft copies of bills etc.
- In case they do not have bills, ask them to research and create a list of a few company names that are working in the area of Custom Hiring Service Provider.
- Ask participants to get their own data backup medium like pen drive, if they have any, for the next class.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. Maintaining digital records reduces the costs related to storage space, simplifies accounting and reduces the threat of loss of information.
- ii. Business records that are prepared and maintained at a custom hiring service centre include accounting records, tax records and insurance records.
- iii. The sections in a typical business report include executive summary, table of contents, introduction, body, conclusion, reference and appendix.

#### B. Match the Columns

- i. c
- ii. a
- iii. b

#### C. Fill in the blanks

- i. accounting records
- ii. inventory records
- iii. tax records

## Unit 5.4: Data Backup and Organisation

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Describe the process of creating data backup and storing records safely.
2. Demonstrate the process of organising data and creating its backup.
3. Demonstrate the process of digitally recording various operational activities.

### Resources to be Used

Laptop/computer with Microsoft word, Microsoft excel, Internet connection (if possible), data backup medium such as pen drive or external hard drive.

### Ask

- If they take backups of their data.
- If yes, how regularly and how.
- If no, why not.

### Elaborate

- Options available to take backup of data and pros and cons of each.

### Activity

**Purpose:** To organize data and create its backup.

**Resources:** Laptop/computer, Internet connection, if possible, data backup medium such as pen drive or external hard drive.

**Methodology:** Simulated learning

**Suggested Duration:** 60 minutes

**Expected Outcome:**

Ability to organize data

Ability to create data backup

- Ask participants to collate the electricity bills in a folder and name the folder appropriately.
- Then ask them to take a backup of the folder in any backup medium such as a pen drive or external drive. Provide them with one if they do not have one of their own.

**Ask** 

- What are the different ways in which they organise their data?

**Elaborate** 

How to organize data and create backups

**Do** 

Show the PowerPoint slides on how to upload files on a google drive

**Field Visit** 

A field visit should be planned for the participants to a nearby Hiring centre where they will be given a demonstration about how operational activities of the centre are recorded digitally.

**Activity** 

**Purpose:** To digitally record operational activities.

**Resources:** Laptop/computer with Microsoft office/excel, Internet connection.

**Methodology:** Simulated learning

**Suggested Duration:** 120 minutes

**Expected Outcome:**

Ability to create data backup

- Ask participants to create a monthly expense sheet using any format such as Microsoft word, excel or any pre-existing format they find on the Internet.
- Save the file on the system
- Login to their google account. Allow them to use other's google accounts, in case they don't have any of their own.
- Upload the expense sheet.

## Activity

**Purpose:** To organize data

**Resources:** classroom

**Methodology:** Quiz

**Suggested Duration:** 40 minutes

**Expected Outcome:**

Ability to list outcomes of unorganized emails

- Divide the class into four groups.
- Ask each group to create a list of 3-4 problems they face/may face as a result of unorganized emails.
- Take a look at each question to ensure that the questions are not getting repeated. In case of repetitions help them to frame the question differently.
- Each group has to put forth their questions and the remaining groups have to put up their hands to answer the question. The group that puts up their hand first answers first. The group with the most correct answers gets to be the winner.

## Explain

- What is digital recording?
- Digital recording of various operational activities

## Summarize

- Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.
- Encourage participants for group discussion to ask questions so that they can clear their doubts (if any).
- Conclude the unit by calling for volunteers to sum up one by one the learnings and experience about processing of payments and use of a computer to communicate and maintain records.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. The four options available to back up data in organisations are USB sticks, external hard drives, time machine and cloud storage.
- ii. Methods used in companies to organise data are naming and organising files, documentation and metadata, managing references and organising email.
- iii. USB sticks are extremely portable, very cheap and can easily transfer data to other sources.

#### B. Multiple Choice Questions

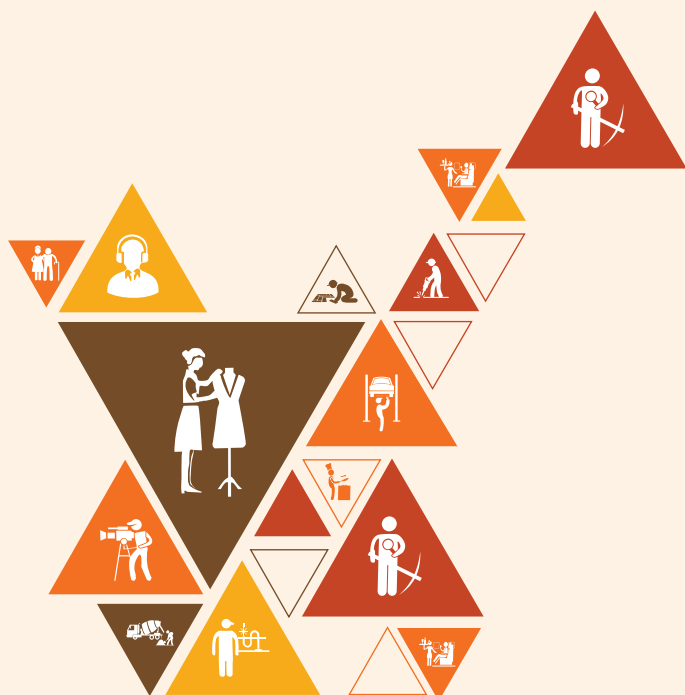
- i. a
- ii. b
- iii. a

# 6. Effective Communication at the Workplace

Unit 6.1 - Effective Communication Techniques

Unit 6.2 - Mentoring Apprentices

Unit 6.3 - Gender Inclusivity at Workplace



AGR/N9918

## Terminal Outcomes

**By the end of this module, participant will be able to:**

1. Apply techniques for effective communication with the stakeholders.
2. Explain how to mentor an apprentice.
3. Discuss ways to promote diversity and inclusion at the workplace

## Key Learning Outcomes

**By the end of this module, participant will be able to:**

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> <li>1. Explain the importance of verbal and non-verbal communication at the workplace.</li> <li>2. Explain the effective methods of sharing and seeking information and feedback at the workplace.</li> <li>3. Explain the procedure for completing work-related documentation.</li> <li>4. Describe the process of mentoring an apprentice at the workplace.</li> <li>5. Explain the importance of inclusion of all genders and People with Disability (PwD) at the workplace.</li> <li>6. Explain gender concepts (gender as a social construct, gender sensitivity, gender equality etc.), issues and applicable legislation.</li> <li>7. Explain ways in which a conducive working environment can be created for all the genders and PwD.</li> <li>8. Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD.</li> <li>9. Explain the applicable PwD related regulations.</li> <li>10. Explain the procedure to report inappropriate behaviour e.g., harassment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the requisite level of proficiency in verbal and non-verbal communication at the workplace.</li> <li>2. Demonstrate different approaches to mentoring an apprentice at the workplace.</li> <li>3. Prepare a sample training schedule for an apprentice.</li> <li>4. Demonstrate appropriate verbal and non-verbal communication that is respectful of genders and disability.</li> </ol>

## Unit 6.1: Effective Communication Techniques

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Explain the importance of verbal and non-verbal communication at the workplace
2. Explain the effective methods of sharing and seeking information and feedback at the workplace
3. Explain the procedure for completing work-related documentation
4. Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD
5. Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD
6. Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD

### Resources to be Used

Presentation deck, Whiteboard, Markers, Projectors, Tie, Candle, Match box, Water bottle, Cell phone.

### Activity

**Purpose:** To recognise what is effective communicator

**Resources:** PowerPoint Slide, Tie, Candle, Match box, Water bottle, Cell phone.

**Methodology:** Discussion on a case scenario.

**Suggested Duration:** 120 minutes

**Expected outcome:** Participants recognise the importance of communication and what constitutes effective communication.

- Put up the PowerPoint slide and start the game. Say that this is a game on giving instructions. Divide the class into 4 teams. Make the teams sit close to one another in 4 corners of the room.
- Give the following briefing to the class:

Assume I have no intelligence. I shall assign one activity to each team. You should write instructions for me so that I can conduct that activity given to you as you read out the instructions.

Instructions cannot be oral. They have to be written and then finally one of the team members will read it out for me as I perform it.

You will be given ten minutes to write the instructions.

The entire team should contribute in deciding the instructions. However, only one person writes it. Remember that, since I do not have any intelligence, I will do exactly as instructed by you.

- Assign the following activities, one per team.
  - a. Drinking water from a bottle placed on the table
  - b. Lighting a candle with a match box both of which are placed on the table
  - c. Knotting a tie
  - d. Making a phone call from the cell phone placed on the table.
- At the end of ten minutes, ask all participants to stop. Collect the sheets from the teams. Ask one representative from each team to read the instructions. Misinterpret most of the instructions such that the activity never gets done. Example: If one of the instructions for drinking water from the bottle says 'Pick up the bottle', then pick up the bottle up-side down. If the instruction for making a phone call is, 'Pick up the phone', then just pick it up. Do not speak or keep it near your ears unless mentioned. Repeat this for all four teams. Take 2 minutes to perform each activity the wrong wa

## Explain

Explain the importance of communication and why it should be effective and what happens if it is not effective. Ask participants what they learnt from the game on the importance of communication skills.

## Say

In any communication, there is a sender who sends a message. There may be one or more receivers to whom the message is meant. The sender uses a medium to send the message. The medium could be air, paper, phone etc. Once the receiver receives the message, the receiver sends a feedback/response or an acknowledgement.

## Activity

**Purpose:** To recognise that communication is a two-way process

**Resources:** PowerPoint Slide, books, pen , whiteboard

**Methodology:** Game

**Suggested Duration:** 120 minutes

**Expected outcome:** Participants recognise that communication is a two way process.

- Show them the slide on the game, Walk the Talk. Choose one participant. Blindfold the participant and ask the participant to stay outside the class. Create a maze inside the class. The maze can be created in many ways.
  - a. If there is enough space, you may ask the rest of the class to join hands and form a maze in a shape of their choice.
  - b. You may arrange desks and benches to form the maze.
  - c. You may put down books, pens etc on the floor and form the path of the maze. .

- Choose one of the participants to give instructions to the blindfolded participant. Once the maze is ready, bring the blindfolded participant to the entrance of the class. From that point onwards the guiding participant guides the blindfolded participant. If the blindfolded participant collides or touches any part of the maze, then the team is disqualified and the game ends. If time permits, you may give the team another chance to try.
- Applaud for the effort of the pair. Do not explicitly mention to the team that the blindfolded participant may also seek clarifications from the guiding participant. However, if questioned regarding this, agree that the blindfolded participant may ask questions.

## Explain

- Based on the above activity, elicit from the participants the advantages and disadvantages of one-way communication. Discuss the responsibility of the sender as well as the receiver of information. Explain why two way communication is important to make the communication effective. Further discuss, what prevented effective communication during the game. In other words, why does communication fail.
- Using the slide, explain the channels of communication, namely verbal and non-verbal. Irrespective of the medium of communication, one must remember the tips for effective communication. Put up the slide and get Participants to read out the tips one by one. Let others respond with examples and explain the importance of each. Make this session as interactive as possible. Discuss the points under the heads – Listening, Speaking, Reading, Writing.

## Activity

**Purpose:** To recognise the importance of listening skills

**Resources:** Presentation slide

**Methodology:** Game

**Suggested Duration:** 120 minutes

**Expected Outcome:** Participants recognise what constitutes active listening skills

- Give the following instructions to participants. Everybody stand up. There is a person called Simon sitting on the chair at the desk. You cannot see or hear Simon. So, Simon will communicate through me and whatever Simon asks me to tell you, I shall start the sentence with 'Simon says...' If the sentence does not have the phrase 'Simon says', then it is an instruction from me and you should not follow it. For this game, you will follow exactly what Simon asks you to do. You will do it immediately without delay. For example, if I say "Simon says stand up", you should immediately stand up. If I say "Simon says sit down" you should immediately sit down. But if I simply say "Stand up" or "Sit down" then you should not follow it. Even if you show slight movement for my instructions, you are disqualified. Once disqualified, please move towards the wall and we shall continue the game with the rest of the participants. Also watch out for those who make mistakes. Let us see who wins the game in the end.

## Say

What mistakes did you make during the game? Some reasons could be noise, poor concentration, stress and pressure to win, poor listening skills etc. The external barriers like noise is the same for all participants. Hence, for this game the most important reason why all of you except one lost is owing for failing was owing to your listening skills. For some, the listening skill failed them in the beginning itself. For others, it deteriorated with time

## Explain

- Explain what one must do to improve listening skills. Go on to explaining the difference between hearing and listening and its importance.
- Proceed to speak about non-verbal communication. Put up the slide. Discuss what the series of expressions / body language communicate. Discuss the impact of negative nonverbal cues on work and work environment.
- Proceed to the next topic on communicating with people with disabilities. Conduct a brief discussion on how one must communicate with those with disabilities. Write them on the board. Post this, put up the slide.
- Put up the slide on giving constructive feedback at the workplace. Explain the importance of giving and receiving feedback.

## Activity

**Purpose:** To provide constructive feedback at work

**Resources:** Presentation slide

**Methodology:** Role Play

**Suggested Duration:** 120 minutes

**Expected Outcome:** Participants learn to use the right choice of words, tone of language to be used while giving and receiving feedback at workplace

Provide the following situations. Call for volunteers to enact the situation.

Situation 1: You are not happy with your subordinate's quality of work. You have to communicate this to your subordinate.

Situation 2: Your work completion deadline is dependent on your team member's contribution. You find your team member slow and taking it easy. You have to give your fellow team member this feedback.

Situation 3: You feel that the time deadline given to you for a certain project is unreasonable. You feel the project should not have been taken up from the client under the given terms. You have to communicate this to your boss.

## Explain



- Put up the slide and summarise the key points to keep in mind while giving and receiving feedback. Speak about PNP technique, which is Positive-Negative-Positive technique. Begin with a positive note, followed by the constructive feedback and end again by citing a positive aspect.
- Post this, proceed to speak about the various documentation to be maintained related to work. Using the slides, explain the importance of maintaining records and documents, the process, the owners, the steps in creating a process document and the best practices for preparing documents.

## Summarize



- i. Conclude the unit by calling for volunteers to sum up one by one the learnings.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Exercise

### Key Solutions to PHB Exercises

#### A. Multiple Choice Questions

- i. a,b,c
- ii. a
- iii. a

#### B. Tick the Correct Options

- ii
- iii
- iv

## Unit 6.2: Business Communications

### Unit Objectives

**By the end of this unit, the participant will be able to:**

- Describe the process of mentoring an apprentice at the workplace
- Demonstrate different approaches to mentoring an apprentice at the workplace 3. Prepare a sample training schedule for an apprentice

### Resources to be Used

Presentation deck, Whiteboard, Markers, Projectors, Flowers, necessary tools and accessories for flower arrangement.

### Explain

Begin with a brief background on On Job Trainings (OJT) and apprenticeships that are an integral part of any vocational skills training programme. Introduce the terms Mentor, Mentee (Apprentice). Prepare the class for a panel discussion as mentioned below.

### Activity

**Purpose:** To recognise the importance of mentoring an apprentice.

**Resources:** PowerPoint slides

**Methodology:** Simulation learning

**Suggested Duration:** 120 minutes

**Expected Outcome:** Participants discuss what is mentoring and its benefits for mentor, mentee and the organisation.

- Call for four participants. They will play the following roles:
  1. Mentor
  2. Apprentice
  3. HR of the organisation
  4. Moderator
- Conduct a Panel Discussion. The topics for the discussion for each of the roles is as follows:

Panel	Moderator	Mentor	Apprenticeship	HR person
<b>Topic for discussion</b>	Opening remarks: Mentoring; Need for mentoring	Benefits of mentoring from view point of a Mentor	Benefits of mentoring from view point of Mentee (Apprentice)	Benefits for the organisation Moderator

- The Moderator must open the discussion with opening remarks on what is mentoring and its need. He/she then hands over the floor to each panelist one by one who speaks on the topics allotted to them. Post that, the floor is open for discussion where all Panelists will participate moderated by the Moderator. The Moderator must intervene at appropriate points to ensure the discussion does not digress from the topic allotted. Finally, the Moderator sums up the key takeaways from each topic allotted to each Panelist.

## Explain

- At the end of the discussion, put up the slide and summarise the benefits of mentoring. Put up the slide on mentoring responsibilities emphasising on the importance of safety, knowledge, positive attitude and behaviour to be maintained by Mentor, Mentee and Employer during the course of mentoring.
- Proceed to explain the different mentoring models, using the slides.

## Activity

**Purpose:** To apply the steps in mentoring to a real life situation

**Resources:** Flowers, necessary tools and accessories for flower arrangement

**Methodology:** Role Play

**Suggested Duration:** 120 minutes

**Expected Outcome:** Demonstrate the steps in mentoring and those in being mentored, through a live scenario.

- The task in hand is to mentor an apprentice on flower arrangement. Call for two participants. One person acts as the Mentor and the other, as the Apprentice. The Mentor provides the Apprentice with the necessary tools, equipment, flowers and has to guide the Apprentice step by step. At the end of the Role Play, participants are to provide constructive feedback. Other participants are to observe and evaluate the performance of the Mentor on the following parameters:
  - Building rapport with Apprentice
  - Identifying skill needs /gaps in Apprentice
  - Demonstrating the task
  - Summarising the task
  - Asking Apprentice to perform the task
  - Giving constructive feedback

## Explain

Put up the slide on step by step procedure in the mentoring process. As you explain the steps, relate them to the Role Play scenario. Analyse the Role Play that was performed with respect to the steps on the slide.

The Moderator must open the discussion with opening remarks on what is mentoring and its need. He/she then hands over the floor to each panelist one by one who speaks on the topics allotted to them. Post that, the floor is open for discussion where all Panelists will participate moderated by the Moderator. The Moderator must intervene at appropriate points to ensure the discussion does not digress from the topic allotted. Finally, the Moderator sums up the key takeaways from each topic allotted to each Panelist.

## Summarize

- Conclude the unit by calling for volunteers to sum up one by one the learnings about the the use of e-mail in business communication.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

## Exercise

### Key Solutions to PHB Exercises

i

Prashant (Mentor)	Prince (Mentee)
<ul style="list-style-type: none"><li>• Provides opportunity to share industry best practices</li><li>• Builds a productive and supportive team environment</li></ul>	<ul style="list-style-type: none"><li>• Fast tracks learning curve Improves productivity</li><li>• Develops new skills</li></ul>

## Unit 6.3: Gender Inclusivity at Workplace

### Unit Objectives

**By the end of this unit, the participant will be able to:**

1. Explain gender concepts (gender as a social construct, gender sensitivity, gender equality etc.), issues and applicable legislation
2. Explain the importance of inclusion of all genders and persons with disability at workplace
3. Define the need for appropriate verbal and non-verbal communication while interacting with all genders and persons with disability
4. Explain ways in which a conducive and inclusive working environment can be created for all genders and persons with disability

### Resources to be Used

Presentation slide, mobile phone, khatabook app, computer/laptop, Internet connection (if possible)

### Explain

Introduce and explain the various gender concepts such as – Gender, Sex, Gender stereotyping, Gender discrimination, Gender equality, Gender awareness by giving examples.

### Activity

**Purpose:** To determine what is a “man's” work and “woman's” work

**Resources:** Presentation slide

**Methodology:** Discussion

**Suggested Duration:** 60 minutes

**Expected Outcome:** Identify traditional roles and occupations assigned to men/women/other genders

- Put up the slide which lists the various occupations, jobs, tasks. Ask participants whom they associate with each of the occupations, jobs, tasks – men or women. They must give the reason.

## Explain

Participants are made to realise that certain roles/jobs are typecasted to certain genders and the trend must change. Explain that persons of all genders are equal. Proceed to discuss about persons with disabilities and the different types of disabilities.

Conduct a brain storming session on the various challenges faced by PwD at workplace using the cue points on the slide. Using the slide, explain the various ways in which one must communicate with PwD at workplace.

## Elaborate

Using the slide, elaborate on inclusive behaviour and its benefits. Speak about the benefits of inclusive behaviour at workplace. Proceed to discuss the manner in which communication must be conducted with women. The choice of words to use, body language, etiquette to follow while interacting with women a workplace. Educate participants on what constitutes sexual harassment and the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act that exists for lodging complaints, inquiry and action to be taken. · Put up the slide on how to create an inclusive work environment and conclude.

## Summarize

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. Respectful, courteous behaviour/speech with people of all genders and persons with disabilities
- ii. Improves staff retention due to better culture, treats everyone with respect, dignity, fairness
- iii. Unfriendly infrastructure, stigma at workplace. Conduct awareness and training programmes, practicing gender sensitive speech and behaviour

#### B. Match the Columns

- i c
- ii a
- iii d
- iv b
- v g
- vi e
- vii f



## Terminal Outcomes

**By the end of this module, participant will be able to:**

1. Apply techniques for effective communication with the stakeholders.
2. Explain how to mentor an apprentice.
3. Discuss ways to promote diversity and inclusion at the workplace

## Key Learning Outcomes

**By the end of this module, the participants will be able to:**

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> <li>1. Explain the requirements of personal health, hygiene and fitness at work.</li> <li>2. Describe common health-related guidelines laid down by the organizations/ Government at the workplace.</li> <li>3. Explain the importance of good housekeeping at the workplace.</li> <li>4. Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate personal hygiene practices to be followed at the workplace.</li> <li>2. Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs.</li> <li>3. Demonstrate the steps to follow to put on and take off a mask safely.</li> <li>4. Show how to sanitize and disinfect one's work area regularly.</li> <li>5. Demonstrate adherence to the workplace sanitization norms.</li> <li>6. Show how to ensure cleanliness of the work area.</li> </ol>

## Unit 7.1: Personal Health, Hygiene and Fitness at Work

### Unit Objectives

**By the end of this unit, you will be able to:**

1. Explain the requirements of personal health, hygiene and fitness at work.
2. Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs.
3. Demonstrate how to wash worn out clothes with soap and sun-dry before use next time.
4. Demonstrate the steps to follow to put on and take off a mask safely.

### Resources to be Used

Presentation deck, Whiteboard, Markers, Projectors, Running water, soap, wash basin, hand rubs, face masks.

### Activity

**Purpose:** To understand the need for personal hygiene

**Resources:** PowerPoint Slide

**Methodology:** Discussion

**Tentative duration:** 20 minutes

**Expected outcome:** Participants are to list the external parts of the body that need to be kept clean and healthy, while explaining why it is needed.

- Put up the PowerPoint slide and start a discussion around the subject – what is personal hygiene and why it is needed.

### Explain

- Using the slide, explain the points that came up during the discussion and sum up as follows:
  - What is personal hygiene?
  - Why it is important?
  - The external parts of the body that are prone to dust, dirt, oil, food particles, heat, cold, body odour.
- Further, using the slides, explain how to maintain personal hygiene at work place as well as otherwise. Then proceed to explain how germs spread from our hands to the various parts of the external body before eventually entering the body. It is, therefore, important to wash our hands often. Using the slide, speak about the instances when we must wash our hands. With this background, start an activity on washing of hands.

## Activity

**Purpose:** To wash hands correctly

**Resources:** Running water, soap,

**Methodology:** Learning by doing

**Tentative duration:** 20 minutes

**Expected outcome:** Participants learn the correct procedure to be adopted while washing hands.

- Call for volunteers to demonstrate washing of hands. Others are to observe and give feedback about the procedure.

## Explain

- Explain that washing is incomplete if we have not washed up to the wrists. Washing with soap and water is the best way to get rid of germs. But if soap and water are not available, we can use an alcohol-based hand sanitizer that contains at least 60% alcohol. Sanitizers can reduce the germs on hands. But they may not be very effective in removing harmful chemicals, pesticides from hands.
- Next, go on to explain that one of the important aspects of maintaining personal hygiene and good health is to wear clothing that are washed well and sun dried. Put up the slide on the steps to wash and sun-dry soiled clothing. Call for volunteers to read out from the slide and explain. Explain the benefits of soaking clothes in hot water with detergent before washing them.
- Put up the slide on wearing and removing masks. Ask participants to share experiences on how to wear and remove a mask correctly.

## Activity

**Purpose:** To follow the correct way to:

- wash hands,
- wash and dry worn out clothes,
- wear and take off mask safely.

**Resources:** Running water, soap and hand rubs, PPE.

**Methodology:** Learning by doing.

**Tentative duration:** 120 minutes

**Expected outcome:** Participants learn the correct procedure to be adopted while washing hands, wash and dry clothes, wearing and taking off mask safely.

- Conduct the practical on the following:
  - Correct way of washing hands using soap and water, and alcohol-based hand rubs
  - How to wash worn out clothes with soap and sun-dry before use next time
  - Steps to follow to put on and take off a mask safely
  - Provide the necessary tools, materials needed for participants to perform the practical.
- Evaluate the performance of each participant w.e.t the parameters of each task, if performed fully, accurately and within the time limit specified.

## Summarize



- Conclude the unit by calling for volunteers to sum up one by one the learnings on personal hygiene, work hygiene, washing hands correctly, washing clothes correctly, and on correct procedure to wear and remove a mask.
- Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. to be free of diseases, illnesses and to be able to work productively.
- ii. after returning from the toilet, before and after meals, after returning home from outside, after touching garbage, animals, pets.
- iii. palms of both hands, back side of both hands, finger nails, hands up to the wrist.

#### B. Tick the Correct Options

b

## Unit 7.2: Cleanliness and Safety at Workplace

### Unit Objectives

**By the end of this unit, you will be able to:**

1. Describe common health-related guidelines laid down by the organisations/Government at the workplace.
2. State the importance of sanitizing the workplace.
3. Show how to sanitize and disinfect one's work area regularly while adhering to workplace sanitization norms.

### Resources to be Used

Presentation deck, Whiteboard, Markers, Projector, Cleaning agents, disinfectants and sanitizers, tools and equipment for cleaning, necessary PPE.

### Explain

- Explain that safe and healthy working environment is a fundamental right of every citizen. Organisations and the government recognising the need to develop a safety and health culture, have developed a framework and guidelines to reduce incidence of work-related injuries, fatalities, diseases, building awareness on safety and health at workplace. To achieve this, both the employer and employee at workplace have certain duties to comply with.
- Using the slide, discuss the duties of employers and employees in providing/maintaining a safe and clean work environment at work place.

### Activity

**Purpose:** To explain the importance of sanitizing the workplace and how to go about the same

**Resources:** PowerPoint slide

**Methodology:** Discussion

**Tentative duration:** 60 minutes

**Expected outcome:** State the importance of sanitizing the workplace and explaining how to sanitize and disinfect one's work area as per workplace sanitization norms

- Show the slide which has cue points. Participants are to explain how to sanitize the various areas/parts of the work area.

## Explain

Conclude the activity with an explanation on the need to sanitize the workplace and the procedure for the same. Using the slide, emphasise on the various tools needed for sanitization, the various surfaces, and areas of the work place that need to be sanitized. Focus on these points:

- Cleaning from cleanest to dirtiest
- Use of disinfectants, sanitizers
- Creating awareness on cleanliness

## Activity

**Purpose:** To follow the correct way to sanitize and disinfect work area.

**Resources:** Cleaning agents, disinfectants and sanitizers, tools and equipment for cleaning, necessary PPE.

**Methodology:** Learning by doing.

**Tentative duration:** 1 hour

**Expected outcome:** Participants learn the correct procedure to be adopted for cleaning, sanitizing and disinfecting the work area with the required tools and equipment.

- Participants are to perform the practical on sanitizing and disinfecting the work area. The necessary cleaning materials, tools are to be provided. The procedure as listed in the slides and Participant Handbook are to be followed and participants are to be evaluated accordingly.

## Summarize

- Conclude the unit by calling for volunteers to sum up one by one the learnings about the use of e-mail in business communication.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

## Exercise



### Key Solutions to PHB Exercises

#### A. Short Questions

1. My duty - Take care of my own health; Report to Supervisor of any symptoms of illness, contagious diseases.

Employer's duty - Provide a workplace that is free from hazards that may cause injury or diseases, clean drinking water, toilets; impart training to staff on safety protocols.

2. To prevent diseases, infections, injuries that result in reduced absenteeism and therefore better productivity for the organisation for good health for the employee.
3. Wash hands regularly using soap and water/sanitizer, not touch surfaces unnecessarily, keep the floors, toilets and other surfaces clean.

#### B. Match the Columns

- i. d
- ii. c
- iii. a
- iv. b

## Unit 7.3: Housekeeping and Waste Disposal

### Unit Objectives

**By the end of this unit, the participants will be able to:**

1. Explain the importance of good housekeeping at workplace.
2. Explain safe methods of waste disposal.
3. Dispose waste safely and correctly in the designated area.
4. Explain methods to minimise environmental damage during work.

### Resources to be Used

Presentation slide, Whiteboard, Markers, Projectors, Laptop, Chart papers, pens, access to internet (if possible)

### Ask

What is housekeeping and why is it needed.

### Say

Put up the slides. Housekeeping is not just cleanliness. It includes keeping work areas neat and orderly, ensuring floors are free of slip and trip hazards, removing of waste materials (e.g., paper, cardboard, materials that may cause accidents/fire). It also includes ensuring the layout of the entire workplace, including the aisles, storage / go-down facilities are well maintained and hazard and accident free. Good housekeeping practices help control or eliminate workplace hazards. It is not something that is done occasionally, but is an ongoing activity.

### Explain

- Explain the benefits of effective housekeeping, using the slide.
- Proceed to explain the different kinds of wastes.
- Discuss the different categories of wastes with examples as shown in the slide.
- Discuss the various methods of waste disposal.

## Activity

**Purpose:** To explain the importance of safe disposal of waste

**Resources:** Chart papers, pens, access to internet (if possible)

**Methodology:** Group Discussion and presentation

**Suggested Duration:** 60 minutes

**Expected Outcome:** State the different methods of safe disposal of waste

- Form three teams. Each team is given a theme – Reuse, Reduce, Recycle.
- The teams are to research/discuss for about 5 minutes on the meanings of the theme allotted to them.
- They should make a chart on the steps they will take to implement the theme allotted to them.
- Using their charts, the teams are to make presentations to the class.
- Show the slide on this subject and conclude.

## Explain

- Using the slide, explain the steps to adopt/propose at workplace to minimise environmental damage. Discuss each point by eliciting examples from participants from their own experiences.

## Summarize

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

1. The following are the benefits of good housekeeping at workplace:
  - Clutter free, organised work area leading to ease and quick flow of inventory, supplies
  - Fewer chances of tripping, slipping, hitting against objects ensuring free and safe movement of staff
  - Decreased risk of fire hazards
  - Lower exposure of staff to dust, germs
  - Better hygienic conditions leading to improved health
  - Effective use of space
  - Improved morale and productivity
2. Recycling, reusing, vermicomposting
3. Using public transport or vehicle pooling, avoiding unnecessary travel, avoiding wastage of food.

#### B. Match the Columns

- i c
- ii d
- iii b
- iv a

## Unit 7.4: Controlling Diseases at Workplace

### Unit Objectives

**By the end of this unit, you will be able to:**

1. Explain the kinds of contagious diseases in your line of work.
2. Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases.
3. Explain the measures to control spread of contagious diseases.

### Resources to be Used

- Presentation slide, Whiteboard, Markers, Projectors, Chart papers, pens, access to internet (if possible)

### Ask

- Name some common illnesses, infections, diseases that those working in the agriculture sector are likely to contract.

#### Expected Responses

- The responses expected are as follows - skin disorders, respiratory diseases, diseases caused due to toxic chemicals, pesticides, heat related illnesses, diseases transmitted from farm animals.

### Say

- The disorders/diseases can enter the body through the nose, skin, eyes, mouth causing allergies, infections caused due to dust, pollen, hay, straw, grain causing flu, headache, muscle pain, dizziness, irritations to lungs/eyes, rashes on the skin and so on. Not all of these may be contagious.

### Explain

- Explain the importance of recognising infections, illnesses at the right time and informing supervisors/ superiors at the work place about the same. Show the slide and explain the role of the employer and employee in this regard.

## Activity

**Purpose:** To explain the measures to control spread of contagious diseases

**Resources:** Chart papers, pens, access to internet

**Methodology:** Group Discussion and presentation

**Tentative duration:** 60 minutes

**Expected outcome:** State the measures to control spread of contagious diseases

- Form four teams. Give each team a key word. Based on the key word, they are to arrive at the various measures the employer as well as employee must undertake to control the spread of contagious diseases. The key words are as follows:
  - Personal precautions
  - Vaccination
  - Workplace sanitation and hygiene
  - Workplace policies
- Conclude the activity by summing up the points as given in the slide.

## Summarize

- Conclude the unit by calling for volunteers to sum up one by one the learnings on the measures to take to control spread of diseases at work place.
- Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

1. To prevent the spread of infections, diseases to others at the workplace in order to safeguard others from contracting the infection/disease/illness. Further, the designated authority can take necessary actions to prevent the spread of the infection.
2. Cover the mouth and nose when while sneezing or coughing, washing hands with soap and water/sanitizer often, getting vaccinated



## Terminal Outcomes

**By the end of this module, the participants will be able to:**

1. Describe how to adhere to safety guidelines.
2. Show how to administer appropriate emergency procedures.

## Key Learning Outcomes

**By the end of this module, the participants will be able to:**

Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ol style="list-style-type: none"> <li>1. List the PPE required at the workplace.</li> <li>2. Describe the commonly reported hazards at the workplace.</li> <li>3. Describe the hazards caused due to chemicals/pesticides/fumigants.</li> <li>4. Describe the basic safety checks to be done before the operation of any equipment/machinery.</li> <li>5. Describe the common first aid procedures to be followed in case of emergencies.</li> <li>6. State measures that can be taken to prevent accidents and damage s at the workplace.</li> <li>7. Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures.</li> <li>8. State common health and safety guidelines to be followed at the workplace.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check various areas of the workplace for leakages, water-logging, pests, fire, etc.</li> <li>2. Demonstrate how to safely use the PPE and implements as applicable to the workplace.</li> <li>3. Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc.</li> <li>4. Sanitize the tools, equipment and machinery properly.</li> <li>5. Demonstrate the safe disposal of waste.</li> <li>6. Demonstrate procedures for dealing with accidents, fires and emergencies.</li> <li>7. Demonstrate emergency procedures to the given workplace requirements.</li> <li>8. Demonstrate the use of emergency equipment in accordance with manufacturers' specifications and workplace requirements.</li> <li>9. Demonstrate the administration of first aid.</li> <li>10. Prepare a list of relevant hotline/ emergency numbers.</li> </ol>

## Unit 8.1: Hazards at Workplace

### Unit Objectives

**By the end of this unit, the participants will be able to:**

1. Describe the commonly reported hazards at the workplace
2. Describe the hazards caused due to chemicals/pesticides/fumigants
3. Check for hazards at workplace

### Resources to be Used

- Presentation deck, Whiteboard, Markers, Projectors, Running water, soap, wash basin, hand rubs, face masks.

### Do

- Start with a leading question that intends to establish the need to study this unit.

### Ask

- What do you understand by the term hazard?

#### **Expected Answers**

- The term 'hazard' means probable danger or risk.

### Say

- The term 'hazard' means probable danger or risk. It is important and mandatory to know the types of hazards that you may face at work. It will then be easy to prevent this risk at work.

## Activity

**Purpose:** To acquaint participants with workplace hazards

**Resources:** PowerPoint Slide

**Methodology:** Game

**Expected outcome:** Familiarize participants with workplace hazards.

Educate participants about the causes of workplace hazards.

- Show the participants the presentation slide. Ask them to look at the picture and identify the hazards in the picture. Give them 5 minutes.
- Note the responses.
- Now, show them the next slide with the answers. Tell them that hazards at the workplace can cause illness, injury or even death. The hazards at work can occur due to:
  - o Incorrect handling of equipment
  - o Unsafe working practices
  - o Behaviour of people
- Ask them to share their experience of being involved in a mishap that happened at work.

## Explain

- Explain in detail about the type of workplace hazards and employees who are affected due to these hazards.

## Ask

- What are pesticides used for?

### Expected Answers

- Control organisms that are toxic or harmful to their environment.
- Kill mosquitoes that spread dengue and malaria.
- Kill or prevent insects that feed on crops in the agricultural sector.

## Say

- Pests of all types can cause harm to humans. Pesticides are used to control organisms that are toxic or harmful to their environment, control algae and weeds, control rats and insects that infect food stored in grocery stores and food storage facilities, kill mosquitoes that spread dengue and malaria and kill or prevent insects that feed on crops in the agricultural sector.
- Let us talk about the how these pesticides are used.

## Explain

- Explain the categories of pesticides and talk in detail about the pesticides and their uses.

**Elaborate**

- Elaborate on the biodegradable and non-biodegradable pesticides and their uses.

**Do**

- Show the participants the video on impact of using chemical fertilisers and pesticides from the link given below (Duration: 3:35 minutes, Hindi) - Impact of Using Chemical Fertilisers and Pesticides - <https://www.youtube.com/watch?v=yTYobKlj6Uw>

**Say**

- Using organic and biodegradable pesticides will help to save the soil, water, and health of all of us. Try and avoid non-biodegradable pesticides as much as possible.
- Let us look at the harm caused by toxic substances.

**Elaborate**

- Elaborate on how the chemicals, pesticides, and fumigants can be detrimental to the health of humans and the diseases that are caused by them.

**Say**

- The harm caused by these toxic substances depends on dosage, exposure, sensitivity, and toxicity. The toxicity of these chemicals can be acute or chronic.
- Acute toxicity happens when a person develops symptoms within a few hours or a day. Chronic toxicity happens due to long-term exposure to the chemicals. This can cause long term adverse health effects in the person exposed.

**Do**

- Show the presentation slide with the figure of diamonds of toxicity.

**Ask**

- What do you think these diamond figures represent?

**Expected Answers**

- Labels on chemicals and pesticides showing degree of toxicity.

## Say

- The toxicity labels red label, yellow label, blue label, and green label are mandatory labels pasted on pesticide containers in India. These identify the level of toxicity of the contained pesticide. The labelling follows a general scheme as laid down in the Insecticides Rules, 1971, and contains information such as brand name, name of manufacturer, name of the antidote in case of accidental consumption etc. A major aspect of the label is a colour mark which represents the toxicity of the material by a colour code.

## Elaborate

- Elaborate on HIRA and how it helps to prevent risks caused by hazards at the workplace.

## Activity

**Purpose:** To acquaint participants with identifying and preventing hazards at workplace.

**Resources:** Presentation slide.

**Methodology:** Brainstorming

**Tentative duration:** 60 minutes

**Expected outcome:** Participants will be able to ask questions to identify workplace hazards, evaluate the risks, record the findings, and review the result.

- Divide the participants into four teams. Give each team one task given below:
  1. Identifying the hazard
  2. Evaluating the risk
  3. Recording the finding
  4. Reviewing the result
- Ask each team to brainstorm and think of the questions that they will ask for each task. For example: For task one, a question that they can ask is who are at risk?
- Give them time to discuss and present their questions. Note the response.
- Show the participants the presentation slide with the answers and de-brief.

## Summarize

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings on personal hygiene, work hygiene, washing hands correctly, washing clothes correctly, and on correct procedure to wear and remove a mask.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Exercise

### A. Short Questions

1. Skin rashes, eye irritation and conjunctivitis, ulcers in the mouth, gastro-intestinal disease like diarrhoea, nausea, vertigo, giddiness, and headaches, loss of sleep and disorders of the nervous system, disorders of the circulatory system and blood and cancer.
2. By identifying the hazard, evaluating the risk, recording the finding, reviewing the result.

### B. Fill in the Blanks

1. Biodegradable
2. Non-biodegradable
3. Herbicides

## Unit 8.2 Personal Safety at Workplace

### Unit Objectives

**By the end of this unit, the participants will be able to:**

1. List the PPE required at workplace.
2. Display the correct way of donning, doffing, and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc.

### Resources to be Used

- Presentation deck, Whiteboard, Markers, Projectors, Laptop, Internet connection, PPE: gown, mask, gloves, goggles or face shield

### Say

- PPE or Personal Protective Equipment is clothing and other equipment worn by a person at work. This helps in keeping the person safe from any injuries that may occur due to hazards at work. These hazards could be physical, biological, or chemical.

### Ask

- How does PPE protect you at work?

#### Expected Answer

- PPE protects you from cuts and injuries, chemical spills, electric shocks, burns and falling objects

### Ask

- What is the different type of PPE and what are they used for?

### Explain

- With the help of the presentation slide, explain the use of each type of PPE, how it protects the person and from what hazards.

## Activity

**Purpose:** To acquaint participants with dos and don'ts of wearing PPE.

**Resources:** PowerPoint slides

**Methodology:** Group Discussion

**Suggested Duration:** 60 minutes

**Expected Outcome:** Familiarize participants with the dos and don'ts while using PPE.

- Divide the participants into groups of 3 or 4 as per class size. Ask each group to discuss and present the dos and don'ts while using PPE. Note their response. Show them the presentation slide with the dos and don'ts for using PPE.

## Say

- Wearing PPE is important as it minimises your injuries at work. It will make you feel secure, and your productivity will increase. The type of PPE you wear will depend on the level of protection you need at the workplace. It is important to wear the PPE in a proper manner. The outside surface of your PPEs will be contaminated, so always clean your hands with a hand sanitizer after removing the PPE.

## Demonstrate

- Demonstrate the donning and doffing process for the PPE: gown, mask, gloves, goggles or face shield.

## Activity

**Purpose:** To train participants in the donning and doffing of PPE.

**Resources:** Presentation slides, PPE: gown, mask, gloves, goggles or face shield for all participants

**Methodology:** Hands on practice

**Suggested Duration:** 60 minutes

**Expected Outcome:** Participants will be able don and doff the PPE following the correct procedure.

- Divide the participants into pairs. Give all the participants the PPE. Ask one participant to read the instructions slowly from the PH and the partner to follow the instructions and demonstrate the donning process and then the doffing process.

## Summarize

- Conclude the unit by calling for volunteers to sum up one by one the learnings about the use of e-mail in business communication.
- End by urging participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers to the exercises in the class.

## Exercise

### Key Solutions to PHB Exercises:

#### A. Short Questions

1. The different type of PPE are:
  - Safety goggles and face shield
  - Full-face respirators, N-95 masks, gas masks
  - Hard hats and headgears
  - Safety vests and suits
  - Safety gloves
  - Knee pads and safety boots
  - Safety harnesses and lanyards
  - Earmuffs and plugs
  - List the steps for donning and doffing the mask.
2. Steps for Donning the mask:
  1. Secure ties or elastic bands at the middle of head and neck.
  2. Fit flexible bands to nose bridge.
  3. Fit snug to face and below chin.
  4. Fit-check respirator.
3. Steps for Doffing the mask:
  1. Grasp bottom ties of the mask.
  2. Grasp the ties at the top.
  3. Remove mask without touching the front.

#### B. Match the Columns

1. c
2. d
3. b
4. d

## Unit 8.3: Safety While Using Tools and Equipment

### Unit Objectives

**By the end of this unit, the participants will be able to:**

1. Describe the basic safety checks to be done before the operation of any equipment/machinery.
2. Sanitise tools, equipment, and machinery.

### Resources to be Used

- Presentation slide, Whiteboard, Markers, Projectors, Laptop, Internet connection, tools and equipment needed by the Custom Service Hiring Provider.

### Do

- Start with a leading question that intends to establish the need to study this unit.

### Ask

- Why is it important to maintain the tools and equipment that you use?

#### Expected Answers

- If tools and equipment is maintained well then it will help to diagnose the faults and manage risks of accidents and it will increase efficiency and reduce cost.

### Say

- Workers use equipment like hand tools, ladders, electrical power tools and larger machinery in shops and plants. The workers should make sure that the machinery and equipment they use is in good condition. If tools and equipment is maintained well then It will help to diagnose the faults and manage risks of accidents and it will increase efficiency and reduce cost.

### Elaborate

- Explain in detail how tools, equipment, and machinery can cause injuries.

## Say

- People can get injured by moving parts of machinery or ejected material.
- Workers can get trapped rollers, belts, and pulley drives.
- The sharp edges of tools can cause cuts and severe injuries.
- Workers can get crushed, between machine parts moving together or towards a fixed part of the machine, wall, or other object.
- Workers can get burnt due to hot water and steam emissions from machines.
- Workers can be injured if the machinery develops faults or due to improper use because of lack of training.
- All machinery should be maintained regularly. Any worn or broken parts should be replaced and not fixed in a temporary manner. While repairing the tools and machines the workers should follow the manufacturers' specifications. Workers should also plan and communicate before starting any maintenance work otherwise it may lead to confusion and cause accidents.

## Elaborate

- Elaborate on the safety checks to be done before using vehicles, equipment and tools and hydraulic equipment.

## Activity

**Purpose:** To acquaint participants with dos and don'ts of operating machines and tools safely.

**Resources:** Presentation deck

**Methodology:** Group Discussion

**Suggested Duration:** 60 minutes

**Expected Outcome:** Familiarize participants with the dos and don'ts while operating machines and tools safely.

- Divide the participants into groups of 3 or 4 as per class size.
- Ask each group to discuss and present the dos and don'ts while operating machinery and tools. Note their response.
- Show them the presentation slide with the dos and don'ts for using tools and machinery.

## Say

- Keeping equipment and machinery clean is very important for the agriculture industry. Agri products are used by grocery stores, manufacturers and other industries depend on agricultural products. Any kind of contamination in the agricultural products can be dangerous for the end consumer. In the agriculture industry it is mandatory to clean all the equipment every day.

## Elaborate



- Explain all the guidelines for cleaning and sanitising equipment.

## Demonstrate



- Demonstrate how to clean the equipment used by the Custom Service Hiring Provider.
- Ask participants to volunteer and demonstrate the cleaning and sanitising procedure for tools and equipment used.

## Summarize



- i. Conclude the unit by calling for volunteers to sum up one by one the learnings.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Exercise

### Key Solutions to PHB Exercises:

#### A. Short Questions

1. If tools and equipment is maintained well then:
  - It will help to diagnose the faults and manage risks of accidents.
  - It will increase efficiency and reduce cost.
2. All machinery should be maintained regularly. Any worn or broken parts should be replaced and not fixed in a temporary manner. While repairing the tools and machines the workers should follow the manufacturers' specifications. Workers should also plan and communicate before starting any maintenance work otherwise it may lead to confusion and cause accidents.
3. The steps to clean and sanitise equipment/tools/machinery are:
  - Remove any large pieces of debris from the equipment either by scraping or knocking it off.
  - Use tools like pressure washers to clean the rest of the contaminants.
  - Sanitise the newly cleaned surface using disinfectants to kill microorganisms like bacteria.

#### B. Multiple Choice Questions

- i. a
- ii. c
- iii. a

## Unit 8.4: Handling Accidents and Emergencies at Workplace

### Unit Objectives

**By the end of this unit, the participants will be able to:**

1. List some accidents, emergency situations and emergency services to use.
2. State measures that can be taken to prevent accidents and damages at the workplace.
3. Demonstrate use of emergency equipment in accordance with manufacturer's specifications and workplace requirements.

### Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, tools and equipment needed.

### Activity

**Purpose:** To acquaint participants with the emergency situations that can occur at the workplace.

**Resources:** Presentation slides.

**Methodology:** Quiz

**Tentative duration:** 60 minutes

**Expected outcome:** Participants will be able to identify the emergency situations that can occur at the workplace.

- Show the presentation slides and ask the participants to identify the emergency situations one by one. Note their response.
- Post the quiz, show the presentation slide with the correct answers.

### Explain

- An emergency can be a natural disaster or an accident. Workers can be involved in accidents at workplace, and these can be caused by the physical, biological or chemical hazards.
- There are three factors that contribute to accidents at the workplace chance occurrence, unsafe condition at the workplace and unsafe acts on the part of the employees.
- Let us do an activity to understand these factors.

## Activity

**Purpose:** To increase the knowledge of participants about the different factors that contribute to accidents at workplace.

**Resources:** Presentation slides.

**Methodology:** Game.

**Suggested Duration:** 60 minutes

**Expected outcome:** Ability to identify the factors that contribute to accidents at the workplace.

- First prepare 3 chits of paper. These will have one factor each that causes accidents.
- Select 3 participants and allot one chit each for factors:
  - Chance occurrence
  - Unsafe condition at the workplace and
  - Unsafe acts on the part of the employees
- Prepare small chits which will contain the names of all the examples that come under the three main factors. You can refer to the Participant Handbook for all the examples.
- Jumble up the chits and keep them in a bowl.
- Ask participants to pick a chit from the bowl and then walk to the factor under which the example given occurs.
- Show the presentation slide and explain the factors and the examples.

## Say

- Chance occurrences include medical emergencies like heart attack, weather conditions like floods and storms, natural calamities like earthquakes and sudden power failures. Unsafe conditions at the workplace are the biggest cause of accident at workplace. These are also called 'technical causes or 'improperly guarded equipment'. Unsafe acts on the part of employees are tasks or acts that a worker performs without any knowledge or skill.

## Ask

- What is the importance of preparing for emergencies at the workplace?

### Expected Answers

- It helps to keep workers safe
- It can prevent life threatening situations
- It can minimise damage to the environment, equipment, machinery, tools, etc.

## Do

- Show the presentation slide for importance of preparing for emergencies.

## Say

- You need to have a good safety plan in place to minimise the workplace emergencies. The four elements of an emergency plan include prevention, preparation, response, and recovery. Prevention includes policies and procedures to minimise the occurrence of emergencies. Preparation are all the activities and procedures to make sure your organisation is ready to effectively respond. Response is the action to be taken when an emergency occurs. Recovery means all the practices to resume to normal business operations

## Do

- Show the presentation slide for implementing the emergency plan and describe how the plan must be implemented in an organisation.

## Activity

**Purpose:** To acquaint participants steps to follow while dealing with accidents.

**Resources:** Presentation deck.

**Methodology:** Brainstorming.

**Suggested Duration:** 120 minutes

**Expected outcome:** Participants will be able to describe the steps to follow while dealing with accidents.

- Divide the participants into 4 groups.
- Give them each one accident situation at work place.
- Ask the groups to discuss and present the steps they will follow while dealing with accidents.

## Explain

- It is important to respond and report an accident quickly as this can prevent a similar accident from recurring.

## Say

The steps to follow while dealing with accidents are:

1. Provide first aid to the injured workers. Contact emergency medical services if required.
2. Fill the workplace injury/illness report form for the injured workers.
3. Report the accident to your supervisor as per the company rules.
4. Investigate the accident as soon as possible. This will help to gather physical evidence, take photographs, and interview witnesses to understand the chain of events that led to the accident.
5. Identify the causes of the accident. There may be more than once cause for the accident.
6. Plan for corrective actions to prevent the accidents from happening again. These actions should address the root causes of the accident.
7. Implement the corrective action. Set a timeline to implement and monitor these actions.
8. Submit the findings in a written report. Prepare a step-by-step account of the accident.

## Explain



- Explain the importance of an effective evacuation plan during a fire. Fire accidents can be life-threatening and fatal.

## Say



Protection from threats of fire accidents starts with prevention. To prevent fires at the workplace one must keep the following ready. It is very important to participate in the fire drill exercises arranged by the management at regular frequencies. The evacuation plan will train employees to follow the instructions of the fire warden, move promptly and calmly through the nearest exit and assemble at the designated area. Fire extinguishers must be installed at all workplaces. The steps to use the fire extinguisher are:

- P:** Pull the pin
- A:** Aim the nozzle at the base of the fire
- S:** Squeeze the handle
- S:** Sweep from side to side

## Do



- Show the participants the following two videos.
- **Video 1:** Demonstrates the steps to use the fire extinguisher from the link given below (Duration: 3:24 minutes).  
How to use Fire Extinguisher - <https://www.youtube.com/watch?v=6mX07wNJuYE>
- **Video 2:** Explains the best practices to be followed for fire safety from the link given below (Duration: 3:06 minutes).  
8 Best Practices for Industrial Fire Safety -  
<https://www.youtube.com/watch?v=VTfJZ0Y5k2w>

## Activity

**Purpose:** To train the participants to use the fire extinguisher

To understand the guidelines to be followed if a fire occurs.

**Resources:** Presentation slides, fire extinguisher

**Methodology:** Guest Lecture and Demonstration

**Expected outcome:** Participants will be able use the fire extinguisher to douse fire.

Participants will be able to explain the guidelines to be followed if a fire occurs.

- Arrange for a guest lecture to demonstrate the steps to use the fire extinguisher.
- The guest lecture should include how to deal with fire at the workplace and the guidelines to be followed if a fire occurs.
- Ask a few participants to volunteer and demonstrate the steps to use the actual fire extinguisher. one by one. Note their response.

## Summarize

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

- i. Unsafe conditions and unsafe acts on the part of the employees are the biggest cause of accidents at workplace. Example: Faulty equipment, operating equipment without permission, not wearing PPE
- ii. The 4 elements of an emergency plan are:
  1. Prevention
  2. Preparation
  3. Response
  4. Recovery
- iii. The correct sequence of steps to use the fire extinguisher 3,1,4, 2.

#### B. Look at the pictures and identify the emergency situation in each

- a. Explosion
- b. Earthquake
- c. Hazardous material spills

## Unit 8.5: Administering First Aid

### Unit Objectives

**By the end of this unit, the participants will be able to:**

1. Describe the common first aid procedures to be followed in case of emergencies
2. Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures
3. Demonstrate administration of first aid
4. List some local emergency services

### Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, tools and equipment needed by the Custom Service Hiring Provider.

### Do

- Start with a leading question that intends to establish the need to study this unit.

### Ask

- What do you understand by first aid?

#### **Expected Answer**

- To keep all employees safe and prevent accidents from happening.

### Say

- Every employee or worker in a company is responsible for the safely handling equipment and machinery, however accidents can happen due to human error or technical faults.
- It is important to report these accidents and the first aid that has been administered as the data gathered about the injuries can be tracked on a regular basis.
- The safety teams and the supervisors of the company can then find solutions to the problems to prevent future injuries due to accidents.

## Activity

**Purpose:** To acquaint participants with questions to be asked to gather data needed for the first aid report.

**Resources:** Presentation slides.

**Methodology:** Discussion

**Expected outcome:** Participants will ask questions to gather data needed for the first aid report. .

- Divide the participants into 4 groups.
- Ask them to discuss the questions that they will have to ask to gather data to create a first aid report.
- Ask them to discuss and present the questions.
- Post the presentation, use the next slide and de-brief.

## Say

- The data gathered during first aid will help to identify potential problem area that need to be addressed. It will improve employee morale and attitude towards health and safety. It will reduce the frequency and the cause of future similar accidents and will save cost to the company as similar incidents are prevented.

## Activity

**Purpose:** To train participants to write a report after administering first aid.

**Resources:** Presentation slides.

**Methodology:** Learning by doing.

**Suggested Duration:** 60 minutes

**Expected outcome:** Participants will be able to write a report after administering first aid.

- Divide the participants into pairs.
- Tell them that there has been an accident at the workplace. Ask the participants to assume an example of an accident at workplace - For example: one of their colleagues is hurt as a heavy box fell on him.
- The participants will work in pairs and prepare a format and fill in the report of the accident. Guide the participants while they fill the form.
- Ask them to read out the report one by one.
- The report must include the following details
  1. Date of the report
  2. Status of victim
  3. Name of victim
  4. Contact details of the victim
  5. Person to contact in case of emergency
  6. Reporting supervisor of the victim
  7. Department
  8. Location
  9. Date and time of accident
  10. Address or location where accident occurred
  11. Specific location where accident (Stairs, Loading Dock, Room or Lab etc.)
  12. Cause of accident (types: illness, negligence, safety issues, etc.)
  13. How and why did this accident occur (details/description)
  14. Was this a WORK-RELATED accident: Yes/ No
  15. Was first-aid administered to the victim? Yes/ No
  16. Was professional medical attention required or recommended for this injury/illness? Yes No
  17. Name and Signature of person completing report
  18. Report sent to: a. Safety department b. Department responsible for the accident c. Department of the victim
  19. Corrective action taken by responsible department
  20. Preventive action recommended
  21. Additional corrective actions

## Say

- The prime reason for an investigation of any industrial accident is to prevent the recurrence of that accident. Simply put, finding out the causes of accidents is very helpful in controlling or eliminating such accidents in the future.
- To understand the causes of any accident that occurs in an organization, why and how this accident happened, you need to gather all the facts pertaining to before and during the incident.

## Ask

- As a first person responding to an accident victim or a person who is sick, you should help the victim. How will you help the person? What will be the first thing that you will do?

### **Expected Answers**

- Call for help.
- Administer first aid.

## Say

- Before giving first aid to a person involved in an accident, you will need to assess the risk or is it safe for you to help the person. Then must check the injured person by calling out or shaking him/her to see if the person is responding. Then, call the emergency medical services. Never leave the injured person unattended. If the person is breathing but unconscious, place the person on one side (recovery position). If the person is bleeding, cover the wound with a gauze or towel or any other cloth and try to control the bleeding by applying direct pressure. Elevate the bleeding body part above the person's head if you can. If the person has a fracture, then do not move the person.

## Do

- Use the presentation slides to describe the procedure to administer first-aid.
- Show the presentation slide with the emergency helpline numbers.
- Ask the participants to save these numbers in their mobile phones.

## Activity

**Purpose:** To train the participants to administer first aid for different type of injuries

To understand the guidelines to be followed if a fire occurs.

**Resources:** Presentation slides, fire extinguisher

**Methodology:** Guest Lecture and Demonstration

**Suggested Duration:** 60 minutes

**Expected outcome:** Participants will gain basic knowledge on administering first aid for different types of injuries.

Participants will be able to understand and follow the guidelines in case of a fire. ·

- Arrange for a guest lecture:
  - To talk about first aid and demonstrate the steps to administer first aid for different type of injuries. Ask a few participants to volunteer and demonstrate the steps to administer first aid.
  - To understand the guidelines to be followed in case of a fire. Ask a few participants to volunteer and
    - Demonstrate the steps to use a fire extinguisher
    - Conduct a mock fire drill and evacuation.

## Summarize

- i. Conclude the unit by calling for volunteers to sum up one by one the learnings.
- ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Exercise

### Key Solutions to PHB Exercises:

#### A. Short Questions

1. Universal rules of first aid:
  - Ensure you are safe, before helping the injured or sick.
  - Leave the area or evacuate immediately if there is any risk.
  - Protect yourself from any transmissible diseases while helping others. If possible, wear a PPE.
  - Cover your own wounds with a cloth or bandage before helping the injured.
  - If possible, use disposable gloves to avoid contact with blood and body fluids. If gloves are not available, then use plastic bags.
  - Wash your hands with soap immediately after helping the injured and sick.
  - Do not move or shake the injured person if you think he/she has suffered from a spinal injury.
2. It is important to report these accidents and the first aid that has been administered as the data gathered about the injuries can be tracked on a regular basis. The safety teams and the supervisors of the company can then find solutions to the problems to prevent future injuries due to accidents.
3. The procedure to administer first aid:
  - Assess the situation
  - Check the victim for response
  - Call for help
  - Assess the victim's condition
4. The emergency helpline number for:
  - Police 100
  - Ambulance 102
  - Fire Brigade 101
  - National Emergency 112

#### B. Match the Columns

- i. d
- ii. c
- iii. c



## 9. Employability Skills (60 Hours)

To access content on Employability Skills, click here:

<https://eskillindia.org/NewEmployability>

Scan the QR code below to access the ebook

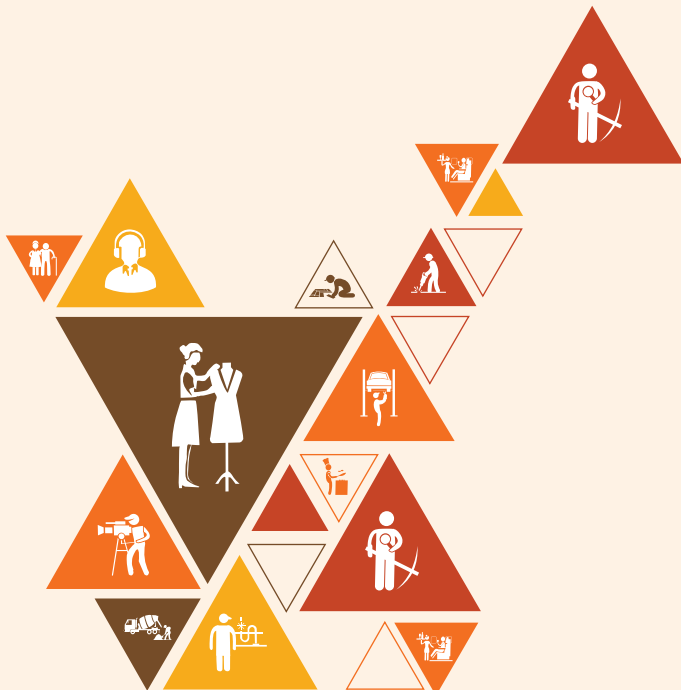


# 10. Annexures

Annexure I - Training Delivery Plan

Annexure II - Assessment Criteria

Annexure III - Annexure of QR Codes for Custom  
Hiring Service Provider



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Custom Hiring Service Provider		
<b>Qualification Pack Name and Ref. ID</b>	AGR/Q1112		
<b>Version No.</b>	3.0	<b>Version Update Date</b>	18/02/2021
<b>Pre-requisites to Training (if any)</b>	12th Class/I.T. I (with 1-2 Years of experience in the related field)		
<b>Training Outcomes</b>	<p><b>After completing this programme, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the process of establishing and managing a business.</li> <li>• Describe the process of preparing for and setting up a custom hiring service centre.</li> <li>• Explain the process of initiating the operations of a custom hiring service centre.</li> <li>• Explain various payment methods and the use of a computer to prepare and maintain records.</li> <li>• Explain the importance of practising inclusion and gender equality at the workplace.</li> <li>• Demonstrate various practices to maintain personal hygiene, cleanliness and safety at the workplace.</li> </ul>		

Sl No.	Module Name	Unit Name	Unit Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (HH:MM)
1	Introduction to the Role of a Custom Hiring Service Provider T:4:00 P:0:00 (HH:MM)	1. Introduction	<ul style="list-style-type: none"> <li>• Recognize your fellow participants and build rapport with them.</li> <li>• State the overall training outcomes of the programme.</li> </ul>	Bridge Module	Icebreaker activity	Chairs, Round table in U shape sitting shape	T: 0.30

		2. Size and scope of Agriculture Industry	<ul style="list-style-type: none"> <li>Describe the size and scope of the agriculture industry and its sub-sectors</li> </ul>	Bridge Module	Peer interaction, experience sharing, Game Discussion Team interaction	Presentation Slide, Whiteboard, Markers, Projectors, Laptop	T: 3:00
		3. Roles and Responsibilities of a Custom Hiring Service Provider	<ul style="list-style-type: none"> <li>Discuss the roles and responsibilities of a Custom Hiring Service Provider.</li> <li>Identify various employment opportunities for a Custom Hiring Service Provider.</li> </ul>	Bridge Module	Discussion Team interaction	Presentation slides,	T: 0:30
2	Establishment and Management of a Business T:8:00 P:32:00 (HH:MM)	1. Methods and Process of Conducting Market Research	<ul style="list-style-type: none"> <li>Describe different methods of conducting market research to identify the demand for goods and services and customer preference.</li> <li>Describe the process of conducting market research.</li> </ul>	AGR/ N9921 v1.0 PC1, PC2, PC3, PC5, PC6, KU7, KU8	Discussion Team interaction	Presentation slides, paper pen	T:1:30
		2. Applicable Laws and Licensing Requirements	<ul style="list-style-type: none"> <li>Explain the applicable laws and licensing requirements for establishing and conducting a custom hiring service business.</li> </ul>	AGR/ N9921 v1.0 KU2, KU3, KU4, PC 7, PC 18, PC 19, PC20, PC20, PC21, PC22	Discussion Team interaction	Presentation slides, Whiteboard, Markers, Projector, Laptop, Internet connection (if possible)	T:1:30

		3. Business Planning and Costs for Establishing and Managing a Business Part 1	<ul style="list-style-type: none"> <li>Describe the process of creating a business plan and policies.</li> </ul>	AGR/ N9921 v1.0 PC 8, PC 9, PC 10, PC 11, PC 12, PC 13, PC 14, PC 15, PC 17, PC 27, KU15, KU 16	Discussion	Presentation slides, White-board, Markers, Projector	T:1:00
		4. Business Planning and Costs for Establishing and Managing a Business Part 2	<ul style="list-style-type: none"> <li>Create a sample business plan and policy</li> </ul>	AGR/ N9921 v1.0 PC 8, PC9, PC10, PC11, PC12, PC13, PC14, PC 15, PC 17, KC15, KU 16	Team activity, Peer interaction	Participant handbook, presentation slide, White-board, Markers, Projectors, Laptop, Internet connection (if possible).	T:1:00 P:7:00
		5. Establishing and Managing a Business	<ul style="list-style-type: none"> <li>Explain various costs involved in establishing and managing a business, such as procurement, production, logistics etc.</li> <li>Describe the process of assessing various risks to the business.</li> <li>Explain the personnel and third-party management processes.</li> </ul>	AGR/ N9921 v1.0 PC4, PC 9, PC 10, PC 13, PC 23, PC 24, PC 25, PC 9, PC 33, Pc 34, PC 35, PC 36, PC 37, PC 28, PC 29, PC 30, PC 31, PC 32, PC 27	Team presentation, Team interaction, Individual activity	Mobile phones, presentation slide, pen, paper, computer/ laptop, internet connection (if possible)	T:1:00

			<ul style="list-style-type: none"> <li>• Describe the process of evaluating business performance and customer or client satisfaction.</li> <li>• Identify various practices for effective customer relationship management.</li> <li>• Explain the concept of business sustainability and continuity management.</li> <li>• Show how to conduct risk assessment to assess various risks to business activities through a case study.</li> </ul>	<p>KU 9, KU 10, KU11, Ku12, KU 13, KU 14, Ku 20, KU 21, KU 19, KU 24, KU 25, KU 13, KU 17, KU 18</p>			
		6. Conducting Risk Assessment Part 2	<ul style="list-style-type: none"> <li>• Show how to conduct risk assessment to assess various risks to business activities through a case study.</li> </ul>	<p>AGR/ N9921 v1.0 PC 13, PC 15, KU 13</p>	<p>Team presentation, Team interaction, Individual activity</p>	<p>Mobile phones, presentation slide, pen, paper, computer/laptop, internet connection (if possible)</p>	<p>P:3:00</p>
		7. Client Satisfaction Part 1	<ul style="list-style-type: none"> <li>• Conduct a case study to evaluate business performance and client satisfaction.</li> </ul>	<p>AGR/ N9921 v1.0 PC 33, PC 34, PC 35, PC 36, PC 37, KU 22, KU 23</p>	<p>Team presentation, Team interaction, Individual activity</p>	<p>Mobile phones, presentation slide, pen, paper, computer/laptop, internet connection (if possible)</p>	<p>P:5:00</p>

		8.Client Satisfaction Part 2	<ul style="list-style-type: none"> <li>Conduct a case study to evaluate business performance and client satisfaction.</li> </ul>	AGR/ N9921 v1.0 PC 33, PC 34, PC 35, PC 36, PC 37, KU 22, KU 23	Team presentation, Team interaction, Individual activity	Mobile phones, presentation slide, pen, paper, computer/ laptop, internet connection (if possible)	P: 4:00
		9. Computer Accounting and CRM Systems Part 1	<ul style="list-style-type: none"> <li>Demonstrate the use of the relevant, computer, accounting and CRM systems.</li> </ul>	AGR/ N9921 v1.0 PC 28, PC 29, PC 30, PC 31, PC 32, KU 25	Team presentation, Individual activity	Mobile phones, presentation slide, pen, paper, computer/ laptop, internet connection (if possible)	P: 4:00
		10. Computer Accounting and CRM Systems Part 2	<ul style="list-style-type: none"> <li>Demonstrate the use of the relevant, computer, accounting and CRM systems.</li> </ul>	AGR/ N9921 v1.0 PC 28, PC 29, PC 30, PC 31, PC 32, KU 25	Team presentation, Individual activity	Mobile phones, presentation slide, pen, paper, computer/ laptop, internet connection (if possible)	P: 4:00
3	Preparation for Setting up the Customer Hiring Service Centre T:8:00 P:40:00 (HH:MM)	1.Process, Requirements and Costs for Setting up a Custom Hiring Service Centre	<ul style="list-style-type: none"> <li>Explain the process and regulatory requirements for setting up a custom hiring service centre.</li> <li>Explain various requirements for setting up a custom hiring service centre, such as location,</li> </ul>	AGR/ N1140 v2.0 PC 1, PC 2, PC 3, PC 4, PC 8, PC 9, PC 10, PC 11, PC 12, KU 1, KU 2, KU 3, KU 4, KU 5, KU 6, KU 7	Team presentation, Individual activity	Participant handbook, Presentation slide, White-board, Markers, Projectors, Laptop	T:3:00 T:1:00

			<ul style="list-style-type: none"> <li>• finance, personnel etc. Identify various fixed and variable costs involved in setting up a custom hiring service centre.</li> <li>• List the relevant financial institutions with a provision of financial assistance for setting up an agriculture allied business, such as the National Bank for Agriculture and Rural Development (NABARD) and commercial/regional rural/co-operative banks.</li> </ul>				
		2.Farm Machineries, Securing Financial Assistance and Procurement	<ul style="list-style-type: none"> <li>• Identify various types of machineries, tools and equipment required at a custom hiring service centre.</li> <li>• Describe the process of securing financial assistance and utilities for the custom hiring service centre.</li> </ul>	AGR/ N1140 v2.0 PC 5, PC 6, PC 7 KU 8, KU 9, KU 10, KU 11, KU 12, KU 13, KU 14	Team presentation, Individual activity	Participant handbook, Presentation slide, Whiteboard, Markers, Projectors, Laptop	T: 2:00 T: 2:00

			<ul style="list-style-type: none"> <li>• Discuss the Dangerous Machines (Regulation) Act, 1983</li> <li>• Prepare a sample list of farm machineries, tools and equipment required for the custom hiring service centre.</li> </ul>				
		3. Sample List of Farm Machineries, Tools and Equipment Part 1	<ul style="list-style-type: none"> <li>• Prepare a sample list of farm machineries, tools and equipment required for the custom hiring service centre.</li> </ul>	AGR/ N1140 v2.0 PC 5, KU 8	Group Activity, Field visit	Observation sheets	P: 4:00
		4. Sample List of Farm Machineries, Tools and Equipment Part 2	<ul style="list-style-type: none"> <li>• Prepare a sample list of farm machineries, tools and equipment required for the custom hiring service centre.</li> </ul>	AGR/ N1140 v2.0 PC 5, KU 8	Group Activity, Field visit	Observation sheets	P: 8:00
		5. Sample List of Farm Machineries, Tools and Equipment Part 3	<ul style="list-style-type: none"> <li>• Prepare a sample list of farm machineries, tools and equipment required for the custom hiring service centre.</li> </ul>	AGR/ N1140 v2.0 PC 5, KU 8, PC 9	Group Activity, Field visit	Observation sheets	P: 8:00
		6. Recruiting Machines and Workers for CHCs Part 1	<ul style="list-style-type: none"> <li>• Conduct a role-play to show how to recruit mechanics and workers for the custom hiring service centre.</li> </ul>	AGR/ N1140 v2.0 PC 12, PC 13, PC 14, PC 15, PC 16, PC 17	Group Activity, Field visit	Presentation slide, pen, paper, a chair and a table.	P: 8:00

		7. Recruiting Machines and Workers for CHCs Part 2	<ul style="list-style-type: none"> <li>Conduct a role-play to show how to recruit mechanics and workers for the custom hiring service centre.</li> </ul>	AGR/ N1140 v2.0 PC 12, PC 13, PC 14, PC 15, PC 16, PC 17	Group Activity, Field visit	Observation sheets	P:8:00
		8. Recruiting Machines and Workers for CHCs	<ul style="list-style-type: none"> <li>Conduct a role-play to show how to recruit mechanics and workers for the custom hiring service centre.</li> </ul>	AGR/ N1140 v2.0 PC 12, PC 13, PC 14, PC 15, PC 16, PC 17	Group Activity, Field visit	Observation sheets	P:4:00
4	Operations and Management of the Custom Hiring Service Centre T:8:00 P:52:00 (HH:MM)	1.Human Resources Management Practices and Preparing a Work Plan	<ul style="list-style-type: none"> <li>Explain various human resources management practices.</li> <li>Prepare sample work plan and checklist for mechanics and workers.</li> </ul>	AGR/ N1141 v2.0 PC 1, PC 2, PC 3, PC 4, PC 5, PC 6 KU 1, KU 2, KU 7, KU 8, KU 9	Discussion, Team interaction	Presentation slides, paper pen	T: 2:00 P: 2:00
		2.Process of Preparing a Work Plan Part 1	<ul style="list-style-type: none"> <li>Prepare sample work plan and checklist for mechanics and workers.</li> </ul>	AGR/ N1141 v2.0 PC 5, PC 6, PC 7, PC 8, PC 9 KU 4, KU 5, KU 6	Group Activity, Field visit	Observation sheets	P: 8:00
		3.Process of Preparing a Work Plan Part 2	<ul style="list-style-type: none"> <li>Prepare sample work plan and checklist for mechanics and workers.</li> </ul>	AGR/ N1141 v2.0 PC 5, PC 6, PC7, PC 8, PC 9, Ku4, Ku5, Ku6	Group Activity, Field visit	Observation sheets	P: 4:00

		<p>4. Monitoring Operations, Evaluating Business Performance and Recycling Waste</p>	<ul style="list-style-type: none"> <li>• Explain the importance of monitoring the operations of a custom hiring service centre.</li> <li>• Explain the importance of the evaluation of business performance.</li> <li>• Describe the methods of recycling and disposing different types of waste.</li> </ul>	<p>AGR/ N1141 v2.0 PC5, PC6, PC7, PC8, Pc9, PC13, PC14, KU11, KU13, KU14</p>	<p>Discussion, Team interaction</p>	<p>Present-ation slides, paper pen</p>	<p>T: 4:00</p>
		<p>5. Inspection and Management Practices Part 1</p>	<ul style="list-style-type: none"> <li>• Demonstrate effective inspection and management practices.</li> </ul>	<p>AGR/ N1141 v2.0 PC1, Pc2, PC4, Pc8, PC9, PC10, PC13, PC14, KU6, KU7, KU10, KU12</p>	<p>Group Activity, Field visit</p>	<p>Observa-tion sheets</p>	<p>T: 8:00</p>
		<p>6. Inspection and Management Practices Part 2</p>	<ul style="list-style-type: none"> <li>• Demonstrate effective inspection and management practices.</li> </ul>	<p>AGR/ N1141 v2.0 PC1, PC2, PC4, PC8, Pc9, PC10, PC13, PC14, KU6,KU7, KU10, Ku12</p>	<p>Group Activity, Field visit</p>	<p>Observa-tion sheets</p>	<p>P: 3:00</p>

		7. Optimum Usage of Water and Electricity Part 1	<ul style="list-style-type: none"> <li>Demonstrate various practices to optimize the usage of various resources, such as water and electricity.</li> </ul>	AGR/ N1141 v2.0 PC20, PC21, PC22, PC23 KU13, KU14, KU15, KU16, KU17, KU18, KU19	Group Activity, Field visit	Observation sheets	P: 7:00
		7. Optimum Usage of Water and Electricity Part 1	<ul style="list-style-type: none"> <li>Demonstrate various practices to optimize the usage of various resources, such as water and electricity.</li> </ul>	AGR/ N1141 v2.0 PC20, PC21, PC22, PC23 KU13, KU14, KU15, KU16, KU17, KU18, KU19	Group Activity, Field visit	Observation sheets	P: 7:00
		8. Optimum Usage of Water and Electricity Part 2	<ul style="list-style-type: none"> <li>Demonstrate various practices to optimize the usage of various resources, such as water and electricity.</li> </ul>	AGR/ N1141 v2.0 PC20, PC21, PC22, PC23 KU13, KU14, KU15, KU16, KU17, KU18, KU19	Group Activity, Field visit, team interaction	Presentation slides, paper pen	P: 5:00
		9. Recycling and Disposing Waste in Compliance with the Applicable Laws and Regulations:00 Part 1	<ul style="list-style-type: none"> <li>Demonstrate the process of recycling and disposing different types of waste in compliance with the applicable laws and regulations.</li> </ul>	AGR/ N1141 v2.0 PC 24, PC 25, PC 26 Ku3, KU13, KU 14, KU20	Group Activity, Field visit, team interaction	Waste material collected in the training centre, gloves for each student, separate bins/ garbage	P: 3:00

						bags for dry and wet waste.	
		10. Recycling and Disposing Waste in Compliance with the Applicable Laws and Regulations:00 Part 2	<ul style="list-style-type: none"> <li>Demonstrate various practices to optimize the usage of various resources, such as water and electricity.</li> </ul>	AGR/ N1141 v2.0 PC24, PC25, PC26 Ku3, KU13, KU14, KU20	Group Activity, Field visit	Observation sheets	P: 8:00
		11. Recycling and Disposing Waste in Compliance with the Applicable Laws and Regulations:00 Part 3	<ul style="list-style-type: none"> <li>Demonstrate various practices to optimize the usage of various resources, such as water and electricity.</li> </ul>	AGR/ N1141 v2.0 PC24, PC25, PC26 KU3, KU13, KU14, KU20	Group Activity, Field visit	Observation sheets	P: 4:00
5	Processing of Payments and Use of a Computer to Communicate and Maintain Records T:8:00 P:24:00 (HH:MM)	1. Processing Payments through E-Payment Methods	<ul style="list-style-type: none"> <li>Explain the importance and benefits of using e-payment methods for processing payments.</li> <li>Describe the process of registering for various e-payment methods.</li> </ul>	AGR/ N1139 v2.0 PC1, PC2, KU6	Discussion, Team interaction,	Presentation slide, Mobile phone, UPI apps, Internet connection ( if possible)	T: 4:00
		2. Processing Payments through E-Payment Methods Part 2	<ul style="list-style-type: none"> <li>Demonstrate the process of registering for and processing payments through various e-payment methods.</li> </ul>	AGR/ N1139 v2.0 PC1, PC2, KU6	Discussion, Team interaction,	Presentation slide, Mobile phone, UPI apps, Internet connection ( if possible)	T: 5:00

		3.Using email for Business Communications	<ul style="list-style-type: none"> <li>Explain the importance and benefits of using email for business communications.</li> </ul>	AGR/ N1139 v2.0 PC3, KU5	Discussion, Team interaction	Presenta- tion slide, Mobile phone/ computer/ laptop, Internet connection (if possible)	T: 1:00 P: 2:00
		4.Using a computer to prepare financial and business records	<ul style="list-style-type: none"> <li>Explain the importance and benefits of using a computer to prepare and maintain a variety of business records.</li> </ul>	AGR/ N1139 v2.0 PC11, KU1	Discussion, Team interaction	Presenta- tion slide, computer/ laptop	T: 2:00
		5.Financial and Business Records at a Custom Hiring Service Centre	<ul style="list-style-type: none"> <li>List various financial and business records to be prepared and maintained at a custom hiring service centre.</li> <li>List the relevant details to be recorded in business reports.</li> </ul>	AGR/ N1139 v2.0 PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC12, PC13, PC14, PC15, PC16, KU1, KU8	Discussion, Team interaction	Presenta- tion slide, computer/ laptop	T: 1:00
		6. Accounting Software Part 1	<ul style="list-style-type: none"> <li>Demonstrate the use of relevant accounting and computer software to create and maintain the centre's financial and business records.</li> </ul>	AGR/ N1139 v2.0 PC11, KU1, KU2, KU3	Group Activity	Present- ation slide, mobile phone, khatobook app	P: 2:00

		7. Accounting Software Part 2	<ul style="list-style-type: none"> <li>Demonstrate the use of relevant accounting and computer software to create and maintain the centre's financial and business records.</li> </ul>	AGR/ N1139 v2.0 Pc11, KU1	Group Activity, Field visit	Observation sheets	P: 3:00
		8. Accounting Software Part 3	<ul style="list-style-type: none"> <li>Demonstrate the use of relevant accounting and computer software to create and maintain the centre's financial and business records.</li> </ul>	AGR/ N1139 v2.0 Pc11, KU1	Group Activity, Field visit	Observation sheets	P: 1:00
		9. Creating and organizing Data Backup and Storing Records	<ul style="list-style-type: none"> <li>Describe the process of creating data backup and storing records safely.</li> <li>Demonstrate the process of organising data and creating its backup.</li> </ul>	AGR/ N1139 v2.0 PC17 18, KU4, KU7, KU9, KU10	Discussion, Team interaction	Presentation slide, computer/ laptop	P: 4:00
		10. Digitally Recording Operational Activities	<ul style="list-style-type: none"> <li>Demonstrate the process of digitally recording various operational activities.</li> </ul>	AGR/ N1139 v2.0 PC13, PC14, PC15, PC16, KU8	Discussion, Team interaction	Presentation slide, computer/ laptop	P: 3:00

		11. Digitally Recording Operational Activities	<ul style="list-style-type: none"> <li>Demonstrate the process of digitally recording various operational activities.</li> </ul>	AGR/N1139 v2.0 PC13, PC14, PC15, PC16, KU8	Discussion, Team interaction	Presentation slide, computer/laptop	P: 4:00
6	Effective Communication at the Workplace T:4:00 P:12:00 (HH:MM)	1. Effective Communication Techniques	<ul style="list-style-type: none"> <li>Explain the importance of verbal and non-verbal communication at the workplace</li> <li>Explain the effective methods of sharing and seeking information and feedback at the workplace</li> <li>Explain the procedure for completing work-related documentation</li> <li>Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD</li> </ul>	AGR/N9918 v2.0 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KU1, KU2, KU3, KU4, KU6, KU7, KU8	Lecture, Games, Discussion, Role play	Participant handbook, Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Tie, Candle, Match box, Water bottle, Cell phone	T: 2:00 P: 2:00
		2. Effective Communication Techniques	<ul style="list-style-type: none"> <li>Explain the importance of verbal and non-verbal communication at the workplace</li> </ul>	AGR/N991 v2.0 PC1, PC2, PC3, PC4, PC5, PC6, PC7, KU1, KU2, KU3, KU4, KU6, KU7, KU8	Lecture, Games, Discussion, Role play	Participant handbook, Projector, System facilitating Presentation slides, White board, Marker	T: 1:00 P: 7:00

			<ul style="list-style-type: none"> <li>• Explain the effective methods of sharing and seeking information and feedback at the workplace</li> <li>• Explain the procedure for completing work-related documentation</li> <li>• Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD</li> </ul>			<p>pens of different colours, Tie, Candle, Match box, Water bottle, Cell phone</p>	
		3 Mentoring Apprentices	<ul style="list-style-type: none"> <li>• Describe the process of mentoring an apprentice at the workplace</li> <li>• Demonstrate different approaches to mentoring an apprentice at the workplace</li> <li>• Prepare a sample training schedule for an apprentice</li> </ul>	AGR/ N9918 v2.0 PC8,PC9, PC10, PC11, PC12, PC13, KU9	Lecture, Games, Discussion, Role play	Participant handbook (PHB) Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Flowers, Necessary tools and accessories for flower arrangement	T: 1:00 P: 3:00

7	Hygiene and cleanliness T: 2:00 P: 2:00 (HH:MM)	1. Personal Health, Hygiene and Fitness at Work	<ul style="list-style-type: none"> <li>• Explain the requirements of personal health, hygiene and fitness at work.</li> <li>• Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs.</li> <li>• Demonstrate how to wash worn out clothes with soap and sun dry before use next time.</li> <li>• Demonstrate the steps to follow to put on and take off a mask safely.</li> </ul>	AGR/ N9903 v3.0 PC1, PC2, PC3, KU5, KU6	Lecture, Activity, Practical demonstrations	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Running water, soap and hand rubs, PPE	T: 0:30 P: 0:30
		2. Cleanliness and Safety at Workplace	<ul style="list-style-type: none"> <li>• Describe common healthrelated guidelines laid down by the organisations/ Government at the workplace.</li> <li>• State the importance of sanitizing the workplace.</li> <li>• Demonstrate how to sanitize and disinfect one's work area regularly while adhering to workplace sanitization norms.</li> </ul>	AGR/ N9903 v3.0 PC1, PC2, PC3, PC4, PC11, KU7	Lecture, Discussion. Practical demonstration Lecture, Group discussion Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Cleaning agents,	T: 0:30 P: 0:30	

						Disinfectants and Sanitizers, Tools and Equipment for cleaning, Necessary PPE.	
		3. House-keeping and Waste Disposal	<ul style="list-style-type: none"> <li>Explain the importance of good housekeeping at workplace. Ÿ Explain safe methods of waste disposal. Ÿ Dispose waste safely and correctly in the designated area. Ÿ Explain methods to minimise environmental damage during work.</li> </ul>	AGR/ N9903 v3.0 PC11, PC13, KU10, KU11, KU12	Lecture, Group discussion Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Cleaning agents, Disinfectants and Sanitizers, Tools and Equipment for cleaning, Necessary PPE. Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Chart papers, access to internet (if possible)		T: 0:30 P: 0:30

		4. Controlling Spread of Diseases at Workplace	<ul style="list-style-type: none"> <li>Explain the kinds of contagious diseases in your line of work. ÿ Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases. ÿ Explain the measures to control spread of contagious diseases.</li> </ul>	AGR/ N9903 v3.0 PC15, KU13, KU14	Lecture, Team activity Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Chart papers, access to internet (if possible)		T: 0:30 P: 0:30
8	Safety and Emergency Procedures T: 2:00 P: 10:00 (HH:MM)	1. Hazards at Workplace	<ul style="list-style-type: none"> <li>Describe the commonly reported hazards at the workplace. ÿ Describe the hazards caused due to chemicals/ pesticides/ fumigants. ÿ Check for hazards at workplace.</li> </ul>	AGR/ N9903 v3.0 PC7, KU1, KU2, KU3, KU4	Lecture, Game, Team activity Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Chart papers		T: 0:20 P: 1:00
		2. Personal Safety at Workplace	<ul style="list-style-type: none"> <li>List the PPE required at workplace. ÿ Display the correct way of donning, doffing, and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc.</li> </ul>	AGR/ N9903 v3.0 PC3, PC6, KU8	Lecture, Group discussion, Team activity, Practical demonstrations	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different	T: 0:30 P: 2:00

						colours, Chart papers, PPE: gown, mask, gloves, googles or face shield for all	
		3.Safety While Using Tools and Equipment	<ul style="list-style-type: none"> <li>Describe the basic safety checks to be done before the operation of any equipment/ machinery. • Sanitise tools, equipment, and machinery.</li> </ul>	AGR/ N9903 v3.0 PC5, PC8, PC9, PC10, KU9	Lecture, Game, Quiz, Team activity, Demonstration	Participant handbook (PHB), Projector, System facilitating Presentat- ion slides, White board, Marker pens of different colours, Chart papers, PPE: gown, mask, gloves, googles or face shield for all	T: 0:10 P: 2:00
		4.Handling Accidents and Emergen- cies at Workplace	<ul style="list-style-type: none"> <li>List some accidents, emergency situations and emergency services to use.</li> <li>State measures that can be taken to prevent accidents and damages at the workplace. Demonstrate use of emergency equipment in accordance with manufacturer's specifications and workplace requirements.</li> </ul>	AGR/ N9903 v3.0 PC12, PC15, PC16, PC17, KU14, KU16	Lecture, Game, Quiz, Team activity, Demonstration	Participant handbook (PHB), Projector, System facilitating Presentat- ion slides, White board, Marker pens of different colours, Chart papers, PPE: gown, mask, gloves, googles or face shield for all	T: 0:30 P: 2:00

		5. Administering First Aid	<ul style="list-style-type: none"> <li>Describe the common first aid procedures to be followed in case of emergencies.</li> <li>Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures</li> <li>Demonstrate administration of first aid</li> <li>List some local emergency service</li> </ul>	AGR/N9903 v3.0 PC14, PC18, PC19, PC20, KU2, KU3, KU15, KU16, KU17	Lecture, Discussion, Practical demonstrations	Participant handbook (PHB), Projector, System facilitating Presentation slides, White board, Marker pens of different colours, Chart papers, PPE: gown, mask, gloves, goggles or face shield for all	T: 0:30 P: 1:00
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9.	Employability Skills (60hrs)	Introduction to Employability Skills	<ul style="list-style-type: none"> <li>Describe importance of Employability Skills</li> <li>Prepare a note on different industries, trends, required skills</li> </ul>	DGT/VS Q/ N0102	Classroom lecture, Team Activity	White-Board, Markers, Chart Paper and Sketch pens, LCD Projector	1:30
		Constitutional Values: Citizenship	<ul style="list-style-type: none"> <li>Detail the principles of constitution of India</li> <li>Identify the various environmentally sustainable practices</li> </ul>		Classroom lecture, Team Activity	Laptop, PPT, White board Markers, note pad, pen etc.	1:30
		Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> <li>Discuss relevant 21st century skills required for employment</li> <li>Practice critical thinking and decision making skills</li> </ul>		Classroom lecture, Team Activity	Laptop, PPT, White board Markers, note pad, pen etc.	2:30
		Basic Skills-I	<ul style="list-style-type: none"> <li>Read English text with appropriate articulation</li> <li>Practice basic English words, sentences, punctuation</li> <li>Demonstrate active listening and reading skills</li> </ul>		Classroom lecture, Team Activity, Role play, video session	Laptop, PPT, White board Markers, note pad, pen etc.	5:00
		Basic Skills-II		Practical, demonstration, role play			
		Career Development and Goal Setting	<ul style="list-style-type: none"> <li>Identify well-defined short- and long-term goals</li> <li>Explain how to build a career pathway</li> <li>Conduct job market</li> </ul>	DGT/V SQ /N0102	Class room lecture, discussion, demonstration, practical	Laptop, PPT, White board Markers, note pad, pen etc.	2:00

			<ul style="list-style-type: none"> <li>research</li> <li>Discuss how to set career goals.</li> </ul>				
	Communication Skills		<ul style="list-style-type: none"> <li>Explain the importance of communication at workplace</li> <li>Demonstrate effective communication strategies</li> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication</li> </ul>	DGT/V SQ /N010 2	Class room lecture, discussion, demonstration, practical	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	5:00
	Diversity and Inclusion		<ul style="list-style-type: none"> <li>Explain the need of diversity at workplace</li> <li>Identify the various PwD policies applicable at workplace</li> <li>Discuss the significance of the POSH Act</li> </ul>	DGT/V SQ/ N0102	Class room lecture, Inter-active discussion	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	2:30
	Financial and Legal Literacy		<ul style="list-style-type: none"> <li>Discuss various financial institutions, products, and services</li> <li>Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions</li> </ul>	DGT/V SQ/ N0102	Class room lecture, demonstrations, group discussion, practical	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	5:00
	Essential Digital Skills-I		<ul style="list-style-type: none"> <li>Detail the use and features of various MS Office tools, like MS Word, MS Excel, MS PowerPoint, etc.</li> <li>Demonstrate how to operate digital devices</li> <li>Create an e-mail id and follow e-mail etiquette to exchange e-mails</li> <li>Describe the role of digital technology in day-to-day life and the workplace</li> </ul>	DGT/V SQ/ N0102	Class room lecture, discussion, Demonstration, practical, learning by doing	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	6:00
	Essential Digital Skills-II		<ul style="list-style-type: none"> <li>Practice Digital skills</li> </ul>		Demonstration, practical, learning		4:00

				by doing		
	Entrepreneurship	<ul style="list-style-type: none"> <li>Describe the types of entrepreneurship and enterprises</li> <li>Describe the 4Ps Of Marketing- Product, Price, Place and Promotion and Apply the mas Per requirement</li> <li>Create a sample Business plan, For the selected business</li> </ul>	DGT/VSQ /N0102	Class room lecture, discussion, Demonstration, practical	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	7:00
	Customer Service	<ul style="list-style-type: none"> <li>Identify types of customers and how to deal with them</li> <li>Identify methods to get customer feedback and how to implement them</li> <li>Explain various tools used to collect customer feedback</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately</li> </ul>	DGT/ VSQ/N 0102	Class room lecture, activity, role play, video session	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	5:00
	Apprenticeships and Jobs	<ul style="list-style-type: none"> <li>Practice personal grooming strategies</li> <li>Illustrate the use of online platforms for job hunting</li> <li>Detail the concept of Apprenticeship</li> <li>Demonstrate how to enroll for Apprenticeship programs.</li> <li>Draft a professional Curriculum Vitae (CV)</li> <li>Role play a mock interview</li> </ul>	DGT/ VSQ/N 0102			8:00

## Annexure - II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

(For Updated 'Assessment Criteria', please refer to Qualification Pack of this Job role available at <https://www.nqr.gov.in/>)






Assessment Criteria for ASCI – Custom Hiring Service provider	
<b>Job Role</b>	<b>Custom Hiring Service provider</b>
<b>Qualification Pack</b>	<b>AGR/Q1112</b>
<b>Sector Skill Council</b>	<b>Agriculture Skill Council of India</b>







S.No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2.	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
5.	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
6.	In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
7.	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Compulsory NOS -National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
AGR/N9921.Establish and Manage a Business	30	40	-	30	100	10
AGR/N1140.Prepare to set up the custom hiring service centre	30	40	-	30	100	25
AGR/N1141.Operationalise The custom hiring service centre	30	40	-	30	100	25
AGR/N1139.Use a computer to process payments, communicate and maintain records	25	40	-	35	100	10
AGR/N9918.Communicate effectively at the workplace	60	46	-	44	150	5
AGR/N9903.Maintain health and safety at the workplace	40	25	-	35	100	15

## Annexure - III

## Annexure of QR Codes for Custom Hiring Service Provider

Module No.	Unit No.	Topic	QR Code Links	QR Code
1. Introduction to the Role of a Custom Hiring Service Provider	Unit 1.1: Agriculture Industry and its Sub-Sectors	Farm Mechanization & Allied Activities	<a href="https://www.youtube.com/watch?v=UUcWsZQONaE">https://www.youtube.com/watch?v=UUcWsZQONaE</a>	 Farm Mechanization & Allied Activities
2. Establishment and Management of a Business	Unit 2.4: Assessing Business Risks and Personnel and Third-party Management Processes	Personnel and Third-party Management Processes	<a href="https://www.youtube.com/watch?v=Lkxtx21Mlew">https://www.youtube.com/watch?v=Lkxtx21Mlew</a>	 Personnel and Third-party Management Processes
	Unit 2.6: Business Sustainability, Risk Assessment, Client Satisfaction and CRM Systems	Computer Accounting and CRM Systems	<a href="https://www.youtube.com/watch?v=fCN1v2RfiCc">https://www.youtube.com/watch?v=fCN1v2RfiCc</a>	 Computer Accounting and CRM Systems
3. Preparation for Setting up the Customer Hiring Service Centre	Unit 3.3: Types of Machineries, Securing Financial Assistance and Procurement	Types of Machineries, Tools and Equipment Required at a CHC	<a href="https://www.youtube.com/watch?v=1Ottq3yta4">https://www.youtube.com/watch?v=1Ottq3yta4</a>	 Types of Machineries, Tools and Equipment Required at a CHC
4. Operations and Management of the Custom Hiring Service Centre	Unit 4.2: Monitoring Operations, Evaluating Business Performance and Recycling Waste	Methods of Recycling and Disposing Waste	<a href="https://www.youtube.com/watch?v=42UHIRVwxec">https://www.youtube.com/watch?v=42UHIRVwxec</a>	 Methods of Recycling and Disposing Waste

5. Processing of Payments and Use of a Computer to Communicate and Maintain Records	Unit 5.2: Business Communications	Using Email for Business Communications	<a href="https://www.youtube.com/watch?v=bAeLGmhoGGo">https://www.youtube.com/watch?v=bAeLGmhoGGo</a>	 Using Email for Business Communications
	Unit 5.3: Financial and Business Records	Accounting Software	<a href="https://www.youtube.com/watch?v=XYexfz4S3h4">https://www.youtube.com/watch?v=XYexfz4S3h4</a>	 Accounting Software
8. Safety and Emergency Procedures	Unit 8.5: Administering First Aid	First aid for burns	<a href="https://www.youtube.com/watch?v=yfoLgUxh474">https://www.youtube.com/watch?v=yfoLgUxh474</a>	 First aid for burns
		What is HIRA Hazard Identification and Risk Assessment?	<a href="https://www.youtube.com/watch?v=spgAeV9wPFo">https://www.youtube.com/watch?v=spgAeV9wPFo</a>	 What is HIRA Hazard Identification and Risk Assessment?
		How to use the fire extinguisher	<a href="https://www.youtube.com/watch?v=6mX07wNJuyE">https://www.youtube.com/watch?v=6mX07wNJuyE</a>	 How to use the fire extinguisher
		Pollinators & Pesticides   From the Ground Up	<a href="https://www.youtube.com/watch?v=hlk3PU5qyYQ">https://www.youtube.com/watch?v=hlk3PU5qyYQ</a>	 Pollinators & Pesticides   From the Ground Up



**Skill India**

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GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



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