ASCI
Agriculture Skill Council of India

# Facilitator Guide



Sector
**Agriculture**

Sub-Sector
**Agriculture Industries**

Occupation
**Agri-Entrepreneurship & Rural Enterprises**

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NSQF **Level 4**

# Community Service Provider

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

**Shri Narendra Modi**
Prime Minister of India

## Acknowledgements

## About this Guide

This facilitator guide is intended to empower the trainer/facilitator to prepare the participant to become a 'Community 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 'Community Service Provider' will be imparted to the trainees.

## Symbols Used

| Ask | Activity | Do | Demonstrate | Explain | Elaborate | Facilitation Notes |
|-----|----------|----|-------------|---------|-----------|--------------------|

| Field Visit | Learning Outcomes | Notes | Objectives | Practical | Resource | Summarize |
|-------------|-------------------|-------|------------|-----------|----------|-----------|

| Say | Team Activity | Exercise | Role Play |
|-----|---------------|----------|-----------|

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# Table of Contents

# 1. Introduction to the Role of a Community Service Provider

Unit 1.1 - Size and Scope of Agriculture Industry in India

Unit 1.2 - Roles and Employment Opportunities for a Community Service Provider

## Terminal Outcomes

**After the completion of this module, participant will be able to:**

1. Discuss the job role of a Community Service Provider.

## Key Learning Outcomes

**After the completion 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 Community Service Provider.

3. Identify various employment opportunities for a Community Service Provider.

## Unit 1.1: Size and Scope of Agriculture Industry in India

### Unit Objectives 🎯

**After the completion of this unit, the participant will be able to:**

1. Recognize your fellow participants and build rapport with them.
2. State the overall training outcomes of the programme.
3. Describe the size and scope of the agriculture industry and its sub-sectors.

### Resources to be Used ⚙️

- Participant Handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop

### Activity ⚙️

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

**Resources:** Classroom space to accommodate participants in a big circle.

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

**Tentative 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 to the training programme.
- Find an interactive way for participants to introduce themselves and to learn about the other training participants. This Icebreaker will help set a "safe space" for participants to learn and share.
- A suggested icebreaker activity here could be Name + adjective game. Have participants introduce themselves positively with one or two adjectives beginning with the same letter as the initial of their first name. For example: Reliable Radha, Fabulous Fateh, Trustworthy Tarun, etc.
- Get participants to form a circle. Join the circle and start the activity by introducing yourself and talk about your interest in this field and what inspired you to become a Trainer in this subject.
- Continue to proceed leftward in the circle until all participants have introduced themselves in this manner. Once done, participants may take their seats.

## Ask

Why did you choose to enrol for this course, 'Community Service Provider'

## Do

List their answers on a whiteboard. Draw from these points and brief the participants about the training programme.

## Explain

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 on 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.

## Do

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

## 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?

## Say

The expected responses to the above question may be as follows:

- 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 term agriculture and its various sub-sectors.

## Elaborate

Elaborate on the techniques of geoponics, hydroponics and aeroponics differentiating between the three types of systems. Cite examples of crops that can be grown using the three systems.

## Do

- Conduct a quick quiz for learning confirmation.
- Using the presentation slide provided, show the pictures and descriptions given below.
- Looking at each of them, participants are to identify the type of technique, whether geoponics, hydroponics or aeroponics.

## Explain

Explain the contributions of agriculture sector in providing raw materials to industry and the various resources used in production of agricultural commodities.

## Activity

**Purpose**: To assess prior knowledge of participants on the subject of agro-based industries.

**Resources:** Chits of paper.

**Methodology:** Collaboration and engaging with peers.

**Tentative duration:** 15 minutes

**Expected outcome**

- Ability to recognise contributions of agriculture sector in providing raw materials to industry.
- Ability of participants to collaborate with peers.

Prepare small chits of paper. Some chits will contain the names of raw materials, while others will have the names of the industry that uses the raw materials. Jumble up the chits and keep them in a bowl. Participants are to pick a chit from the bowl. Those with 'raw material' chits must pair up with their corresponding 'industry' chit counterparts. Allow 10-15 minutes for this activity.

The names of industries and raw materials are given in the table below for your reference:

| Industry | Raw materials | | | |
|---|---|---|---|---|
| Textile | Cotton | Woollen | Silk | Jute |
| Beverages | Tea | Coffee | | |
| Dairy | Milk | Butter | Cheese | |
| Sugar cane | Sugar | Gur | | |
| Canning industry | Fruit production | | | |
| Oil | Coconut | Mustard | Groundnut | |

Conclude the activity by talking about the importance and contribution of agro-based industries in India and the various resources used in production of agricultural commodities.

## Explain

- Speak about the various landmark achievements in the field of agriculture, and how they helped India become self- sufficient, by quoting some statistics.

## Elaborate

Elaborate on the following:

- Story of green revolution in India; how it began, role of Dr MS Swaminathan as the architect of the green revolution in India.
- Dr Verghese Kurien's journey in spearheading the white revolution in India.
- Yellow revolution that led to an increase in the production of edible oil to achieve self-sustenance.
- Blue revolution that resulted in increase in the overall fish production in a responsible and sustainable manner for economic prosperity.

## Explain

- Explain the different sub-sectors of agriculture and the branches therein. Familiarise the participants with the terms used.

## Do

- Ask some reflective questions to kickstart the topic on Digital India. Lead a group discussion based on these questions.

## Ask

- Are you aware about the Digital India campaign?
- Do you want to live in a digitalised village/area/city?
- Do you think rural people can able to adapt the digital change in our country?
- What advantages of digitalization do you foresee for the rural sector?
- Have you used any digital services like Paytm, online bill payments, online form submissions etc?
- Do you think that Digital India initiative will be successful? Why/Why not?

## Elaborate

- Define the three main focus area of the Digital India programme and give a synopsis of Digital India.

## Do

- Show the participants the video on 'What is Digital India' using the link provided below. (Duration: 13:21 minutes).
- https://www.youtube.com/watch?v=Q81U3vG7BNw

## Elaborate

- Discuss how Common Services Centre (CSC) play an important role in connecting digital services with farmers.
- Give an overview on how CSCs provide a platform for farmers and the overall role of CSCs in the agriculture and rural sectors.
- Give participants an insight into initiatives like Kisane Mart, IFFCO Bazar, PM Fasal Bima Yojana, PM Kisan Maan-Dhan Yojana, Kisan Credit Cards etc.

## Do

- Show the participants the video on 'CSC Journey Film' using the link provided below. (Duration: 07:38 minutes).

  https://www.youtube.com/watch?v=OiEetM4FIsk

## Summarize

- Conclude the session by speaking a little more about Digitalization in India and the role of Common Service Centers.
- Give a sneak peak of what is to come in the forthcoming units within this module.
- End by urging participants to open up their Participant Handbooks. They are to 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 green revolution increased the food grain production from 51 million tonnes at independence to 223 million tonnes. It also gave way to a lot of opportunities and new prospects in the agriculture sector.

ii. Common Services Centre (CSC) play an important role of connecting digital services with farmers with a focus on providing farmers and agri workers with access to fertilizers, quality seeds, bio-nutrients and agricultural inputs etc. CSCs provide platform for farmers to avail quality seeds, products and sell their produce through other initiatives like Kisane Mart, inputs, quality seeds, formal agriculture credit and online trading marketplace for farmers. CSCs are also involved in disseminating government famer welfare schemes like PM Fasal Bima Yojana, PM Kisan Maan-Dhan Yojana, Kisan Credit Cards etc.

iii. Digital India is a flagship programme of the Government of India with a vision to transform India into a digitally empowered society and knowledge economy. The Digital India programme is centred on three key vision areas:

a) Digital Infrastructure as a Core Utility to Every Citizen

b) Governance & Services on Demand

c) Digital empowerment of citizens

**B. Match the columns**

i. d

ii. c

iii. a

iv. b

**C. Multiple choice questions**

i. a. crop production

ii. c. horticulture

iii. c. animal husbandry

## Unit 1.2: Roles and Employment Opportunities for a Community Service Provider

### Unit Objectives

**After the completion of this unit, the participant will be able to:**

- Discuss the role and responsibilities of a Community Service Provider.
- Identify various employment opportunities for a Community Service Provider.

### Resources to be Used

- Participant handbook, Presentation deck, Whiteboard, Markers, Projectors, Laptop, Paper and pen, Internet connection (if possible)

### Say

A Community Service Provider, also known as a Village Level Entrepreneur (VLE), is someone who acts as an access point for delivery of various electronic services to the rural consumer in villages. In doing so, a VLE supports the notion of a digitally and financially inclusive society.

### Team Activity

**Purpose:** To create awareness about the roles and responsibilities of a Community Service Provider

**Resources:** Pen and paper, internet (if possible)

**Methodology:** Group discussion

**Tentative duration:** 20 minutes

**Expected outcome:**

Participants will be able to explain the roles and responsibilities of a Community Service Provider.

**Tentative duration:**

- Divide the participants into groups as per the batch size.
- Ask participants to prepare a list of CSCs in the neighbouring areas and research on the kind of services they offer.
- Ask participants to prepare a list of services the CSC offers and the job responsibilities of the Community Service Provider and present to class.

## Ask

- Why do you want to be a Community Service provider?
- What attributes do you think a Community Service provider should have?

## Explain

- Explain the need for the attributes like social commitment and credibility, respect in the community, good coordination skills etc in detail.
- Also talk about the need for training and staying upto date on various new services in the market.
- You may also tell the participants about various upskilling courses that they can take up later.

## Do

- Show the video of this young Village level Entrepreneur who has made a mark for herself.
- Use the link below to show the video (Duration: 1:28 minutes).
- Village Level Entrepreneur at Common Service Centre
  https://www.youtube.com/watch?v=y0OiwUfJH8Y
- Ask participants to encapsulate various responsibilities the VLE undertakes at this Common Service Centre shown in the video.
- Explain how women can leverage the CSC scheme and create livelihood for themselves by serving marginalized and underdeveloped communities in villages.

## Elaborate

- Elaborate on the CSC 2.0 scheme.
- Discuss in detail about the objectives of the scheme.

## Explain

- Explain the employment opportunities for a Customer Service Provider in the rural market.
- Explain the various levels of CSCs and how they distinctly vary in structure depending mainly on the type, location, duration of opening and expertise of the VLEs.

## Team Activity

**Purpose:** To motivate participants to become VLEs.

**Resources:** Pen and paper

**Methodology:** Group discussion

**Tentative duration:** 20 minutes

**Expected outcome:**

Participants will be able to list the factors motivating the VLEs to establish CSCs.

- Divide the participants into two groups- Group A and Group B.
- Ask Group A participants to prepare a list of opportunities for VLEs.
- Ask Group B participants to list the limitations and challenges faced by existing VLEs.
- Conduct an open debate in class.

## Summarize

- Conclude the session by recapitulating the motivating factors for VLEs. Enumerate and focus on the opportunities and bright future prospects of young VLEs.
- Give a sneak peak of what is to come in the forthcoming units within this module.
- End by urging participants to open up their Participant Handbooks. They are to 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.  Some of the objectives of the CSC 2.0 scheme are

- Provide non-discriminatory access to e-Services for rural citizens.
- Increase sustainability of VLEs by sharing maximum commission earned through delivery of e-services and encouraging women to join as VLEs.

  ii.  Some of the important roles and responsibilities of a Community Service Provider are:

- Establish a Common Service Center (CSC) in the designated rural, semi-rural, or urban areas.
- Provides services in the areas of agriculture, e-governance, insurance, education, health as well as other private services.
- Facilitate implementation of various welfare schemes.
- Extends web-enabled e-governance services in rural areas, including utility bill payments (such as electricity, telephone and water), filling application forms, and filing for certificates.
- Endorse rural entrepreneurship and building rural competencies and livelihoods.

       a.

 iii.  Some Motivations for a VLE to establish a CSC are:

- Huge untapped market increases potential for growth of CSCs and consequently the VLEs managing them.
- Running a CSC can be a highly rewarding career for rural youth and women.
- Awareness level about CSCs and usage of services offered by CSCs is high among the villagers.
- Enabling provisions of the new CPSC regulations has accelerated the growth of CSC channel.

**B. Match the columns**

   i.  a Expert VLEs

  ii.  b Ministry of Electronics and Information Technology

 iii.  d Digital India

# 2. Process of Setting up the Community Service Centre

Unit 2.1 – National E- Governance

Unit 2.2 – Community Service Centre

Unit 2.3 – Community Service Centre: Infrastructure

Unit 2.4 – Community Service Centre: Services Offered

Unit 2.5 – Community Service Centre: Operation

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## Terminal Outcomes

**After the completion of this module, participant will be able to:**

1. Describe the process of preparing for setting up the CSC.

2. Demonstrate the process of setting up and starting CSC operations.

# Key Learning Outcomes

**After the completion of this module, participant will be able to:**

| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
|---|---|
| 1. Explain the concept of CSC and its benefits.<br><br>2. Explain the importance of CSC in social development and generating employment opportunities.<br><br>3. Explain various G2C and B2C services offered by CSCs and their beneficiaries.<br><br>4. Explain the concept of national e-governance.<br><br>5. State various Information and Communication Technology (ICT) based services.<br><br>6. Explain the basic computer operations and use of relevant computer applications.<br><br>7. Explain the applicable book-keeping and accounting practices.<br><br>8. Explain the role of government in the establishment of CSCs.<br><br>9. State various Information Technology (IT) and non-IT services offered through CSC.<br><br>10. State the relevant legislation, standards, policies, and procedures to run the CSC operation.<br><br>11. Explain the use of telephone, computer, printer, modem, fax, relevant audio and video equipment<br><br>12. Explain the importance and process of conducting a survey in the local community to study the socio- economic conditions and identify the need for services offered through CSC.<br><br>13. Describe the process of selecting the services to be offered based on the survey and preparing a plan for setting up the CSC.<br><br>14. Explain the eligibility criteria to be fulfilled to get authorisation to set up a CSC. | 1. Roleplay how to conduct a survey in the local community to study the socio-economic conditions in the target area and identify the need for services offered through CSC.<br><br>2. Demonstrate how to prepare a plan for setting up the CSC, ensuring all the applicable factors are considered while selecting the types of services to be provided.<br><br>3. Demonstrate the process of kiosks at the CSC.<br><br>4. Demonstrate the process of training CSC workers on relevant subject matters and systems for the effective delivery of common services. |

15. Describe the application process for getting authorisation to start a CSC, and the relevant authority to be contacted for the purpose.

16. Explain the importance of selecting an accessible location for setting up the CSC and the minimum area required.

17. List the infrastructure and various resources required for setting up a CSC.

18. Explain the importance of ensuring reliable access to utilities such as water, electricity, telephone, and internet connection at the CSC.

19. Describe the process of installation of interactive kiosks at the CSC and the importance of ensuring local language interface in them.

20. Explain the benefits of having multi-functional space for group interactions empowerment. and training

21. Explain the need and benefits of recruiting CSC workers.

22. Explain the benefit of taking help from relevant Subject Matter Experts (SMEs) while starting the CSC operations.

# Unit 2.1: National E- Governance

## Unit Objectives

After the completion of this unit, participant will be able to:

1. Explain the concept of national e- governance.

2. Explain various Information and Communication Technology (ICT) based services.

3. Explain the basic computer operations and use of relevant computer applications.

## Resources to be Used

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

## Ask

- Have you ever wondered, how easily you can avail aadhar card related services by simply visiting the local shop.

- Collect all responses and bring them to explain the concept of e-governance.

## Say

- E-governance is defined as the use of information and communication technologies to improve the efficiency, effectiveness, transparency, and accountability of informational and transactional exchanges within government, between government and government agencies at the national, state, municipal, and local levels, citizens, and businesses, and to empower citizens through information access and use of information.

## Explain

- Show the presentation slides and explain the uses and benefits of e-governance.

## Activity

**Purpose:** To help the participants understand e-governance benefits and uses.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration**:45 minutes

**Expected outcome:** Participants will be able to understand the benefits and uses of e-governance.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss about the uses and benefits of e-governance.

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

- Show the presentation slides and explain the benefits and uses of e-governance in detail.

## Activity

**Purpose:** To acquaint participants with the various information and communication technology (ICT) based services.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 45 minutes

**Expected outcome:** Participants will be able to understand the various services based on information and communication technology.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss about the services based on information and communication technology.

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

Governments throughout the globe are utilising improvements in Information and Communication Technologies (I.C.T.) to improve their service-delivery mechanisms in order to increase public satisfaction with the government and obtain a competitive advantage over other nations in order to attract investments. NeGP aims to use ICT to improve the quality, accessibility, and effectiveness of government services for individuals and businesses. It is based on the centralised initiative with decentralised implementation philosophy.

# Activity

**Purpose:** To help participants to know about the basic computer operations and use of relevant computer applications.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 2 hour 30 minutes

**Expected outcome:** Participants will be able to understand the basic computer operations and relevant computer applications.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss about the basic computer operations and use of relevant computer applications.

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

# Notes for Facilitation

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

- 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. Efficiency, effectiveness, transparency, accountability

ii. Following are the range of goals achieved through IT:

- Improved citizen service delivery
- Increased relationships with business and industry
- Citizen empowerment through information access
- Effective government management

iii. Resulting benefits of e-governance

- Less Corruption
- Increased Transparency
- Greater Convenience
- Income Growth
- Cost Reduction

iv. Core infrastructure components of e-governance are following:

- State Data Centres (SDCs)
- State Wide Area Networks (S.W.A.N)
- Common Services Centres (CSCs)
- National e-Governance Service Delivery Gateway (NSDG)
- State e-Governance Service Delivery Gateway (SSDG)
- Mobile e-Governance Service Delivery Gateway (MSDG)

v. The Meghalaya CSCs are called Rainbow CSCs due to a variety of reasons which are enlisted below:

- Meghalaya is the 'abode of clouds'
- Rainbow- the most spectacular spectrum of light on earth
- Symbolizes Positive Energy
- Represents also 7 Districts of the State
- 7 Colours represent the 7 Thematic Services offered

**B. Multiple Choice Question**

i. d

ii. c

iii. d

**C. Fill the Blanks**

i. efficiency, dependability

ii. national e-governance plan

## Unit 2.2: Community Service Centre

### Unit Objectives

**After the completion of this unit, participant will be able to:**

1. Explain the concept of CSC and its benefits.
2. Explain the importance of CSC in social development and generating employment opportunities.

### Resources to be Used

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

### Ask

- Have you ever to some public centre to take birth certificate or any recharge.
- Collect all responses and bring them to explain the concept of e-governance.

### Say

A CSC is an IT-enabled front-end delivery point for integrated and seamless delivery of Government, private, and social sector services to rural inhabitants of India. It is operated by local jobless and educated youth who provide direct and indirect work opportunities.

### Explain

- Show the presentation slides and explain the concept of community service centres.

### Activity

**Purpose:** To help participants understand the community service centre and its benefit.

**Resources:** Presentation slide

**Methodology:** Quiz and Discussion

**Tentative duration:** 1 hour 30 minutes

**Expected outcome:** Participants will be able to understand the approach behind common service centre and its benefit.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss about the services they availed from community service centres.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

Common Service Centres are the access points for delivery of essential public utility services, social welfare schemes, healthcare, financial, education and agriculture services, apart from host of B2C services to citizens in rural and remote areas of the country.

## Activity

**Purpose:** To help participants analyse the importance of CSC in social development and generating employment opportunities.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1 hour

**Expected outcome:** Participants will be able to understand the importance of CSC in social development and generating employment opportunities.

- Show the participants the newsletter given in link below and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the report.
  https://csc.gov.in/new_newsletter/2019/Dec/csc_newsletter_csc_impact_24december_19.html

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

The following development goals can be achieved:

- Expansion of a self-sustaining CSC Network till Gram Panchayat level

- Empowering DeGS under District Administration for implementation

- Online services are enabled and consolidated under a single universal technology platform

- Direct VLE Government interaction with empowered DeGS managing the CSC outlet network

- Manpower Support at State and District levels

- Increasing VLE sustainability through maximum commission sharing and encouraging women as VLEs

## Notes for Facilitation

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

- 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**

**Short Questions**

**A. Short Questions**

**i.** CSC aspires to give rural populations with access to information, as well as appropriate infrastructure and end-to-end services, allowing them to improve their quality of life.

**ii.** Setting up criteria of CSC:

- 1 CSC per 6 Villages
- 6 lakh villages across the country. So, in total 1 lakh CSCs were to be set up

**iii.** Goals behind CSC 2.0 under pillar 3 of the Digital India Programme

- Expansion of a self-sustaining CSC Network till Gram Panchayat level
- Empowering DeGS under District Administration for implementation
- Online services are enabled and consolidated under a single universal technology platform
- Direct VLE Government interaction with empowered DeGS managing the CSC outlet network
- Manpower Support at State and District levels
- Increasing VLE sustainability through maximum commission sharing and encouraging women as VLEs

**iv.** Advantages of CSC:

- Delivery of government and other eServices in a transparent and timely manner at an affordable cost.
- Reducing citizens' efforts and resources in obtaining services in their communities by reducing the need for them to visit government offices.
- Integrated framework for delivering and disseminating various government activities and benefits via ICT. Introducing change agents in the areas of skill development, education and training, financial inclusion, and indirect job creation.
- Serving as last-mile distribution points for various governments' direct benefits to marginalized communities.
- Encouraging more women to become VLEs and contribute to social and economic growth.
- CSCs serve as a conduit for rural citizens to gain digital empowerment and communicate with the government and its services.

## Unit 2.3: CSC: Infrastructure

### Unit Objectives ⊚

**After the completion of this unit, participant will be able to:**

1. Explain the role of government in the establishment of CSCs

2. Explain the use of telephone, computer, printer, modem, fax, relevant audio and video equipment

3. Explain the eligibility criteria to be fulfilled to get authorisation to set up a CSC

4. Describe the application process for getting authorisation to start a CSC, and the relevant authority to be contacted for the purpose

5. Explain the importance of selecting an accessible location for setting up the CSC and the minimum area required

6. List the infrastructure and various resources required for setting up a CSC

7. Explain the importance of ensuring reliable access to utilities such as water, electricity, telephone, and internet connection at the CSC

8. Describe the process of installation of interactive kiosks at the CSC and the importance of ensuring local language interface in them

9. Explain the benefits of having multi- functional space for group interactions empowerment and training

### Resources to be Used ⚙

• Participant handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (If possible), IT lab, Conference Hall.

### Activity 🛠

**Purpose:** To acquaint participants with the role of government in establishing CSC.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1 hour 30 minutes

**Expected outcome:** Participants will be able to understand the role of government in establishing CSC.

• Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:

    o What are the basic requisites to establish CSC.

    o How the finance is managed to establish CSC.

• Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

The Ministry of Electronics and Information Technology established CSC - Common Service Centres - under the Companies Act of 1956 to oversee the implementation of the CSC program. The Common Service Centres (CSC) scheme provides a centralised collaborative framework for the delivery of services to citizens via CSCs, as well as assuring the Scheme's systemic viability and sustainability.

## Activity

**Purpose:** The participants will able to understand the use of IT equipment to streamline the working of CSC.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1 hour 30 minutes

**Expected outcome:** Participants will be able to understand how information technology is helping CSC to work smoothly.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  - o Communication system
  - o Computer hardware (mainframe computer, server, tablet PCs, notebook)
  - o Wireless messaging services
  - o Wireless internet access points
  - o Global positioning system

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

Computer communications refers to the exchange of data, instructions, and information between two or more computers or devices. Some communications need cables and wires, while others are sent wirelessly over the air. Communications systems contain all types of computers and computing devices.

## Activity

**Purpose:** To familiarise participants with the eligibility criteria and application process to set up CSC.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1 hour 30 minutes

**Expected outcome:** Participants will be able to understand the eligibility criteria and application process for getting authorisation to set up the CSC.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following criteria:
  - o Age
  - o Qualification
  - o Language skills
- Ask participants to visit the online web portal http://register.csc.gov.in/ on their phone or laptop provided by institution. Note down the steps required to register successfully.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

If you want to start a CSC in your locality, you should fulfil certain eligibility criteria to participate in CSC Scheme. Eligible applicants can start CSC by approaching the Service Centre Agency (SCA) of that particular area.

## Activity

**Purpose:** To acquaint participants with the importance of selecting accessible location and minimum area requirement to be fulfilled for setting up the CSC.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1 hour 30 minutes

**Expected outcome:** Participants will be able to understand the importance of accessible location and minimum area requirement for setting up the CSC.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  - o Why the location of the CSC should be easily accessible.
  - o What are the disadvantages if CSC is set up far away.
  - o What they understand by minimum area requirement.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

CSC centre must be located in a place which is easy to approach by the villagers. If it is located far from their area then nobody will visit the centre and the objectives of a csc centre won't be meet.

## Activity

**Purpose:** To help participants be well versed with the infrastructure and various resources and access to essential utilities required for setting up a CSC.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1 hour 30 minutes

**Expected outcome:** Participants will be able to understand the various resources and utilities required for setting up a CSC.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  o What they understand about infrastructure.
  o What are the various resources required to set up CSC.
  o Why uninterrupted access to essential utilities like electricity, water, internet etc required.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

Water, electricity, telephone, and internet connection at the CSC are the lifeline of the CSC centre, without its presence we can't imaging the presence of CSC centre. In absence of these facilities a CSC centre cannot deliver the services which are supposed to be the core activities.

## Activity

**Purpose:** To help participants understand the process of installation of interactive kiosks at the CSC and the importance of local language interface.

**Resources:** Presentation slide and document

**Methodology:** Discussion

**Tentative duration:** 1 hour 30 minutes

**Expected outcome:** Participants will be able to understand the installation of interactive kiosks and importance of local language interface.

- Show the participants the document given below and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  o What is the interactive kiosk.
  o What are the advantages of interactive kiosk.
  o What is the importance of local language interface in kiosk.

https://issuu.com/herveyallen123/docs/how_to_setup_a_touch_screen_kiosk_the_be nefits_of_

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

An interactive kiosk is a computer station set up in a public space for public use. It is a rather broad term that is used in different industries in different situations, and the system itself uses different kinds of technology.

## Activity

**Purpose:** To acquaint participants with the benefits of having multi-functional space for group interactions and training empowerment.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1 hour 30 minutes

**Expected outcome:** Participants will be able to understand the benefits of multi-functional space for group activities.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  - o What is their basic understanding about multi-functional space.
  - o What are the benefits of multi-functional space.
  - o What activities can be performed at multi-functional space.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

Having multi- functional space will help in community mobilization and conducting awareness campaign and training program to make villagers updated about various things of their use.

## Practical Activity

**Purpose:** To help participants access their own eligibility for setting up a CSC based on the government-defined eligibility criteria.

**Resources:** Presentation slide, Observation sheet, pen

**Methodology:** Learning by doing

**Tentative duration:** 3 hours

**Expected outcome:** Participants will be able to understand the eligibility criteria in line with government defined criteria.

- This is an individual activity. Provide participants observation sheet with clearly listed eligibility criteria with option to tick mark accordingly.

- Ask the participants to tick mark their own eligibility in space provided. For better clarity ask them to refer 2.3.3 in PH.

- Give them enough time to fill the observation sheet. Note the response. Now, show them the slides with the answers.

## Practical Activity

**Purpose:** To help participants become capable enough to complete the registration process and obtain the authorisation from relevant authority to set up CSC.

**Resources:** Presentation slide

**Methodology:** Learning by doing and discussion

**Tentative duration:** 3.0 hours.

**Expected outcome:** Participants will be able to complete the registration process and obtain the authorisation required to set up the CSC.

- Visit the computer lab of your institution. Divide the participants into groups of 4-5 depending on the batch size. Ask them to visit https://register.csc.gov.in/ . Follow the steps to register successfully.

- After completing the registration process ask them to discuss the following:

  o What are the pre-requisites to enrol on the registration portal.

  o What are the documents required while doing the registration.

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Field Visit

**Purpose:** To help participants capable of:

- selecting an appropriate location for setting up the CSC, ensuring it complies with the minimum area requirement and is easily accessible to the community members

- coordinating with an expert for the construction of CSC office and secure utilities such as water, electricity, telephone, and internet connection

- ensuring the electricity supply and internet connection are stable and reliable for providing uninterrupted services to community members or arrange for power backup such as an inverter along with an alternative internet service to deal with power and internet disruptions

**Resources:** Observation sheets

**Methodology:** Observation, Discussion, Field visit

**Tentative duration:** 8.0 hours.

**Expected outcome:** Participants will be able to understand the following:

- How to select appropriate location for setting up of CSC.

- How to coordinate with the civil engineer for the construction of CSC.

- How to secure essential utilities and their uninterrupted supply.

- Arrange a field visit to the CSC centre.

- Divide the participants in groups of 4 to 5 depending on the batch size.

- While on the field visit, the participants should observe the following:
  - Distance of CSC from the nearest
    1. Town
    2. Post office
    3. District head quarter
    4. Block head quarter
  - Number of villages covered by the CSC (including the village in which the CSC is located)?
  - Is the CSC prominently visible / noticeable with clear logo, sign boards etc?
  - Is the CSC location easily accessible?
  - CSC floor area.

- While on the field visit, meet the CSC owner the discuss the following:
  - How to coordinate with civil engineer for the construction of CSC office?
  - Is Internet available at the CSC?
  - Is a VSAT available at the CSC?
  - Is a Data Card available at the CSC?
  - Is there any other wired connection (other than leased line)?
  - Is there any other wireless connection (other than VSAT and Data Card)?
  - Speed of Internet connection:
  - How much time does the help desk generally take to fix problems or provide solutions?

- After they come back to class, participants will give a presentation on what they observed at the CSC.

## Practical Activity

**Purpose:** To help participants arrange for the installation of interactive kiosks at the CSC with voice and local language interface.

**Resources:** IT lab, kiosk

**Methodology:** Discussion

**Tentative duration:** 3.0 hours.

**Expected outcome:** Participants will be able to arrange for the installation of interactive kiosks at the CSC with voice and local language interface.

- Arrange a visit to the IT lab of your institution.
- Divide the participants in groups of 4 to 5 depending on the batch size.
- The participants should ask the following questions with kiosk incharge:
  - Where to buy kiosk machine.
  - What is the installation process. Will company send their technician.
  - Which brand provides best after sales services.
  - Does it required any add hardware to install.
  - Can we update the software of our own.
- After they come back to class, participants will give a presentation on what they observed at the IT lab.

## Practical Activity

**Purpose:** To help participants arrange for multi-functional space for group interaction and training empowerment.

**Resources:** Conference room

**Methodology:** Observation

**Tentative duration:** 3.0 hours.

**Expected outcome:** Participants will be able to arrange for multi-functional space for group interaction and training empowerment.

- Set up a conference room as a multi-functional space in an institution or outside.
- Divide the participants in groups of 4 to 5 depending on the batch size.
- The participants should ask to observe the following:
  - Why multi-functional space is required at CSC.
  - Does the present setup fulfil our objectives.
  - What are the safety provisions needed like fire safety, electrical short circuit etc.
- After they come back to class, participants will give a presentation on what they observed at conference hall.

## Notes for Facilitation 📝

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

- 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.** G2C, education, health, telemedicine, banking and finance

ii. Text messaging system: text messaging commonly known as SMS (short message service), enables users to send and receive short text messages on a phone or other mobile device.

Wireless instant messaging: Wireless instant messaging (IM) is a real-time Internet communications service that allows wireless mobile devices to communicate with one or more other mobile devices or online users. Some wireless Internet service providers collaborate with IM services so that you may send and receive wireless instant messaging using your smartphone or other mobile device.

iii. Hotspot: A hot spot is a wireless network that connects mobile computers and other devices to the Internet. Mobile users may utilise the hot spot to check e-mail, surf the Web, and access any Internet service.

Mobile wireless network: A mobile wireless network offers customers with high-speed Internet access as long as they are within the network's range. A mobile wireless network often encompasses the majority of major cities and airports.

iv. Basic infrastructure required:

- The building/room has a place of 100 to 150 square feet
- Two printers (Dot Matrix + Inkjet)
- Webcam
- RAM of at least 512 MB storage capacity
- V-SAT Connectivity. Wireless/ Wired
- Hard Disc Drive of starting 120 GB
- CD/DVD Drive
- Biometric or IRIS authentication scanner from banking services

**B. Match the Columns**

A.    ii

B.    i

C.    iv

D.    iii

**C. Fill the Blanks**

i.   groupware

ii.  multi-functional space

iii. web services

## Unit 2.4: CSC: Services Offered

### Unit Objectives

**After the completion of this unit, participant will be able to:**

1. Explain various G2C and B2C services offered by CSCs and their beneficiaries

2. State various Information Technology (IT) and non-IT services offered through CSC

3. Explain the importance and process of conducting a survey in the local community to study the socio- economic conditions and identify the need for services offered through CSC

4. Describe the process of selecting the services to be offered based on the survey and preparing a plan for setting up the CSC.

### Resources to be Used

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

### Activity

**Purpose:** To acquaint participants with the various services offered by CSCs.

**Resources:** Presentation slides

**Methodology:** Discussion

**Tentative duration:** 1 hour

**Expected outcome:** Participants will be able to differentiate between services offered in different categories by CSCs.

- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss and list out the difference between G2B and B2C, IT and non-IT services offered by CSCs.

- Give them enough time to discuss. Note the response. Now, show them the slides with the answers. Refer to table 2.4.1, 2.4.2 and 2.4.3 from the participant handbook.

### Explain

Various services are being provided to the people by Common Services Centres (CSCs) in India. The CSC are now available in various places in a District around the country. The services i.e., G2C (Government to Consumer), B2C (Business to Consumer) and B2B (Business to Business) are successfully provided by Common Service Centres in India.

## Activity

**Purpose:** To help participants understand the importance and process of conducting a survey in the local community to study the socio-economic conditions and identify the need for services offered through CSC.

**Resources:** Presentation slides

**Methodology:** Discussion

**Tentative duration:** 1 hour 30 minutes

**Expected outcome:** Participants will be able to understand the importance and process of conducting survey and application of data collected to figure out the services needed to be offered through CSCs.

- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the process and importance of conducting survey and how to utilise the data collected for better delivery of services through CSCs.

- Give them enough time to discuss. Note the response. Now, show them the slides with the answers. Refer to table 2.4.4, 2.4.5 and 2.4.6 from the participant handbook.

## Explain

Socio economic survey in local community plays an important role in identifying the need for services offered through CSC. The meaningful conclusions from survey helps CSC to know the demand for a service.

## Field Visit

**Purpose:** To help participants understand how to conduct a survey in the local community to study the socio-economic conditions in the target area and identify the need for services offered through CSC.

**Resources:** Observation sheet

**Methodology:** Field visit

**Tentative duration:** 8 hours.

**Expected outcome:** Participants will be able to understand the process of conducting survey and application of data collected to figure out the services needed to be offered through CSCs.

- Provide participants observation sheet with clearly mentioned questions given below.
- Which are the five government services you would like to use frequently at the CSC:
  - o  UIDAI services/Aadhar services
  - o  Revenue services
  - o  Registration services
  - o  Municipality services
  - o  Transport Dept. services
  - o  Electricity Dept. services

- o Social welfare services
- o Financial inclusion services
- o Electoral services
- Which are the five other services you would like to use frequently at the CSC:
  - o Commercial services/ Selling product and services
  - o DTP/ Photo-copying services
  - o Internet / E-mail / Chat services (Web surfing, Exam results etc.)
  - o Travel related (Train / Bus ticket booking) Services
  - o Bill Payment Services
  - o Telecom Services (Mobile recharge, SIMs, Ringtones etc.)
  - o Training Services (Tuition classes etc.)
  - o IT / Computer related Services
  - o Entertainment Services
- Ask them to visit the particular area's community centre.
- Mark the response of the inhabitants in the observation sheet.
- Make the report based on the data collected through survey.
- After they come back to class, participants will give a presentation on what they observed in the survey and brainstorm how effectively services required can be offered through CSCs.

## Notes for Facilitation

- Give a sneak peak of what is to come in the forthcoming units within this module.
- 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. Survey can be of two types, depending on the methods and tools used or required to conduct it.

- Primary survey
- Secondary survey

ii. Steps in the process of survey are:

- Defining the problem
- Developing an approach to the problem
- Formulating a research design
- Doing field work or collecting data
- Preparing and analyzing the data
- Preparing and presenting the report

**B. Match the Columns**

A. iii

B. i

C. iv

D. ii

## Unit 2.5: CSC: Operation

### Unit Objectives ⦿

**After the completion of this unit, participant will be able to:**

1. State the relevant legislation, standards, policies, and procedures to run the CSC operation

2. Explain the benefit of taking help from relevant Subject Matter Experts (SMEs) while starting the CSC operations

3. Explain the need and benefits of recruiting CSC workers.

4. Explain the applicable book-keeping and accounting practices.

5. Demonstrate how to prepare a plan for setting up the CSC, ensuring all the applicable factors are considered while selecting the types of services to be provided.

### Resources to be Used ⚙

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

### Activity 🛠

**Purpose:** To help participants understand the relevant legislation, standards, policies, and procedures to run the CSC operation.

**Resources:** Presentation slides

**Methodology:** Discussion

**Tentative duration:** 1 hour 30 minutes

**Expected outcome:** Participants will be able to understand the relevant legislation, standards, policies, and procedures to run the CSC operation.

- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the relevant legislation, standards, policies, and procedures to run the CSC operation.

- Give them enough time to discuss. Note the response. Now, show them the slides with the answers.

### Explain 🖧

Before registering, accessing, browsing, or using the site ("Site"), please read the following terms and conditions carefully. By accessing or using the Site or the Service, you agree to be bound by the following terms and conditions, as well as any additional recommendations and future amendments. If you do not agree to these terms and conditions or do not desire to be bound by them, you may not access or use the Site and must immediately discontinue your usage of the services. These Terms and Conditions (the "Agreement") constitute a legally binding agreement between you, an individual customer, user, or beneficiary of this service ("Registered User"/"You") and Common Service Centres.

## Activity

**Purpose:** To help participants understand the need and benefits of recruiting CSC workers.

**Resources:** Presentation slides

**Methodology:** Discussion

**Tentative duration:** 1 hour 30 minutes

**Expected outcome:** Participants will be able to understand the requirement and benefits of recruiting CSC workers.

- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the requirement and benefits of CSC workers.
- Give them enough time to discuss. Note the response. Now, show them the slides with the answers.

## Practical Activity

**Purpose:** Participants will be able to determine the need of CSC workers and recruit them in required number.

**Resources:** Presentation slides

**Methodology:** Discussion

**Tentative duration:** 1 hour 30 minutes

**Expected outcome:** Participants will be able to understand benefits and recruitment of the CSC workers.

- Take the case study of your respective state to determine the need of CSC workers and recruitment in required number.
- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss about the outcomes of case study.
- Give them enough time to discuss. Note the response. Now, show them the slides with the answers.

## Activity

**Purpose:** To help participants understand the applicable book-keeping and accounting practices.

**Resources:** Presentation slides

**Methodology:** Discussion

**Tentative duration:** 1 hour

**Expected outcome:** Participants will be able to understand the book keeping and accounting practices.

- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  - What is the difference between accounting and book keeping.
  - What is the need of accounting.

- Give them enough time to discuss. Note the response. Now, show them the slides with the answers.

## Explain

Bookkeeping is the regular recording of financial transactions and information pertaining to a company's activity. It is the methodical recording of a company's financial transactions. It guarantees that financial transaction records are up to date, correct, and complete.

Bookkeeping is distinct from accounting, which happens within the context of accounting. The information produced by bookkeeping is used to prepare the accounts. A solid interaction between these two tasks is required to propel the company forward.

## Activity

**Purpose:** To help participants understand the following:

- the process of training CSC workers on relevant subject matters and systems for the effective delivery of common services.
- the benefit of taking help from relevant Subject Matter Experts (SMEs) while starting the CSC operations.

**Resources:** Presentation slides

**Methodology:** Discussion

**Tentative duration:** 1 hour

**Expected outcome:** Participants will be able to understand the training process of CSC workers and benefit of taking help from SME.

- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  - o What is the importance of training.
  - o How training can help in effective delivery of services.
  - o What are the advantages of taking help from SME in CSC operations.
- Give them enough time to discuss. Note the response. Now, show them the slides with the answers.

## Explain

Bringing in an SME provides you with an opportunity to get a fresh take on the way your processes are running. Additionally, subject matter experts know how to clearly communicate knowledge to members of your organization, in order to improve overall job performance.

## Practical Activity

**Purpose:** Participants will be able to train the CSC workers on relevant subject matters and systems for the effective delivery of common services.

**Resources:** Presentation slides

**Methodology:** Discussion

**Tentative duration:** 3 hours.

**Expected outcome:** Participants will be able to understand how to train the CSC workers on relevant systems for better delivery of services through common services.

- Show the participants a video https://www.youtube.com/watch?v=mMSbscL-jcM and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:

    o Challenges faced by them to train the workers.

    o How to develop specific skills required for effective delivery of the common services.

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Practical Activity

**Purpose:** Participants will be able to arrange the help of relevant Subject Matter Experts (SMEs) to start the required services and gather required information.

**Resources:** Presentation slides

**Methodology:** Discussion

**Tentative duration:** 3 hours.

**Expected outcome:** Participants will be able to understand the help needed from SME to start the required services.

- Arrange a visit of subject matter expert to the institution. Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss all the probable challenges to start the required services at CSC and take a note of the solution provided.

- Give them enough time to discuss. Note the response. Now, show them the slides with the answers.

## Practical Activity ⚒

**Purpose:** Participants will be able to prepare a cost-effective plan, following the budget guideline to provide CSC services.

**Resources:** Presentation slides, Observation sheet

**Methodology:** Discussion

**Tentative duration:** 3 hours.

**Expected outcome:** Participants will be able to understand, how cost-effective plan are made in line with budget guidelines to provide CSC services.

- Ask participants to visit planning finance department of their institution. Divide them into groups of 4-5 depending on the batch size.

- Provide them observation sheet with questions regarding cost effective planning and ask them to discuss the following:

  o How to achieve effective cost control.

  o How to apply cost control measures.

  o What are the skills needed by the CSC owner to utilise the available resources.

  o How to maximise the output of CSC worker.

  o What are the probable challenges of cost-effective planning. How to deal with it.

- After they come back to class, participants will give a presentation on what they observed at finance office.

## Exercise ✎

**Key Solutions to PHB Exercises**

**A. Short Questions**

i. Bookkeeping is distinct from accounting, which happens within the context of accounting. The information produced by bookkeeping is used to prepare the accounts. A solid interaction between these two tasks is required to propel the company forward.

ii. Purpose of budgeting:

- To control resources
- To communicate plans to various stakeholders
- To provide visibility into the organisation's performance
- For accountability

**B. Match the Columns**

A. ii

B. iii

C. i

# 3. Process of Promoting the CSC Services to the Target Audience

Unit 3.1 – CSC and VKC

Unit 3.2 – Agriculture Practices
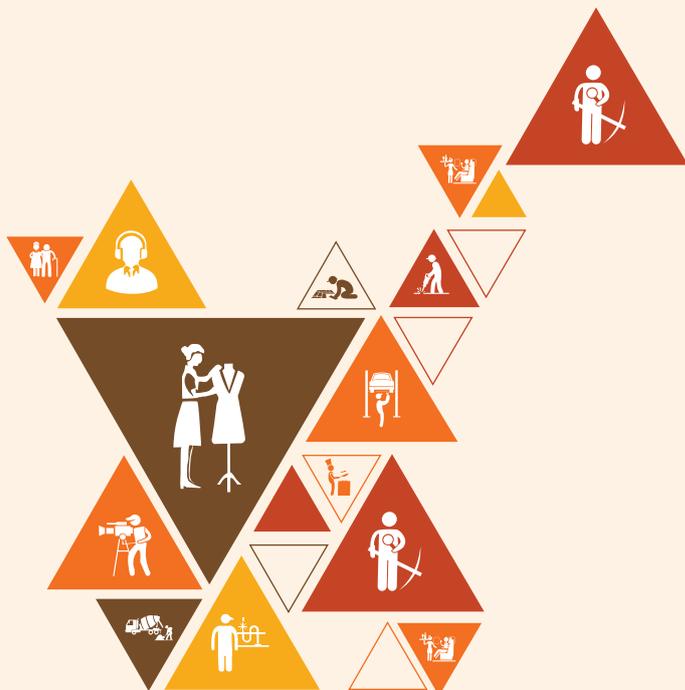
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## Terminal Outcomes

**After the completion of this module, participant will be able to:**

1. Describe the process of promoting the CSC services.

# Key Learning Outcomes

**After the completion of this module, participant will be able to:**

| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| --- | --- |
| 1. Explain the importance of maintaining contact with the community for spreading the network and success of CSC. | 1. Demonstrate the use of appropriate technologies to reach farmers directly with timely and tailored information. |
| 2. Explain the role and importance of CSC and VKC in social change. | 2. Roleplay how to conduct awareness sessions on government policies and digital finance options available for rural citizens as well as enabling various mechanisms for digital financial services. |
| 3. Explain the role of government and panchayat functionaries at the local level. | |
| 4. List the organisations to coordinate with for promoting the CSC services to farmers. | |
| 5. Describe the process of developing and executing promotion campaigns to promote services offered by CSC. | |
| 6. State the relevant forums to be used to connect with community members and farmers such as public meetings to inform them about the CSC location and services, and address their queries and concerns. | |
| 7. Explain the importance of taking feedback from the community members to improve the services offered by the CSC. | |
| 8. List the relevant service and input providers to coordinate with to assist the community in agricultural and other relevant activities. | |
| 9. Explain the importance of ensuring the convenience of time and location; transparent and simple processes; friendly and cost-effective counter service; and eliminating the need for multiple visits. | |
| 10. Describe various scientific methods and technologies for increasing crop production and consequent earning. | |

| | |
|---|---|
| 11. Explain various agricultural terminologies and concepts such as crop rotation, plant propagation, plant physiology, soil classification and fertility, weed control, pest and insect control etc.<br><br>12. List various farmer-specific services that can be offered through a CSC.<br><br>13. State the Village Knowledge Centre (VKC) mechanism and its role in the dissemination of information to farmers providing access to the latest information/ knowledge in the field of agriculture, from crop production to marketing.<br>14. Explain how a CSC can collaborate with a VKC to address the varied needs of the farming community. | |

## Unit 3.1: CSC and VKC

### Unit Objectives ◎

**After the completion of this unit, participant will be able to:**

1. Explain the importance of maintaining contact with the community for spreading the network and success of CSC

2. Explain the role and importance of CSC and VKC in social change

3. Explain the role of government and panchayat functionaries at the local level

4. List the organisations to coordinate with for promoting the CSC services to farmers

5. Describe the process of developing and executing promotion campaigns to promote services offered by CSC

6. State the relevant forums to be used to connect with community members and farmers such as public meetings to inform them about the CSC location and services, and address their queries and concerns

7. Explain the importance of taking feedback from the community members to improve the services offered by the CSC

8. List the relevant service and input providers to coordinate with to assist the community in agricultural and other relevant activities

9. Explain the importance of ensuring the convenience of time and location; transparent and simple processes; friendly and cost-effective counter service; and eliminating the need for multiple visits

10. List various farmer-specific services that can be offered through a CSC

11. State the Village Knowledge Centre (VKC) mechanism and its role in the dissemination of information to farmers providing access to the latest information/ knowledge in the field of agriculture, from crop production to marketing

12. Explain how a CSC can collaborate with a VKC to address the varied needs of the farming community

### Resources to be Used ⚙

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

### Ask 🗨

- What is the importance of promotion of common service centre services.
- Collect all responses and bring them to explain the promotion of CSC services.

## Say 💬

- Common Service Centres (CSC) (Hindi: जन सेवा केंद्र) are physical facilities for delivering Government of India e-Services to rural and distant places where computer and Internet access is limited or non-existent. They are a multiple-services-single-point paradigm for offering services for many transactions at a single geographic location.

## Explain

- Show the presentation slides and explain how to promote the services.

## Activity

**Purpose:** To help the participants understand the importance of maintaining contact with the community for spreading the network and success of CSC.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1.0 hours.

**Expected outcome:** Participants will be able to understand the significance of maintaining contact with the community for spreading the network and success of CSC.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss about the following:

  o What is community mobilisation.

  o What are the key steps for effective community mobilisation.

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

Community mobilisation is one method for expanding your CSC network and effectively growing your business. Community mobilisation strengthens a community's ability to recognise and handle its own needs while also producing local solutions to challenges. Community mobilisation, for example, increases and enhances a community's capacity to work together toward a common objective due to its participative approach. It also adds to the sustainability of any particular activity by encouraging reflection and dialogue about present barriers and facilitators, as well as measures people and communities may take to attain their objectives for greater health and wellbeing.

# Activity

**Purpose:** To help the participants understand the role and importance of CSC and VKC in social change.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1.0 hours.

**Expected outcome:** Participants will be able to understand the role and significance of CSC and VKC in social change.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  - o What is need of social change.
  - o What are the goals of VKC and CSC in bringing the desired social change.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

# Explain

CSCs serve as access points for inhabitants in rural and distant regions of the country to important public utility services, social assistance programmes, healthcare, finance, education, and agriculture services, as well as a variety of B2C services. It is a pan-India network that caters to the country's regional, geographic, linguistic, and cultural diversity, allowing the government's mandate of a socially, financially, and digitally inclusive society.

'Village Knowledge Centres' or VKC act as information distribution centres, giving farmers with rapid access to the most up-to-date information/knowledge accessible in the field of agriculture, from crop production to marketing. Every VKC is manned by a "VKC in-charge" who oversees the VKC's activities.

# Activity

**Purpose:** To help participants understand the role of government and panchayat functionaries at the local level.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1.0 hours.

**Expected outcome:** Participants will be able to understand the role of government and panchayat functionaries at the local level.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:

o What is the structure of local government.

o What are the goals of local government.

o How sarpanch and local government are responsible for growth of village community.

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

Sarpanch and gram panchayat are in charge of the overall development of the village and are crucial in ensuring that rural residents have access to the essential services they need for their health and wellbeing, such as drinking water and sanitary facilities. The gram panchayat is the primary local government institution in charge of fulfilling the community's ambitions for village development. Drinking water and sanitation are included in the 29 functions of Part XI and are committed to panchayats in the spirit of the idea of decentralisation enshrined in the Seventy-third Constitutional Amendment Act, 1993. The gram panchayat is primarily responsible for ensuring the availability of clean and secure water and sanitation facilities for all residents throughout the year. As a result, it is critical that the sarpanch, elected representatives, and other gram panchayat stakeholders are well-versed in their roles and responsibilities for guaranteeing safe and appropriate water and sanitation services on a long-term basis.

## Activity

**Purpose:** To help participants understand the organisations to coordinate with for promoting the CSC services to farmers such as gram panchayat, cooperatives, farmer producer organisations (FPOs), etc.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1.5 hours.

**Expected outcome:** Participants will be able to understand the role of gram panchayat, cooperatives, farmer producer organisations (FPOs), etc in promotion of CSC services to farmer.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:

o Farmer centric services offered by CSC.

o Different organisations that can help to promote CSC services like post office, banks, financial institutions etc.

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

CSCs serve as access points for inhabitants in rural and distant regions of the country to important public utility services, social assistance programmes, healthcare, finance, education, and agriculture services, as well as a variety of B2C services. It is a pan-India network that caters to the country's regional, geographic, linguistic, and cultural diversity, allowing the government's mandate of a socially, financially, and digitally inclusive society.

## Role Play

**Purpose:** To help participants to coordinate with the local bodies such as gram panchayat, cooperatives, farmer producer organisations (FPOs) to promote the CSC services.

**Resources:** Presentation slide, Conference room

**Methodology:** Discussion

**Tentative duration:** 6.0 hours.

**Expected outcome:** Participants will be able to understand the role of gram panchayat, cooperatives, farmer producer organisations (FPOs), etc in promotion of CSC services to farmer.

- Divide the group in two parts. One group will act as local bodies comprising gram panchayat, cooperatives, farmer producer organisation and etc and other as CSC workers.

- Ask the CSC workers group to discuss the following with local bodies group:
  - Provide policy, regulatory and other support.
  - Coordinate, manage & monitor the receipt & utilization of financial support received from the State Government / Government of India.
  - Facilitate integration of the existing ICT enabled and other Government schemes into the CSC scheme.
  - Help identify CSC locations.
  - Facilitate training and capacity building.
  - Facilitate awareness campaigns.
  - Facilitate the SWAN interface.

- After closing the play, instructor will show them the presentation slides with the answers and explain in brief about each one of them.

## Activity

**Purpose:** To help participants understand the process of developing and executing promotion campaigns to promote services offered by CSC.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1.5 hours.

**Expected outcome:** Participants will be able to understand the development and execution of promotional campaign.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
    - o Importance of online presence.
    - o Advertisements in local newspaper, WhatsApp group etc.
    - o Value addition to your services.
    - o Offer and discounts in your services.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Practical Activity

**Purpose:** To help participants to ensure the convenience of time and location; transparent and simple processes; friendly and cost-effective counter services, while eliminating the need for multiple visits**.**

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 4.0 hours.

**Expected outcome:** Participants will be able to assure customer satisfaction like convenience of time and location; transparent and simple processes; friendly and cost-effective counter services, while eliminating the need for multiple visits**.**

- After receiving the feedbacks from community members, divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
    - o Customer satisfaction
    - o Cost effective counter services
    - o Transparent and simple processes
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

A promotional campaign is part of a business's overall marketing campaign aimed at alerting a target market to a product launch, service expansion, or brand initiative. It also often includes incentives with which the audience can engage. The promotional strategy is a component of an overall marketing plan meant to engage existing customers and achieve the larger campaign goal of bringing on new customers.

## Activity

**Purpose:** To help participants understand the importance of taking feedback from the community members to improve the services offered by the CSC

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1.5 hours.

**Expected outcome:** Participants will be able to understand the importance of feedback to improve the services offered by CSC.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:

  o Feedback helps improve products and services.

  o Feedback helps you measure customer satisfaction.

  o Collecting customer feedback shows you value their opinions.

  o Feedback helps you create the best customer experience.

  o Feedback gives you data that helps taking decisions.

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

It is critical to get input from your community in order to ensure that your business is always developing. Collecting the perspectives of individuals who are seeing your business from the outside looking in provides useful perspective and is an important step in growing your CSC centre. The input obtained through these channels may be utilised to determine which components of your services, liked by your community and potentially which they dislike.

## Practical Activity

**Purpose:** To help participants to use the feedback from the community members to improve the services offered by the CSC.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 4.0 hours.

**Expected outcome:** Participants will be able to use the feedback to improve the services offered by CSC.

- After receiving the feedbacks from community members, divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  - o Feedback helps to update your services.
  - o Feedback can enhance customer satisfaction.
  - o Follow up and relay improvements to customers.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

Everyone wants to be heard, and gathering input helps them to do so. You are demonstrating to your consumers that you are interested in hearing from them. Both you and your clients will benefit from this arrangement. Customer input helps to enhance your product while also giving them the impression that they have a voice in designing your product or service.

Customers provide a fresh viewpoint on your product or service. Their input might teach you anything new about your product/service or indicate which features they would want to see. Opening channels of communication between you and your consumers can inspire innovation based on what they desire.

## Activity

**Purpose:** To help participants understand the importance of ensuring the convenience of time and location; transparent and simple processes; friendly and cost-effective counter service; and eliminating the need for multiple visits.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1.5 hours.

**Expected outcome:** Participants will be able to understand the significance of cost-effective counter services to eliminate the need of multiple visits.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the importance of friendly and cost effective counter services for better customer satisfaction.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Practical Activity

**Purpose:** To help participants to ensure the convenience of time and location; transparent and simple processes; friendly and cost-effective counter services, while eliminating the need for multiple visits**.**

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 4.0 hours.

**Expected outcome:** Participants will be able to assure customer satisfaction like convenience of time and location; transparent and simple processes; friendly and cost-effective counter services, while eliminating the need for multiple visits**.**

- After receiving the feedbacks from community members, divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  o Customer satisfaction
  o Cost effective counter services
  o Transparent and simple processes
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Activity

**Purpose:** To help participants understand various farmer-specific services that can be offered through a CSC.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1.0 hours.

**Expected outcome:** Participants will be able to understand the farmer centric services that can be offered through a CSC.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the farmer specific services offered by CSC
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Activity

**Purpose:** To help participants understand the Village Knowledge Centre (VKC) mechanism and its role in the dissemination of information to farmers providing access to the latest information/ knowledge in the field of agriculture, from crop production to marketing.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1.0 hours.

**Expected outcome:** Participants will be able to understand the Village Knowledge Centre (VKC) mechanism and its role in providing different information to farmers.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  - o What are types of information provided by the VKC to farmers.
  - o What else does VKC provide to farmers other than information.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

The establishment of a Village Knowledge Centre is a very good initiative that has been designed to supply farmers with the most up-to-date knowledge about agriculture, encompassing issues ranging from crop production to marketing. In addition to agriculture, VKCs offer training and host workshops for rural communities. VKCs also provide farmers with information on how to start a small company and how to boost household income.

## Activity

**Purpose:** To help participants understand how a CSC can collaborate with a VKC to address the varied needs of the farming community.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 1.0 hours.

**Expected outcome:** Participants will be able to understand the collaboration of CSC and VKC to address requirements of farming community.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  - o What is the difference between CSC and VKC.
  - o Does the services of CSC and VKC overlap.
  - o How the services required by the famers can be divided between CSC and VKC to avoid overloading.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Practical Activity ⚒

**Purpose:** To help participants to:

- leverage appropriate social networks to increase the distribution of information.
- use appropriate technologies to reach farmers directly with timely and tailored information.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 8.0 hours.

**Expected outcome:** Participants will be able to use appropriate social networks and technologies to distribute timely and tailored information.

- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  - o Adapt your information to the social platform native formats.
  - o Know your social media audience profile and preferences.
  - o Increase your reach through paid campaigns.
  - o Instant messaging platforms are good for quick and real time information.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Practical Activity ⚒

**Purpose:** To help participants to devise and execute strategies for incentivising the community members for using the CSC services.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 4.0 hours.

**Expected outcome:** Participants will be able to strategies for incentivising the community members for using the CSC services.

- Divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  - o Loyalty programs they can join for free.
  - o Referral bonuses for signing up their friends.
  - o Special features for premium memberships.
  - o Access to special pricing for paid customers.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Practical Activity 🛠

**Purpose:** To help participants to conduct awareness sessions on government policies and digital finance options available for rural citizens as well as enabling various mechanisms for digital financial services such as Immediate Payment Service (IMPS), Unified Payments Interface (UPI), Bank Point of Sale (PoS) machines, etc.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 8.0 hours.

**Expected outcome:** Participants will be able to conduct awareness sessions on government policies and digital finance options and also enabling various mechanisms for digital financial services.

- Show participant document https://vikaspedia.in/e-governance/digital-payment/policies-and-schemes and video https://www.youtube.com/watch?v=BPhmxmhvo_E and divide them into groups of 4-5 depending on the batch size. Ask them to discuss the following:

    o What government policies and digital finance options available for rural citizens.

    o What are IMPS, UPI and PoS.

    o Are these digital financial services users friendly and safe.

- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Notes for Facilitation 📝

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

- 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.  Post office, Agri input companies, Livelihood NGOs, Corporate, Banks, Financial institutions, Self help group, Farmer producer organisations

ii. Steps for effective community mobilization:

    • Identify and access communities

    • Select and train community spokespeople and mobilizers

    • Establish a formal structure for effective information flow

    • Identify and implement community mobilization activities

iii. Role of local government in India:

    • Development of agriculture in all its aspects

    • The promotion of local industries and others

    • Services such as drinking water, road building, etc

iv. VKC provide different types of information:

    • New government schemes

    • Prices of the commodities

    • Examination results

    • Importance of hygiene and its correlation with health

    • Loan schemes by the government

    • Certificates issued by the government

v.  Goals of VKC are:

    • Improving Agriculture

    • Imparting knowledge on new developments, improved methods of cultivation /technologies in the field of agriculture

    • Dissemination of weather data and agro climatic conditions, latest information on prices of agriculture produce to farmers

    • Imparting knowledge on diversification of Agriculture and developing Farm-based Enterprises

    • Community Development

    • Formation of Self-Help Groups and Farmers Clubs

    • Disseminating information about various government sponsored schemes

    • Coordinating with various Govt. departments for developmental activities

    • Financial Inclusion

    • Financial counselling to the rural people for better management of their financial needs

    • Informing farmers about various schemes/products of our Bank suiting to their specific needs

**B. Multiple Choice Question**

   i.  b

   ii.  a

   iii.  d

   iv.  c

**C. Fill the Blanks**

   i.  Gram panchayat

   ii.  Village knowledge

   iii.  Drinking water and sanitation

## Unit 3.2: Agriculture Practices

### Unit Objectives 🎯

**After the completion of this unit, participant will be able to:**

1. Describe various scientific methods and technologies for increasing crop production and consequent earning

2. Explain various agricultural terminologies and concepts such as crop rotation, plant propagation, plant physiology, soil classification and fertility, weed control, pest and insect control etc

### Resources to be Used ⚙️

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

### Ask 💬

- What do you understand by crop rotation.
- Collect all responses and bring them to explain crop rotation.

### Say 💬

Crop rotation is the technique of growing many crops on the same piece of land in order to maintain soil health, maximise nutrients in the soil, and resist insect and weed pressure. Assume a farmer has planted a field of corn. After the corn harvest, he may plant beans because corn consumes a lot of nitrogen while beans restore nitrogen to the soil. A basic rotation may include two or three crops, whereas complicated rotations may include a dozen or more.

### Explain

- Show the presentation slides and explain crop rotation.

# Activity

**Purpose:** To help participants understand the various scientific methods and technologies for increasing crop production and consequent earning.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 2.0 hours.

**Expected outcome:** Participants will be able to understand the various scientific methods and technologies for increasing crop production and consequent earning.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss the following:
  - o Land reform is the first and most important step toward increasing production.
  - o Interplanting is the technique of cultivating many crops at the same time.
  - o Planting crops close together is the easiest approach to increase agricultural output.
  - o Nitrogen is a crucial ingredient for better plant growth, and most crops would not exist without it.
- Give them enough time to respond. Note the response. Now, show them the presentation slides and explain in brief about each one of them.

# Activity

**Purpose:** To help participants understand various agricultural terminologies and concepts such as crop rotation, plant propagation, plant physiology, soil classification and fertility, weed control, pest and insect control etc.

**Resources:** Presentation slide

**Methodology:** Discussion

**Tentative duration:** 2.0 hours.

**Expected outcome:** Participants will be able to understand crop rotation, plant propagation, plant physiology, soil classification and etc.

- Show the participants the presentation slides and then divide the participants into groups of 4-5 depending on the batch size. Ask them to discuss about the various agricultural terminologies and concepts.
- Give them enough time to respond. Note the response. Now, show them the presentation slides with the answers and explain in brief about each one of them.

## Explain

Plant propagation is the process of multiplying the number of plants of a specific species or cultivar. Plant propagation may be classified into two types: sexual and asexual. Plant propagation in nature is most typically accomplished by sexual reproduction or the development of viable seeds. These seeds germinate and develop into adult, reproducing plants when exposed to the proper environmental conditions. Horticulturists have also developed asexual propagation methods that utilise vegetative plant components over the years. This enables plants to be made in ways that nature cannot. Plant physiology is concerned with the many plant structures and how they function. It allows for the analysis of plant activities such as photosynthesis, mineral nutrition, respiration, transportation, and, eventually plant development and growth, all of which are qualities expressed by living things.

## Notes for Facilitation

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

- 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**

**Short Questions**

**A. Short Questions**

i.   Ways to increase productivity:
- Implementation of land reforms
- Interplan
- Plant more densely
- Plant many crops
- Raised beds
- Smart water management
- Heat tolerant varieties
- Use nitrogen
- Improved seeds
- Plant protection

ii.  Crop rotation is the technique of growing many crops on the same piece of land in order to maintain soil health, maximise nutrients in the soil, and resist insect and weed pressure.

iii. Goals behind CSC 2.0 under pillar 3 of the Digital India Programme
- Seed coat
- Dormancy
- Moisture
- Temperature
- Air and oxygen
- Light
- Starting seeds indoors
- Containers
- Propagation media
- Seedling care
- Transplanting

iv.  Gardeners utilise a variety of general techniques to reproduce plants asexually. These include cuttings, layering, division, grafting, budding, and developing new plants in a lab from tissue cultures.

v.   Xylem and phloem carry water, carbohydrates, and other nutrients between the roots, stem, and leaves.

vi.  Phosphorylation is the process of extracting energy from oxidizable compounds and storing it as bond energy.

**B. Multiple the Columns**

i.   c

ii.  a

iii. b

iv.  e

v.   d

**C. Fill the Blanks**

i.   Preventive weed control

ii.  Cultural weed control

iii. Mechanical weed control

iv.  Chemical weed control

# 4. Process of Providing the CSC Services to the Target Audience

Unit 4.1 - Provide G2C Services

Unit 4.2 - Provide B2C Services

Unit 4.3 - Provide Farmer Specific Services

Unit 4.4 - Maintain, Review, Store Records

Unit 4.5 - Resource Optimisation and Waste Management

Unit 4.6 - Perform Basic Computer Operations

Unit 4.7 - Practice Inclusion at Work

**AGR/ N7810**

## Terminal Outcomes

**After the completion of this unit, the participants will be able to:**

1. Describe the process of providing the G2C services and B2C services.

2. Describe the process of providing farmer-specific services.

3. Demonstrate the process of maintaining, reviewing and storing the records.

4. Demonstrate various practices for effective resource optimisation.

5. Demonstrate various waste management practices

6. Discuss ways to promote diversity and inclusion at the workplace.

# Key Learning Outcomes 💡

**After the completion of this unit, the participants will be able to:**

| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
|---|---|
| 1. Explain various banking services offered through a CSC such as account balance enquiry, deposit and withdrawal of cash, electronic remittances, recurring or fixed deposits, disbursal of credit facilities, etc. | 1. Demonstrate the process of signing up for and updating information in the Aadhaar Card, Voter ID card, passport, PAN card, etc. |
| 2. Describe the process of signing up for and processing payments/ remittances via the relevant e- payment methods such as Aadhaar Enabled Payment System (AEPS), Unified Payments Interface (UPI), National Electronic Funds Transfer (NEFT), etc. | 2. Demonstrate the process of signing up for different types of insurance services such as life, health, motor insurance and making insurance premium payments. |
| 3. State the relevant G2C services to be provided to the community such as signing up for and updating information in Aadhaar Card, Voter ID card, passport, Personal Account Number (PAN) card, etc. | 3. Demonstrate the process of registering for and submitting the application for the relevant government schemes and programmes. |
| 4. Explain the relevant healthcare solutions available through CSCs such as telemedicine, diagnostic services and generic medicine services. | 4. Demonstrate the process of registering and getting the Food Safety and Standards Authority of India (FSSAI) certificate and other rural e-commerce ventures. |
| 5. Explain the use of the national network of CSCs to connect women and marginalised communities in rural and remote areas with mainstream financial services such as zero-balance bank a/c and pension schemes. | 5. Demonstrate the process of searching and applying for jobs in the public and private sectors. |
| 6. State the relevant Information Technology (IT) services and products offered through CSC under the National Digital Literacy Mission (NDLM). | 6. Roleplay how to provide training and demonstrations of relevant agricultural practices and the use of various machineries, tools and equipment for farmers. |
| 7. Explain the importance of ensuring cost-effective access to key information and government services with increased administrative efficiency along with timely delivery of critical information and services. | 7. Prepare a sample manual and/ or electronic record of CSC operations including the payments made and received, using the physical registers and/ or the relevant computer application. |
| 8. Explain the use of the relevant ICT to create awareness and empower citizens on digital technologies, financial management, legal rights and facilitate educational services. | 8. Demonstrate how to review the records and analyse the earning of the CSC. |
| | 9. Demonstrate the process of creating a regular backup to protect against accidental loss. |

9. Explain the importance of using CSC for encouraging the participation of community members in new and relevant government schemes and programmes.

10. Explain the variety of B2C services offered through CSC such as electricity and mobile bill payment: data card, Direct to Home (DTH) and mobile recharge: bus/ train/ air ticket bookings: etc.

11. Describe the process of checking the eligibility of students for various e-learning programmes and competitive exams.

12. Describe the process of availing relevant e-commerce services, such as purchase and sale of agricultural inputs and produce respectively.

13. State the relevant services to be offered to farmers through CSC and the importance of planning the delivery through coordination with the gram pradhan, agricultural extension services officer other concerned authorities.

14. Describe the process of identifying the quality of various agricultural inputs and connecting the farmers with the relevant vendors.

15. State various agricultural services and government schemes to be offered to farmers through the CSC.

16. Explain the relevant business support services meant for farmers.

17. Explain the role of the community in the functioning of CSC and VKC.

18. Explain the use of computer-related accessories and peripherals such as a scanner, printer, router, etc.

19. Explain the importance of reviewing the records periodically to ensure accuracy and compliance with relevant regulations.

20. Explain the importance and process of analysing the earning of the CSC to identify ways to make CSC operations profitable.

10. Demonstrate various practices to optimise the usage of various resources such as water and electricity.

11. Demonstrate the process of recycling and disposing different types of waste appropriately.

12. Demonstrate appropriate verbal and non-verbal communication that is respectful of genders and disability.

21. Explain the importance and ways of storing all the physical documents and electronic data safely.

22. Explain the importance of ensuring access to the organisational records by authorised personnel only.

23. Describe the process of placing a variety of service requests with different government departments, relevant web tools/ portals to be used for the purpose, and the average response/ resolution time.

24. Explain the role and importance of the Village Level Entrepreneur (VLE) in supporting business operations.

25. Explain the use of e-mails for electronic communications.

26. Explain the importance and process of documenting, classifying, and prioritising service requests.

27. Explain the basic functionalities of the applications, hardware and/or access rights.

28. Explain the basic computer knowledge and the process of performing arithmetic and numeric calculations.

29. Explain the benefits of resource optimisation.

30. Explain the importance of recycling and disposing different types of waste as per the applicable regulations.

31. Explain the importance of inclusion of all genders and People with Disability (PwD) at the workplace.

## Unit 4.1 Provide G2C Services

## Unit Objectives 🎯

**After the completion of this unit, the participants will be able to:**

1. Explain the role and importance of the Village Level Entrepreneur (VLE) in supporting business operations.

2. Explain various banking services offered through a CSC such as account balance enquiry, deposit and withdrawal of cash, electronic remittances, recurring or fixed deposits, disbursal of credit facilities, etc.

3. Describe the process of signing up for and processing payments/ remittances via the relevant e- payment methods such as Aadhaar Enabled Payment System (AEPS), Unified Payments Interface (UPI), National Electronic Funds Transfer (NEFT), etc.

4. State the relevant G2C services to be provided to the community such as signing up for and updating information in Aadhaar Card, Voter ID card, passport, Personal Account Number (PAN) card, etc.

5. Demonstrate the process of signing up for and updating information in the Aadhaar Card, Voter ID card, passport, PAN card, etc.

6. Explain the relevant healthcare solutions available through CSCs such as telemedicine, diagnostic services and generic medicine services.

7. Demonstrate the process of signing up for different types of insurance services such as life, health, motor insurance and making insurance premium payments.

8. Explain the use of the national network of CSCs to connect women and marginalised communities in rural and remote areas with mainstream financial services.

9. State the relevant Information Technology (IT) services and products offered through CSC under the National Digital Literacy Mission (NDLM).

10. Explain the importance of ensuring cost-effective access to key information and government services with increased administrative efficiency along with timely delivery of critical information and services.

11. Explain the use of the relevant ICT to create awareness and empower citizens on digital technologies, financial management, legal rights and facilitate educational services

12. Explain the importance of using CSC for encouraging the participation of community members in new and relevant government schemes and programmes.

13. Demonstrate the process of registering for and submitting the application for the relevant government schemes and programmes.

14. Demonstrate the process of registering and getting the Food Safety and Standards Authority of India (FSSAI) certificate and other rural e-commerce ventures.

15. Describe the process of placing a variety of service requests with different government departments, relevant web tools/ portals to be used for the purpose, and the average response/ resolution time.

16. Explain the importance and process of documenting, classifying, and prioritising service requests.

## Resources to be Used

- Participant Handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (if possible) for audio visual clips. Note: Some dummy logins for practice exercises.

## Ask

Who are VLEs?

**Expected Answer**

A Village Level Entrepreneur (VLE) is an individual selected from within a village/area to act as a touch point between the various government and non-government electronic services and the citizens of the village(s).

## Explain

Using the presentation slide explain the role of the VLE in detail.

## Team Activity

**Purpose:** To state the role that the VLEs play to support business operations.

**Resources:** Presentation slides, Computers/ Laptops, Internet connection

**Tentative Duration:** 1 hour.

**Methodology:** Group discussion.

**Expected outcome**

Participants will be able to state the role that the VLEs play to support business operations.

- Divide the participants into groups of 4 or 5 depending on the batch size. Show the slide with the question "In what way do the VLEs support the business operations?" Ask the participants to use their laptops and internet connections and research how the VLEs support the business operations at the CSC.

- Ask each group to come and present.

- De-brief the activity by explaining about the different ways in which the VLEs can support in the business operations.

## Do

- Show the participants the video on the CSC and how it has changed the lives of people in rural India. CSC: India on the Move - (Duration: 1 minute).

  https://www.youtube.com/shorts/BzTkrcDTOHQ

## Say 💬

The "Digital Finance for Rural India: Creating Awareness and Access through CSC's" project was launched by the Government in November 2016. Under this project, the CSCs were enabled to host awareness sessions on government policies and digital finance options available for rural citizens. The citizens were also made aware of digital financial services such as such as IMPS, UPI, Bank PoS machines, etc.

## Ask 🗨

- What are the banking services offered through a CSC?

**Expected Answer**

- Opening of Accounts (Manual)
- Opening of Accounts (eKYC)
- Money Deposit
- Money Withdrawal
- Balance enquiry
- Recurring/Term Deposit

## Do ✓

Using the presentation slides list the banking services offered by through the CSC.

## Say 💬

CSC has partnership with 42 public and private sector banks and regional rural banks. This has helped to bring the unbanked, especially marginalized communities and women under banking. The role of the CSCs is that of Business Correspondent Agents / Customer Service Points to deliver banking facilities to citizens.

## Explain

Using the presentation slides explain about AEPS, UPI, NEFT and BHIM.

## Demonstrate

Tentative Duration: 30 minutes

Demonstrate the following E-payment methods one by one:

- Steps to send money via UPI
- Steps to collect money via UPI
- Steps to transfer funds via NEFT
- Steps to send money on BHIM

## Ask

- What are the Government to Consumer or G2C services are provided at the CSC?

**Expected Answer**

- Insurance Services
- Passport Services
- Pension Services
- PAN Card
- Electoral Services

## Do

- Using the presentation slides list the G2Cservices provided by the CSC.
- Show the participants the video on the G2Cservices provided by the CSC. CSC G2C SERVICE - (Duration: 6:10 minutes). https://www.youtube.com/watch?v=yKkAgD1-qV8

## Say

- Aadhaar enrolment is free of cost. You can go to any authorized Aadhaar enrolment centre anywhere in India with your proof of identity and proof of address documents. UIDAI process accepts wide range of PoI (Proof of Identity) and PoA (Proof of Address) documents. Common proofs of identity and address are election photo ID card, Ration card, passport and driving license. Photo ID cards like PAN card and Govt ID cards are permissible for identity proof. Address proof documents also include water - electricity - Landline telephone bills for the last three months.

## Explain

- Using the presentation slides explain about:
  - The three ways in which one can enrol for Aadhar.
  - The process to enroll for Aadhar at the enrolment centre.
  - The process to update Aadhar card details.
  - The Steps to enroll for Voter Card
  - The Steps to correct name on the Voter Card
  - The Steps to apply for Passport Online
  - The Steps to apply for PAN Card Online

## Practical Activity

**Purpose:** To train participants to enroll and apply for documents for the customers of CSC.

**Resources:** Presentation slides, Computers/ Laptops, Internet connection

**Tentative Duration:** 6 hours.

**Methodology:** Learning by doing.

**Expected outcome**

Participants will be able to enroll and apply for documents for the customers of CSC.

- Divide the participants into 6 groups. Give a task each to the groups. Ask them to follow the steps for the task given and complete the process of documentation.
- Tasks for the group:
  - Group 1: Enroll for Aadhar
  - Group 2: Update Aadhar card details
  - Group 3: Enroll for Voter Card
  - Group 4: Correct name on the Voter Card
  - Group 5: Apply for Passport Online
  - Group 6: Apply for PAN Card Online
- Put up the slides and de-brief the activity by showing the steps for each process of documentation again.

## Say

- The purpose of CSC health service is to provide clinical support for health condition that is not an emergency. This is done through ICT that connects the remotest part of the country with doctors and related services through the online portal.

## Explain

- With the help of the presentation slides explain the different healthcare solutions like telemedicine, diagnostic services and generic medicines that are available at the CSC.

## Do

- Show the participants the video on the healthcare services provided by the CSC. CSC Tele Medicine- (Duration: 6:42 minutes). https://www.youtube.com/watch?v=FxEt1IisyMc&t=16s

## Say

- CSCs across the country can also collect insurance premium towards renewal of life insurance policies. The Government launched three special insurance and pension schemes for citizens, especially from the unorganized sector and marginalized communities.

- VLEs working as BCAs can offer the three social security schemes – Pradhan Mantri Suraksha Bima Yojana (PMSBY), Pradhan Mantri Jeevan Jyoti Bima Yojana (PMJJBY) and Atal Pension Yojana (APY) to citizens.

## Demonstrate

- Tentative Duration: 2 hours
- Demonstrate the method to sign up and renew the following policies one by one:
  o Steps to sign up for Life Insurance Payment Renewal
  o Steps to sign up for the Pradhan Mantri Fasal Bima Yojana

## Practical Activity

**Purpose:** To train participants to sign up for and renew insurance policies.

**Resources:** Presentation slides, Computers/ Laptops, Internet connection

**Tentative Duration:** 4 hours

**Methodology:** Learning by doing.

**Expected outcome**

Participants will be able to sign up for and renew insurance policies.

- Divide the participants into pairs. Give them the following tasks
- Renewal of life insurance policy
- Sign up for Pradhan Mantri Fasal Bima Yojana
- Put up the slides and De-brief the activity by showing the steps for each process of documentation again.

## Team Activity

**Purpose:** To state the role that the CSC can play to connect rural areas with financial services.

**Resources:** Presentation slides, Computers/ Laptops, Internet connection

**Tentative Duration:** 1 hour.

**Methodology:** Group discussion.

**Expected outcome**

Participants will be able to state the role that the CSC can play to connect rural areas with financial services.

- Divide the participants into groups of 4 or 5 depending on the batch size. Show the slide with the question ''How can CSC connect the rural people to the financial services?''. Ask the participants to use their laptops and internet connections and research the financial services that can be offered by the CSC.

- Ask each group to come and present.

- De-brief the activity by explaining about the different categories of financial services that are offered to the rural people by the CSC.

## Explain

- Using the presentation slides explain about the NDLM mission, their objectives, and the training provided under NDLM.

## Team Activity

**Purpose:** To state the role of CSC in NDLM.

**Resources:** Presentation slides, Computers/ Laptops, Internet connection

**Tentative Duration:** 1 hour.

**Methodology:** Group discussion.

**Expected outcome**

Participants will be able to state the role of CSC in NDLM.

- Divide the participants into groups of 4 or 5 depending on the batch size. Show the slide with the question ''What is role of CSC in NDLM?''. Ask the participants to use their laptops and internet connections and research the role that CSC plays in NDLM mission.

- Ask each group to come and present.

- De-brief the activity by explaining about the role of CSC in NDLM.

## Say

The number of customers you get will depend on the service that you provide. For this you will need to gain the trust of your customers and enhance your service standards.

## Team Activity

**Purpose:** To state the ways in which the information and services can be delivered effectively.

**Resources:** Presentation slides, Computers/ Laptops, Internet connection

**Tentative Duration:** 1 hour.

**Methodology:** Group discussion.

**Expected outcome**

Participants will be able to state the ways in which the information and services can be delivered effectively.

- Divide the participants into groups of 4 or 5 depending on the batch size. Show the slide with the question "How can you effectively deliver the information and services at the CSC?" Ask the participants to discuss and present the ways in which information and services can be delivered effectively.

- Ask each group to come and present.

- De-brief the activity by explaining about how the VLEs can effectively deliver the services at the CSC.

## Say

- The focus at the CSC is to provide various IT G2C services. The services help to create awareness and empower citizens on digital technology, financial management, legal rights and facilitate educational services.

## Explain

- Using the presentation slide explain the different types of ICT services offered at the CSC.

## Say

- The CSC facilitates schemes initiated by the government. All the services provided to the citizens are consolidated under one platform. So, the CSC is accountable for these services. All the services, therefore, are provided in a transparent and efficient manner. All these services are driven by technology and so are traceable too.

## Explain

- With the help of the presentation slide explain how the CSC helps in the government schemes.

## Demonstrate

- Tentative Duration: 2 hours
- Demonstrate the method for applying for government schemes one by one:
    - Process to apply for the Pradhan Mantri Jan Dhan Yojana
    - Process to Apply for the Pradhan Mantri Suraksha Bima
    - Scheme Activating the Pradhan Mantri Suraksha Bima using the SMS facility
    - Activating the Pradhan Mantri Suraksha Bima using the internet facility

## Say

- e-District is the government platform where all Government-to-Consumer or G2C interaction takes place. The e-District project was initiated to improve and enhance the efficiencies of the various departments at the district-level to enable seamless service delivery to the citizen.

## Ask

- What is the information that can be procured on the e-district platform?

**Expected Answer**

- Certificates
- Licences
- Public Distribution System (PDS)
- Social Welfare Schemes
- Complaints
- RTI
- Linking with other e government projects
- Information Dissemination
- Assessment of taxes
- Utility Payment

## Explain

- With the help of the presentation slide explain the different types of information that is available on the e-district platform.

## Demonstrate

- Tentative Duration: 2 hours
- Demonstrate the steps to apply for an e-commerce certificate.

## Practical Activity

**Purpose:** To train participants to apply for an e-commerce certificate.

**Resources:** Presentation slides, Computers/ Laptops, Internet connection

**Tentative Duration:** 4 hours

**Methodology:** Learning by doing.

**Expected outcome**

Participants will be able to apply for an e-commerce certificate.

- Divide the participants into pairs.
- Ask them to use the internet and go to the FSSAI site.
- Ask them to follow the steps shown as per the demonstration and apply for an e-commerce certificate.
- Put up the slides and De-brief the activity by showing the steps for each process of documentation again.

## Say

- GST is a comprehensive indirect tax on manufacture, sale and consumption of goods and services throughout India to replace taxes levied by the central and state governments.

## Explain

- With the help of the presentation slide explain how the merchants can file taxes using the GST Suvidha Provider and the role of CSC.

## Say

- CSCs facilitate placing of a variety of e-service requests with the various government departments.

## Explain

- Explain how the CSCs support the government in placing serving requests.

## Summarize

i. Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Notes for Facilitation

i. Make arrangements to show the audio visual aids given as links.

ii. Make arrangements for dummy CSC logins for practice – if these can't be arranged demonstrate step by step process using screen shots/ videos available on the internet for practice sessions.

# Exercise 📝

**Key Solutions to PHB Exercises**

**A. Short Questions**

i. The following information can be procured through the e-districts:

- Birth and death certificates
- Licences
- Public Distribution System
- Social Welfare Schemes
- Complaints
- RTI
- Linking with other e government projects
- Information Dissemination
- Assessment of taxes
- Utility Payment

ii. CSC helps in the Pradhan Mantri Jan Dhan Yojana in the following:

- CSC helps to provide at least one bank account to every household
- CSC helps the unbanked persons to get easy access to banking services
- CSC helps to create awareness about financial products

iii. The following ICT services are offered:

- Registration for Birth and death certificates
- Land registration
- Utility bill payments (electricity, telephone, mobile, etc)
- Providing information on informal education and e-learning
- Registrations for licenses and permits

iv. The objectives of CSC in NDLM are:

- Coordinating with all stakeholders at the state and district level.
- Development of courseware and curriculum framework.
- Setting up an online monitoring system for registration, monitoring and training of beneficiaries.
- Coming up with accreditation norms for training centers after consultation with agencies that offer accreditation like NIELIT etc.
- Ensuring the implementation, coordination, and management of the entire scheme.
- Making sure that all the deliverables are completed within the time frame allotted and within the fixed budget.

# Exercise 📝

v. **Level 1 - Appreciation of Digital Literacy**
- Course duration: 20 hours (Minimum of 10 days to maximum of 30 days)
- Eligibility criteria: The individual must be a non-IT literate or illiterate and must have passed up to 7th standard.

  Objective:
- To make an individual IT literate
- To impart the necessary skills to operate digital devices including tablets and mobile phones etc.
- To impart the skills for a person to be able to receive mails, send mails and use the internet to search for necessary information

vi. VLEs working as BCAs can offer the three social security schemes – Pradhan Mantri Suraksha Bima Yojana (PMSBY), Pradhan Mantri Jeevan Jyoti Bima Yojana (PMJJBY) and Atal Pension Yojana (APY) to citizens.

vii. Telemedicine is the form of primary care, where the patient walking in at a CSC seeks the doctor's advice about non-emergency medical problems which don't require immediate doctor's location visit. The CSC has access to two platforms which are integrated on Digital Seva for providing tele-consultation services to rural masses through which a patient can take consultations in any of the following specialties:
- Allopathy
- Homeopathy
- Ayurveda
- Veterinary

viii. The address can be updated on the online Aadhar card portal. A URN or Update Request Number will be visible on the screen and will also be sent to tour mobile number. You can track the status of the update request by entering this URN on the online Aadhar portal. The other details updates such as name, DoB, Gender, Mobile Number, Email as well as Biometrics (Finger Prints, Iris & Photograph) you will have to visit Permanent Enrolment Center.

ix. **Some G2C services provided by the CSC are:**
- Pension Services
- Aadhar Printing and Enrollment
- Cyber Gram
- E-Nagrik and E- District Services {Birth/ Death Certificate etc.}
- Insurance Services
- E-Courts and Results Services

x. AEPS is known as 'Aadhaar Enabled Payment System'. It allows online interoperable financial inclusion transaction at PoS (MicroATM) through the Business correspondent of any bank using the Aadhaar authentication. Any resident of India holding an Aadhaar number and having a bank account can use the Aadhaar Enabled Payment System. Services Offered by AEPS
- Balance Enquiry
- Cash Withdrawal
- Cash Deposit
- Aadhaar to Aadhaar Fund Transfer
- Gateway Authentication Services

B. **Fill in the Blanks**

   a. GST Suvidha Provider

   b. Digital technology, financial management, legal rights

   c. Insurance Regulatory and Development Authority (IRDA)

   d. Invasive diagnostic tests and non-invasive diagnostic tests

   e. head of family (HoF)

C. **Activating the policy using the Internet facility**

   1. Login to the internet banking account.

   2. Click on Insurance.

   3. Identify the account to be used for paying the premium amount.

   4. Check details and confirm.

   5. Download receipt and note the stated reference number.

D. **Steps to correct name on the Voter Card**

   1. Register yourself on Voter Portal (https://voterportal.eci.gov.in) using email ID

   2. Select the option "Correction in Voter ID"

   3. Select the entity for which you like to fill the form

   4. Provide the relevant documents and details accordingly

   5. Fill declaration

   6. Preview and submit the application.

   7. Reference ID will get generated for status tracking

E. **Steps to send money via UPI**

   1. Log in to UPI application.

   2. Select the option of Send Money/Payment.

   3. Enter beneficiary's/Payee virtual id.

   4. Select amount and select account to be debited.

   5. Review the payment on the confirmation screen.

   6. Click on 'Confirm'.

   7. Enter UPI PIN.

   8. If the transaction is successful a successful or failure message will appear.

## Unit 4.2: Provide B2C Services

### Unit Objectives ⌖

**After the completion of this unit, the participants will be able to:**

1. Explain the variety of B2C services offered through CSC such as electricity and mobile bill payment: data card, Direct to Home (DTH) and mobile recharge: bus/ train/ air ticket.

2. Describe the process of checking the eligibility of students for various e learning programmes and competitive exams.

3. Demonstrate the process of searching and applying for jobs in the public and private sectors.

4. Describe the process of availing relevant e-commerce services, such as purchase and sale of agricultural inputs and produce respectively.

### Resources to be Used ⚙

- Presentation deck, Whiteboard, Markers, Projectors, Laptop

### Ask 🗨

- How many of us pay our electricity bills or for booking gas cylinder online? Share your experiences in using online services as compared to offline payments.

### Practical Activity 🛠

**Purpose:** To demonstrate use of online services for paying utility bills, recharging mobile and DTH services and booking train/bus tickets

**Resources:** Smart phone, Desktop/Laptop/Tablet, Internet connection, Presentation deck

**Methodology:** Discussion

**Expected outcome:** Participants will be able to demonstrate making online payments using online apps, portals

**Duration:** 4 hours

- Put up the slide describing the activity. Divide participants into four groups.

  Group 1: Online recharge of DTH

  Group 2: Online payment of mobile bill

  Group 3: Booking train ticket online

  Group 4: Online payment of electricity bill

- Each group is to assume the role of CSP. They have been approached by their villagers to show them how to use online portals/apps in making payments. Allot the topics to each group as given above. Create dummy logins where needed to access Apps/websites. Each group must come forward and demonstrate how make the online transaction to the rest of the class. Post all presentations, conclude by explaining to audience benefits of online payments and the requirements for going online, namely the device needed, internet connection, logins and passwords to be maintained and remembered.

## Explain

- Explain the concept of B2C – Business to Citizen, and the role of the CSP in bringing in B2C services to the rural population. Put up the slide on the various B2C services offered by CSCs. Using the slides, proceed to explain the services offered to students by CSPs in assisting them check their eligibility for various competitive programmes. Open the websites / online portals, if possible, to show and tell. Similarly show some job site/career portals that job aspirants may log into to search and apply for jobs. Using the slide, explain the assistance to be offered by CSPs to job aspirants. Proceed to speak about various e-commerce services available online. Explain the concept of e-commerce and its benefits to farmers and rural population. Explain how the concept of selling online has helped transform livelihoods through increased reach and competitive pricing.

## Notes for Facilitation

i. Conclude the unit by calling for volunteers to sum up one by one the learnings about the different types of B2C services to be offered by CSPs.

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. DTP recharge, mobile bill payment, booking train/bus/air tickets, payment of utility bills

ii. Providing assistance in spreading awareness of the examinations, student's requirements, helping them understand eligibility criteria, help in filling forms and completing the registration process online.

iii. Sharing web links of job portals, career portals, company websites, providing referrals, support in CV preparation, support in creating online profiles, support in Interview preparation, FAQs in public /private sector jobs, counselling

iv. Support in Online registrations on farmer marketplace, entry of farm products/ produce on the portal, receiving online orders from different locations, receiving payments, managing inventory, track sales data

## Unit 4.3: Provide Farmer Specific Services

### Unit Objectives 🎯

**After the completion of this unit, the participants will be able to:**

1. State the relevant services to be offered to farmers through CSC and the importance of planning the delivery through coordination with the gram pradhan, agricultural extension services officer other concerned authorities.

2. Train farmers on relevant agricultural practices and use of various machinery, tools and equipment.

3. Describe the process of identifying the quality of various agricultural inputs and connecting the farmers with the relevant vendors.

4. State various agricultural services and government schemes to be offered to farmers through the CSC.

5. Explain the relevant business support services meant for farmers.

6. Explain the role of the community in the functioning of CSC and VKC.

### Resources to be Used ⚙️

- Participant Handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection (if possible) for audio visual clips.

### Say 💬

- The CSC is a facility center or Jan Suvidha Kendra which was launched to expand the outreach to all gram panchayats across the country. Using a common technology platform, the CSC unifies the delivery service and makes it available to all citizens nationwide. With the help of this one delivery platform, the CSCs provide a wide range of online services.

- The gram panchayat and the panchayat raj institutions are the nodal point at the district level who co-ordinate, monitor and regulate the implementation of various national level schemes. The Government of India has introduced several schemes that benefit farmers and the agriculture industry. The primary goal of these schemes is to support agriculture in order to improve the economy. The government has also launched a variety of beneficiary schemes as part of the new effort. Farmers can avail the benefits of these schemes by registering and purchasing through the CSCs.

### Do ✓

- Show the video on CSC farmer support services from the given link. (Duration: 12:39 minutes) - https://www.youtube.com/watch?v=QnUXdvVL2fg&t=5s

- Discuss some CSC farmer support services using the presentation slide.

## Ask

- What is meant by 'Agricultural Practices' and what are the benefits of using technology and machineries in farming operations?

## Do

- Recall and list some of the agricultural practices used – for example: crop rotation, integrated pest management, weeding, agro forestry etc. List the use of technologies used in farming activities like harvest automation, fertigation etc.
- Put up the slide and explain a few agricultural practices.

## Say

- When agricultural machinery is used in farming operations, human labour is minimised. For carrying out various agricultural activities, different types of agricultural machines and different kinds of tools and equipment are required in small, medium and large-scale agricultural operations. Some major technologies that are most commonly used in agricultural operations are: harvest automation, autonomous tractors, automated seeding and weeding, and drones.
- Let us do an interesting activity on how can you train the farmers on relevant agricultural practices and use of various machinery, tools and equipment for farming operations.

## Team Activity

**Purpose:** To acquaint participants with knowledge and information to on relevant agricultural practices and use of various machinery, tools and equipment for farming operations.

**Resources:** Presentation slides, Chart papers, Coloured pens, Internet access.

**Methodology:** Group discussion and Presentation.

**Tentative Duration:** 1 hour 30 minutes.

**Expected outcome:**

Familiarize pariticipants with the relevant information and knowledge on the advantages of various agricultural practices.

Familiarize participants the use of various machinery, tools and equipment for farming operations.

- Divide the participants into groups of 4 groups depending on the batch size. This activity will be done in 2 parts (Part 1 – duration 1 hour and Part 2 duration 30 minutes)

**Part 1:**

- Show the slide with the topics for discussion. Allot a topic to each group to discuss and present their responses. Distribute the chart papers and coloured pens to the teams for noting down the discussion points.

- Topics for discussion: Agricultural Practices

  1. Crop rotation:

  What are the benefits?

  What is the importance?

  What crops will be used for this practice? (The selection can be region specific).

  2. Integrated Pest Management (IPM):

  How to identify the pests/ insects?

  Identify the methods for control – mechanical, biological

  How can you reduce the need for chemical pesticides and thus reduce the impact on the environment?

  3. Weed control:

  Identify the common weeds? (This can be region specific)

  How to control mechanically, chemically?

  How can you reduce the need for chemical weedicides and thus reduce the impact on the environment?

  4. Agroforestry:

  What are the benefits of this practice?

  How is it achieved?

  What is the purpose of blending agriculture with forestry in this practice?

  How does it help in maintaining the ecological balance?

**Part 2:**

- Mix the groups for activity part 2 and divide the participants into 4 to 5 groups depending on the batch size. Show the slide with the topic for discussion.

- Topic for discussion: Use of technology in farming operations. Give a brief on the use of technology in farming activities like harvest automation, seedling, weeding, fertigation, use of drones etc.

- Alternatively, you can add to the list some of the common farming operations and ask each team to pick any one farming activity for the discussion. See that there is a mix of topics being covered and there are not too many repeats.

- Distribute the chart papers and coloured pens to the teams for noting down the discussion points.

- The participants will discuss, research and present their discussion in a structured way covering the type of technologies, how is it beneficial to all size of farms, about the cost of operations, technologies available for rental, any government schemes/ benefits and any other useful information. Ask the groups to present in the form of a role play – one participant will be the CSC incharge and the other a farmer coming into the CSC for information. The role play - should be interactive and informative -  (with questions by the farmer and responses by the CSC incharge).

- Debrief the activity by summarising the benefits of the agricultural practices and the automation and technologies used in farming operations.

## Say 💬

- Improved seeds, fertilisers, crop protection agents, machinery, irrigation, and knowledge are a few examples of agricultural inputs. For successful crop production and farms to be productive and profitable, good quality seeds are essential. Fertilisers provide nutrients that are necessary for growth. Inputs of high quality are necessary for improving production and revenues.

## Do ✓

- Use the presentation slides:
  - List the types of agricultural inputs – consumables and durables.
  - Describe the benefits of tracing the inputs bought and used.
  - Describe the process of identifying quality of various agricultural inputs.
  - List some of the reliable sources for agricultural inputs.

## Explain 🎋

- Explain some of the major farmers and agricultural welfare schemes launched by the government.
- Explain the efforts by the government to support the implementation of innovative technologies in the agriculture sector by the government and how this can help to expand this industry so that it is more focused on farmer revenue than on production.

## Elaborate ☸

- Elaborate on the four main business support services to the farmers: agricultural research, agricultural extension, agricultural credit and, agricultural marketing.
- Elaborate on some of the region specific schemes by the government.

## Team Activity 👥

**Purpose:** To acquaint the participants on the farmers and agriculture welfare yojana schemes.

**Resources:** Presentation slides, Chart papers, Coloured pens, Internet access.

**Methodology:** Collaborative learning, Role Play.

**Tentative Duration:** 30 minutes.

**Expected outcome:** Participants will be able to gain relevant information and knowledge on the farmers and agricultural welfare yojana schemes by the Government.

- Divide the participants into groups of 4 to 5 groups depending on the batch size. Assign two schemes from the Government Schemes list given (Refer to the Participant Handbook).

- Distribute the chart papers and coloured pens to the teams for noting down the discussion points.
- The teams will research and find details about the scheme. They will present the details in this form of a role play. Two pariticipants from each group – one will be a CSC incharge and the other a farmer who comes to the CSC to find details about the scheme.
  - o What is the scheme all about?
  - o Is it a scheme by the central government or state government?
  - o What are the eligibility criteria?
  - o What are the documents required for registering for the scheme?
- Debrief the activity by summarising the details of the scheme by asking the participants to read the details from the charts. Add to the points if any during the summary presentation.

## Say 💬

- Due to the participative approach and the local community involved in the functioning of the CSCs and VKCs it builds trust and credibility among the users. Building trust and credibility with the community is essential to ensure that messages are accepted and measures/actions remain effective over time. This comprehensive networking platforms connected to each other can extend to an operational single window citizen services delivery platforms which will serve institutional and economic objectives.

## Ask (ask)

- What is the role of the community in the functioning of CSC and VKC?

## Do ✓

- Elicit responses from the class. Note down the roles on the board. Summarise the role of the community in the functioning of the CSC and VKC.
- End the session by showing a short video on sustainable agricultural practices - Sustainable Agriculture Practices (Hindi), from the given link (Duration: 6:38 minutes). https://www.youtube.com/watch?v=Ltc4ZzQN_vE

## Summarize

i. Conclude the unit by calling for volunteers to sum up one by one the learnings about the Services offered to farmers through CSC, Agricultural practices and use of machineries in farming operations, Quality of agricultural inputs, Farmers and agriculture welfare yojana scheme, Business support services for farmers.

ii. Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Notes for Facilitation

i. eResources: Sustainable Agriculture Practices and Farming Methods in India -

   https://www.youtube.com/watch?v=y002Fkb9iaQ

ii. Make arrangements to show the audio visual aids given as links.

# Exercise ✎

**Key Solutions to PHB Exercises**

**A. Short Questions**

i.  Agricultural inputs –

Consumables: Seeds, Oil and lubricants, Fertilisers, Agrochemicals

Durables: Tractors, Harvesters, Thrashes, Tools.

ii.  A few reliable sources for agricultural inputs.

- Gram Panchayat
- Krishi Vigaan Kendra
- Agri Shops
- Farmer Producer Organizations (FPOs)
- Agri Cooperative Societies like IFFCO, KRIBHCO
- National Seeds Corporation
- Self Help Group

iii.  The two main benefits of PMKSY scheme are: 1. Reduce the amount of water wasted during irrigation, 2. Reduce overall costs.

iv.  As part of e-NAM scheme, the government has created online marketplaces to control market prices. This platform provides farmers with a set price for their produce as well as the farm machinery. Under this scheme more than 400 markets have been successfully integrated by the government as of 2017. The scheme seeks to connect traders and farmers across the country on a single platform.

**B. Match the Columns**

i.  e

ii.  a

iii.  d

iv.  b

v.  f

vi.  c

**C. Fill in the Blanks**

a.  seeds, crop production

b.  nutrients

c.  field demonstration

d.  production, revenue

# Unit 4.4 Maintain, Review and Store Records

## Unit Objectives 🎯

**After the completion of this unit, the participants will be able to:**

1. Prepare a sample manual and/ or electronic record of CSC operations including the payments made and received, using the physical registers and/ or the relevant computer.

2. Demonstrate how to review the records and analyse the earning of the CSC.

3. Explain the importance and process of analysing the earning of the CSC to identify ways to make CSC operations profitable

4. Explain the importance and ways of storing all the physical documents and electronic data safely.

5. Explain the importance of ensuring access to the organisational records by authorised personnel only.

6. "Explain the importance of reviewing the records periodically to ensure accuracy and compliance with relevant regulations."

7. Demonstrate the process of creating a regular backup to protect against accidental loss.

## Resources to be Used ⚙️

- Participant Handbook, Presentation slides, Whiteboard, Markers, Projectors, Laptop, Chart papers and coloured pens.

## Say 💬

- Running a CSC is a business, and you need to keep a record of all the transactions that happen every day.

## Do ✓

- Using the presentation slide, explain entries shown in the sample record of the CSC operations.

## Ask 💬

- How will keeping records of the CSC operations help the VLEs?

**Expected Answers**

- Keep track of her business
- Identify other opportunities in the business
- Identify the main source of income
- Save costs and time

## Team Activity

**Purpose:** To create a sample record of operations of the CSC.

**Resources:** Presentation slides, Laptops/Computers

**Tentative Duration:** 30 minutes.

**Methodology:** Collaborative work.

**Expected outcome:** Participants will be able to create a sample record of operations at the CSC.

- Divide the participants into pairs. Ask them to work in pairs and create a sample record of operations for Asha the VLE using their laptops/computers.
- Put up the earlier slide with sample record sheet for them to follow and create.

## Team Activity

**Purpose:** To list the ways in which the CSC can be made profitable.

**Resources:** Presentation slides, Computers/ Laptops, Internet connection

**Tentative Duration:** 2 hour 30 minutes

**Methodology:** Group discussion.

**Expected outcome:** Participants will be able to state the role that the VLEs play to support business operations.

- Divide the participants into groups of 4 or 5 depending on the batch size. Show the slide with the question "How can you make your CSC profitable?"
- Ask each group to come and present their ideas on how to make the CSC profitable.
- De-brief the activity by listing the tips to make the CSC profitable.

## Say

- You and your colleagues at the CSC will need access to your devices, applications, business information for servicing the customers. Some employees may need user rights to perform certain tasks as they will need access to records and files.
- The access that needs to be given can be categorized as per the task. For example, the electronic files can be read-only for some users and for administration some files can have passwords.

## Explain

- Using the presentation slide explain why it is important to limit the access of records to authorised people only.

## 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. When you maintain clear records of business income and expenses, tax documents and accounts and your employees, you are not just following a good business practice for saving time and money; you are also monitoring your progress towards the set goals and ensuring your peace of mind.

## Ask 🗨

- What are the type of records that you will need to keep in CSC?

**Expected Answers**

- Business expenses
- Sales records
- Accounts receivable
- Accounts payable
- Customer list
- Vendors
- Employee information
- Tax documents

## Explain

- Using the slides list the type of records that need to be maintained and how these records will help in the business operations.

## Team Activity 👥

**Purpose:** To state the advantages of keeping digital records.

**Resources:** Presentation slides, Computers/ Laptops, Internet connection

**Tentative Duration:** 30 minutes.

**Methodology:** Group discussion.

**Expected outcome:** Participants will be able to state the advantages of keeping digital records.

- Divide the participants into groups of 4 or 5 depending on the batch size. Show the slide with the question ''What is the advantage of storing digital records?''

- Ask each group to come and present their ideas on how to make the CSC profitable.

- De-brief the activity by listing the tips to make the CSC profitable.

## Summarize

i.  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.  This record will help the VLEs to:

Keep track of their business

Identify other opportunities in the business

Identify the main source of income

Save costs and time

ii.  Tips to make the CSC profitable:

- To get business you will have to advertise the service available at the CSC.
- The CSC should have posters and banners of all the services that are being provided for the walk-in customer to know and see. Banners are available online and can be downloaded and printed.
- You can print the services that are offered at the CSC on A4 size sheets and paste them at shops that have lot of foot fall for people to know.
- Make standees of banners and place them outside the store during opening hours for clear visibility of services for walk-in customers.
- Create social media accounts and post updates of the services that are available at the CSC.
- Get a power backup for electricity outage.
- Update and train yourself well in using of all ICT.

iii.  Limiting the access to records will help reduce the risk of information being stolen, corrupted or damaged.

**B. Match the Columns**

i.  b

ii.  c

iii.  a

## Unit 4.5: Resource Optimisation and Waste Management

### Unit Objectives 🎯

**After the completion of this unit, the participants will be able to:**

1. Explain the benefits of resource optimisation.

2. Demonstrate various practices to optimise the usage of various resources such as water and electricity.

3. Explain the importance of recycling and disposing different types of waste as per the applicable regulations.

4. Demonstrate the process of recycling and disposing different types of waste appropriately.

### Resources to be Used ⚙️

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

### Say 💬

- When resources are allocated and planned to be most effective it is called resource optimisation. Essential resources, such as water and electricity, are limited because every day there is an increase in both population and industrialisation. Therefore, efficient and optimum utilisation of water and electricity is necessary.

- To have a sustainable future renewable energy resource can be a solution. Renewable energy is often called clean energy, which comes from natural resources or they can be naturally and constantly replenished.

### Elaborate ☸

- Explain more about the renewable energy resources and initiatives in India for renewable energy.

### Team Activity 👥

**Purpose:** To explain the benefits of resource optimisation and state the practices to conserve water and energy.

**Resources:** Presentation slides, Chart papers, Coloured pens, Internet access.

**Methodology:** Group discussion and Presentation.

**Tentative Duration:** 1 hour.

**Expected outcomes**:

The participants will be able to state the practices which can be followed in the CSC to conserve water and energy.

The participants will be able to create awareness in the community the benefits of resource optimisation and conserving natural resources.

- Divide the participants into groups of 4 to 5 groups depending on the batch size. Distribute the chart papers and coloured pens to the teams for noting down the discussion points. Give a brief and some tips on saving natural resources, using bio-energy for fuel and solar energy etc.

- Tell the groups that they are to create an awareness programme in the CSC for the farmers on how to optimise resources and what are the benefits. They have to prepare a training programme for the audience with common examples of wasting water and energy and how can that be avoided. They have to be creative in designing the programme by having a skit or enact something etc. They can include some Government schemes which allow subsidy for using alternate sources of energy and renewable energy resources like solar panels etc.

- Every group will then present their programme details to the class. It should be informative and it should be like a mock teach session with the class.

- Debrief the activity by using the presentation slides for effective utilisation of water and electricity.

## Do ☑

- Show these videos on water conservation practices and the economics of sustainable agriculture, from the given links.

  1. Water conservation - (Duration: 2:11 minutes)
  https://www.youtube.com/watch?v=G6d4PkEEyC0&list=PLWlltQ6Oy0zpgxVhd2vZqTDvVXpPhSVd0

  2. The Economics of Sustainable Agriculture - (Duration: 2:27 minutes)
  https://www.youtube.com/watch?v=ZwAOZl5dCK0&list=PLWlltQ6Oy0zpgxVhd2vZqTDvVXpPhSVd0&index=8

## Ask 🗨

- What is meant by 'Agricultural Practices' and what are the benefits of using technology and machineries in farming operations?

## Do ☑

- Put up the slides and explain the various ways and safe methods of waste disposal.

## Ask 🗨

- How can you as an individual and responsible citizen contribute to minimise environmental damage?

## Do ☑

- Elicit responses and then put up the slide to show some suggestions on how can individuals contribute and do their bit.

## Activity ⚙

**Purpose:** To create an awareness on practices to reduce the impact on the environment and be socially responsible.

**Resources:** Presentation slides.

**Methodology:** Discussion.

**Tentative Duration:** 1 hour

**Expected outcomes**:

The participants will be able to state the practices which can be followed to minimise environmental damage.

The participants will be able to create awareness in the community for reducing – recycling – reusing and maintaining the ecological balance.

- Ask the class how can they contribute in a small way and do their bit and be responsible for minimising environmental damage. Encourage participation and make the session interactive.

- Initiate a discussion in the class. Moderate and guide the discussion to get responses for each of the suggestion presented in the slide. Lead the discussion to ecological and environmental best practices, sustainable agricultural practices.

- Inform about some Government schemes which allow subsidy for using alternate sources of energy and renewable energy resources like solar panels etc. Give them some information on sustainable agricultural practices which will maintain the biodiversity and ecological balance of the geographical location.

- Lead the discussion to some of the practices in agriculture (like: stubble burning, overuse of chemical pesticides, disposing waste irresponsibly) which contributes to pollution and disturbs the ecological balance etc. Discuss these points and get responses and suggestions from the class.

- Summarize the activity by putting up some of the suggestions listed for ecological and environmental best practices. Conclude the activity by putting up the slide with the list of the important legislations for environment protection.

## Do ☑

- End the session by showing this interesting video on segregating, collecting and recycling waste in Japan. The video shows about 81% of the waste is recycled. (What Happens to Garbage in Japan, Duration: 12:20 minutes), https://www.youtube.com/watch?v=sAu3LVktMwE&t=53s

## Summarize

i.  Conclude the unit by calling for volunteers to sum up one by one the learnings about Resource optimisation, Safe methods of waste disposal, Methods to minimise environmental damage.

ii. Get participants to open their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Notes for Facilitation

i.  E-resources: 10 Ways Farmers Are Saving Water - https://foodwise.org/articles/10-ways-farmers-are-saving-water/

ii. Make arrangements to show the audio visual aids given as links.

# Exercise ✎

**Key Solutions to PHB Exercises**

**A. Short Questions**

i.  Some safe methods of waste disposal:

Solid waste

- Generated by households, commercial establishments
- Eg: plastic, paper, card, tins, metals, ceramic, glass

Liquid waste

- Generated by industries, households, businesses
- Eg: dirty water, organic liquids, waste detergents

Organic waste

- Generated mostly by households
- Eg: food and vegetable waste, garden waste

Recyclable rubbish

- Generated by businesses, industries, households
- Can be converted into reusable products
- Eg: metal, paper, furniture

Hazardous waste

- Generated by industries, commercial establishments
- Eg: toxic, flammable, corrosive, reactive substances, chemicals, electronic goods

**B. Match the Columns**

i.  d

ii.  a

iii.  e

iv.  b

v.  c

## Unit 4.6: Perform Basic Computer Operations

### Unit Objectives 🎯

**After the completion of this unit, the participants will be able to:**

1. Explain the use of computer related accessories and peripherals such as a scanner, printer, router, etc.

2. Explain the basic functionalities of the applications, hardware and/or access rights.

3. Explain the basic computer knowledge and the process of performing arithmetic and numeric calculations.

4. Explain the use of e-mails for electronic communications.

### Resources to be Used ⚙️

- Presentation slides, Whiteboard, Markers, Projectors, Laptop, Internet connection, Computers, Email software, Office suite software – (Note: Internet connection and software applications required for demonstration and practice).

### Explain

- Computer related peripherals and accessories using the presentation slides.

- Explain the basic functionalities computer hardware and software.

- Explain how system software serves as the interface between hardware, application software, and the user

### Ask

- What are the activities at the CSC which

  o Can be done using a computerised system

  o Is done through the computerised system.

### Say

- Maintaining a computerised system for storing, tracking and monitoring the business operations in a CSC is necessary for fast and accurate results and for improving overall efficiency. A number of monotonous repetitive tasks can be eliminated and time can be productively used in other tasks.

- Most of the services provided at the CSC requires online registration which requires a computer system with internet to connect. In the technology age, knowledge of using computers is a must. Skills needed to work with spreadsheets, document creation and editing software, software that enable making presentations are a must.

## Do ☑

- Explain the benefits of using computers in CSC operations using the presentation slide.
- Show the videos for basic operations of using MSWord and MSExcel from the given link – to see and practice.

  1. Basic computer knowledge in english/handi (Duration: 8:26 minutes)

  https://www.youtube.com/watch?v=aB9npFVbGjA

  2. Spreadsheet Fundamentals: Overview (Duration: 13:31 minutes)

  https://www.youtube.com/watch?v=C0znaqrakQU

- Tell the participants they can also see these videos by scanning the QR codes given in their Participant Handbook and practice.

## Elaborate ⚙

- Put up the slides on email communication, how to send and receive mails, and email etiquette. If possible, show a live demonstration of these on a computer.

## Practical Activity 🛠

**Purpose:** To demonstrate sending and receiving emails.

**Resources:** Computers with Office application loaded, email application, internet access.

**Methodology:** Learning by doing.

**Tentative Duration:** 4 hours.

**Expected outcome:** Participants learn to use a computer, send and receive mails, learn office application software for basic operations.

- Let participants do a safe browsing of the internet. Introduce them to emails, creating logins, creating passwords, sending and receiving mails. They may practice doing so with each other. Introduce them to office application software for creating simple documents, formatting them, cut-copy-paste functions, using bullets and numbering, wrapping text, creating tables, saving and printing documents. Further, introduce them to spreadsheet applications. Explain when and where to use them. Show them how to create a simple spreadsheet. Introduce them to features such as – text alignment, deleting cells, basic functions such as sum, average, sort, filter. Introduce them to presentation software inserting rows/columns,. Participants can learn to prepare simple presentations using basic features.

## Summarize

i.  Conclude the unit by calling for volunteers to sum up one by one the learnings about basic functionalities computer hardware and software, the various software applications learnt, sending and receiving emails.

ii. Get participants to open up their Participant Handbooks and solve the exercises given at the end of the unit. Discuss the answers.

## Notes for Facilitation

i.  Make arrangements for basic software applications practice and internet access for the class to practice sending and receiving emails.

## Exercise ✎

**Key Solutions to PHB Exercises**

**A. Short Questions**

   i.  email etiquette

      Never type with CAPS lock ON. It amounts to rude speech

      Put a subject line to communicate the agenda

      Begin with salutations Eg: Dear / Mr/Ms

      Communicate the matter clearly and in a crisp manner

      Proof read your mail to check for spellings, grammar

      Add the email address of the receipients after typing out the mail, in the end

      Double check that you are sending the mail to the correct person

      While replying to a person's mail in which others too are marked, be cautious before you hit "reply all"

   ii.  Computer related peripherals:

- Input devices: keyboard, mouse, joysticks, microphones, webcams, optical scanners
- Output devices: monitors, speakers, printers, and projectors
- Storage devices: hard drive, flash drive, memory cards

**B. Multiple Choice Questions**

   i.  d

   ii.  a

   iii.  b

**C. Match the Columns**

   i.  e

   ii.  c

   iii.  a

   iv.  b

   v.  d

## Unit 4.7: Practice Inclusion at Work

### Unit Objectives 🎯

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

1. Explain the importance of inclusion of all genders and People with Disability (PwD) at the workplace.

2. Demonstrate appropriate verbal and non-verbal communication that is respectful of genders and disability.

### Resources to be Used ⚙️

- PowerPoint presentation deck, Whiteboard, Markers, Projectors, Laptop

### Explain

- Begin by explaining the meaning of inclusion. Give examples of inclusion at home, community, workplace as seen in the slide.

- At home – involving male and female members equally in decision making, all members of the family sitting together for a meal; providing equally to girl and boy children at home with respect to food, education, amenities without discrimination

- At work place – speaking and behaving respectfully with all persons

- Community at large – treating and including all persons as equal; making everyone feel valued, respected, speaking with sensitivity and empathy to persons with disabilities.

- Using the slide, proceed to speak about persons with disabilities (pwd) and the challenges faced by them. Explain the meaning of the word empathy and its importance while dealing with pwd.

### Elaborate

- Using the slide, elaborate on importance of inclusion of pwd and all genders. Show the slide to give instances of discriminatory words/phrases/sentences to be avoided and phrases to be used. Emphasise on the communication with women and persons with disabilities, in particular.

## Role Play Activity

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

**Resources:** PowerPoint Slide

**Methodology:** Role Play

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

**Duration:** 1 hour

Provide the following situations. Call for 3 pairs of volunteers to role play the following situations.

- Situation 1: You are not happy with your subordinate's quality of work. You have to communicate this to your subordinate who is of the opposite gender.

- 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. Your team member is a person with disability.

- 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. Your boss is a person of the opposite gender.

- The rest of the class must observe the role play and make their observations.

- Parameters for evaluation:

  o Choice of words used during communication attitude

  o Tone and tenor

  o Body language

  o Solution oriented

  o Overall respectful, inclusive, gender and pwd sensitive

- Debrief by putting up the slide on creating an inclusive work environment

## Explain

- Put up the slide and explain the key points to keep in mind while giving and receiving feedback.

## Notes for Facilitation

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. Allows equality, treats everyone equally with dignity, respect and fairness

ii. Respectful, courteous behaviour/speech with people of all genders and persons with disabilities; Listening with an open mind to divergent ideas, viewpoints; Practicing gender sensitive speech with vendors, suppliers, customers, apprentices

iii. Do's – Treat pwd as equals with dignity, respect; show empathy.

Don't's – Do not sympathise, Do not make fun or speak insensitively

# 5. Basic Entrepreneurial Activities for Small Enterprise

Unit 5.1: Process of Planning the Agricultural Enterprise

Unit 5.2: Agriculture Business Operations

Unit 5.3 – Post-production and Marketing in Agribusiness
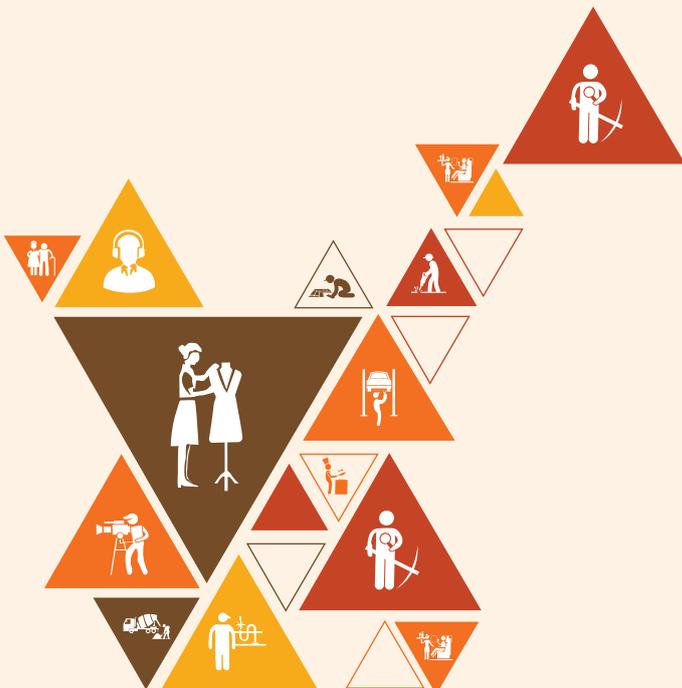
AGR/N9903

## Terminal Outcomes

**After the completion of this module, participant will be able to:**

1. Describe the process of planning the agricultural enterprise/ business

2. Describe the process of managing the agricultural production process

2. Describe the process of managing the post-production and marketing processes

# Key Learning Outcomes 💡

**After the completion of this module, participant will be able to:**

| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
|---|---|
| 1. Explain how to analyse the demand and supply of the relevant agricultural produce in the market<br><br>2. Describe the process of identifying the target customers and assessing their needs and expectations with respect to the quality and price of the produce.<br><br>3. Explain how to identify various types of agricultural entrepreneurship/business opportunities.<br><br>4. Explain how to prepare a basic business plan for agricultural<br><br>5. State the appropriate sources of funding for the agricultural entrepreneurship/ businesses<br><br>6. State the relevant government schemes and programs<br><br>7. Explain the importance of ensuring compliance with the government structural reforms and framework, along with the applicable rules and regulations.<br><br>8. List various resources required for agricultural production<br><br>9. Describe the process of planning agricultural production and the use of relevant technologies to enhance production<br><br>10. Explain the importance of ensuring no cause adverse impact on the environment and produce during production<br><br>11. State the recommended practices to be followed for efficient input resource management. | 1. Demonstrate how to analyse the demand and supply of the relevant agricultural produce in the market.<br><br>2. Prepare a sample basic business plan for agricultural entrepreneurship/business activities.<br><br>3. Demonstrate how to calculate the costs incurred and determine the price of the product for profitability.<br><br>4. Prepare a sample marketing plan considering the 4Ps i.e., product, price, promotion, and place and 4As i.e., acceptability, affordability, accessibility, and awareness.<br><br>5. Demonstrate the process of using relevant digital services such as e-commerce, e-payments, electronic recordkeeping, etc. |

12. Describe the process of optimising the production processes and output through the amalgamation of existing practices with smart technologies.

13. Explain the recommended sustain-ability practices to be followed during agricultural production to prevent and deal with deforestation, loss of biodiversity, soil degradation, etc.

14. Explain how to collect information related to the wholesale and retail price of agricultural produce.

15. Explain how to calculate the econo-mics of the produce viz. production cost, price of the produce, B:C Ratio etc.

16. Explain the relevant government schemes with the provision of subsidies/funds for the promotion of agricultural produce.

17. Describe the process of selecting appropriate marketing channels for marketing agricultural produce, and the applicable requirements and constraints

18. List the relevant buyers of different types of agricultural produce.

19. Explain how to identify and manage various risks to production and post-production processes.

20. Explain how to undertake outreach programs to promote agricultural products and services, and expand agri-business.

21. Explain the 4Ps i.e., product, price, promotion, and place and 4As i.e., acceptability, affordability, access-ibility, and awareness considered while preparing and executing a marketing plan.

20. Explain the use of the relevant digital services such as e-commerce, e-payments, electronic recordkeeping, etc.

## Unit 5.1: Process of Planning the Agricultural Enterprise

### Unit Objectives 🎯

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

1. Explain how to identify various types of agricultural entrepreneurship/ business opportunities.

2. Explain how to analyse the demand and supply of the relevant agricultural produce in the market

3. Demonstrate how to analyse the demand and supply of the relevant agricultural produce in the market.

4. Describe the process of identifying the target customers and assessing their needs and expectations with respect to the quality and price of the produce.

5. Explain how to prepare a basic business plan for agricultural entrepreneurship/business activities.

6. Prepare a sample basic business plan for agricultural entrepreneurship/business activities.

7. State the appropriate sources of funding for the agricultural entrepreneurship/ businesses

8. State the relevant government schemes and programs

9. Explain the importance of ensuring compliance with the government structural reforms and framework, along with the applicable rules and regulations.

### Resources to be Used ⚙️

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

### Do ✓

- Start the session by opening a dialogue on agripreneurship or entrepreneurship in agriculture opportunities.
- Ask some leading questions.

### Ask 💬

- What are some of the entrepreneurship opportunities in agriculture in your area?
- Does agriculture involve more than producing food?
- Do you know of any well known agripreneurs in your area? Can you recount their success stories?

## Say 💬

- Let me tell you about Santosh Kaveri. Growing up in the small village of Shedbal, India, Santosh Kaveri worked on his family farm before and after school to help his family. In college, he joined the LEaders Accelerating Development (LEAD) Program of the Deshpande Foundation and begun developing practical solutions for small-scale farmers. They include a water-efficient, no-electricity carrot cleaning machine which is helping hundreds of farmers throughout 10 villages and a bullock cart brake system that reduces stress on farmers and their oxen. Kaveri was presented the Best LEADer award in 2013 and 2014 for his carrot cleaning machine and other successful initiatives.

## Notes for Facilitation 📝

Recount some more success stories using the links given below. Share links with participants and ask then to form groups and prepare a short oral presentation on an agripreneur who inspired them the most.

https://www.thebetterindia.com/125477/kisan-diwas-successful-farmers-lucrative-business/
https://agricoop.nic.in/sites/default/files/Success%20Story%20For%20approval.pdf
https://agritech.tnau.ac.in/farm_enterprises/pdf/MANAGE%20AGRL%20CLINIC%20Success.pdf

## Do ☑

- Recount the three main segments of the agriculture business using presentation slide.

- Discuss the main causes of a surge in the agribusiness in the past few years.

- Discuss the demand and supply determinants using agriculture-based examples delineated in the participant handbook.

- Use whiteboard to draw demand and supply graphs and demonstrate how various factors come into play.

- Use questions to open dialogues with participants.

## Ask 💬

- Do you think determinants of demand and supply are impacted by production, communication and transportation technologies?

- As these technologies continue to advance, what can we expect will be the impact on demand and supply on agricultural products in our geographic markets?

## Do ☑

- Note the responses from the class. List the factors using the presentation slide.

## Say 💬

- Deciding who you will sell your products to is an important question that you will need to answer before setting up a farming business or any other agricultural related business.
- The people who will buy your products from you are the target customers.

## Ask

- What are the questions you will ask yourself to define your target customers?

## Do ✓

- Note the responses from the class.
- Supplement their answers from the question listed in the participant handbook under the section on identifying target customers and needs.

## Team Activity

**Purpose:** To prepare a survey questionnaire to gain insight into customer target audience.

**Resources:** Presentation slides, Pen and paper.

**Methodology:** Learning by doing.

**Tentative duration:** 2 hours

**Expected outcome:** Participants will be to prepare a survey questionnaire for various agri-businesses and identify customer base.

- Ask the class to form a triads(groups of three).
- The pair must choose an agribusiness mutually and prepare a survey questionnaire oriented to the target audience of their choice of business.
- Read them a sample example and some survey questions:

Pawan and Rumi want to start a sustainable agri-business and establish an Apiary. Wherein, they want to employ scientific procedures of honey processing. Together, they aim to purchase specific flower wise honey from individual bee keepers such as sunflower and mustard honey from Punjab, Litchi honey from Uttrakhand, Neem honey from other states etc. They intend to recruit sales executive who will help in door to door delivery and also initiate online orders.

**Survey questions to ascertain consumers' honey purchase habits could include:**

1. How many members in your family consume honey?
2. Which age demographic do you fall in? (Options could include: children below the age of 6, children below the age of 12, 13-18, 18-25, 25-35, 35-50, above 50)
3. What kind of honey do you buy?(Options could include: Acacia honey, poly flower honey, organic, etc.)
4. What are your criteria when purchasing honey?( Options could include: product quality, price, colour, flavour, name of producer and origin, etc.)
5. How often do you buy honey? (Options could include occasionally, monthly, weekly or more often, never, only when presented, etc.)

6. Where do you buy honey?(Options could include: Shops, farmer's market, mandis, door-to-door sellers, local honey bee vendors, online, etc.)

7. What is your opinion about the price of honey available in shops? (Options could include, generally cheap, generally acceptable, generally expensive, low quality is acceptable, low quality is expensive, I don't know, etc.)

8. What factors could increase the quantity of honey to be purchased? (Options could include emphasizing the healthy lifestyle, price discount, improving the assortment of products, improving the efficiency of advertisements, improving the number of new products, improving the availability in shops, improving the quality of packaging, etc.)

Survey could also include generic questions on employment/profession, education, income, Purchase frequency and purchase size, household demographics, etc.

• Once the groups have created a survey questionnaire ask them to interview 10 or so locals and share the results of their survey in class.

# Do ☑

• Discuss the results in class, help them identify the limitations and opportunities of their choses agri-business.

• Encourage them to come up with newer and sustainable ideas.

• Discuss the broad steps to draft a business plan for any agri-business.

# Team Activity 👥

**Purpose:** To prepare an action plan for the chosen agri-business.

**Resources:** Presentation slides, Pen and paper.

**Methodology:** Learning by doing.

**Tentative duration:** 2 hours

**Expected outcome:** Participants will be to prepare an action plan for various agri-businesses.

• Ask the class to reconvene their former triads (groups of three from previous activity.)

• They must unite and formulate an action plan for their choses agri-business.

• Encourage them to go over and above the details given in the participant handbook.

• The plan must be exclusive to their planned agri-business.

• Ask participants to share their plans with other teams.

• Open a discussion on the limitations and strengths of each plan.

• Deliberate on how each plan can be improved, what was missing, what could be supplemented, etc

## Do ☑

- Discuss the various sources of funding, tenure, eligibility criteria, government schemes.

## Notes for Facilitation 📝

As an additional activity, ask participants to choose an appropriate government scheme and prepare a 10-15 slide presentation or charts on it.

## Summarize 📋

- Conclude the session by recounting the need to identify target audience for any agri-business and importance to draft an business plan.
- Restate the broad steps to draft a business plan.
- As a recapitulation exercise ask participants to outline their findings on various government scheme.
- End by urging participants to open up their Participant Handbooks. They are to 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.  NABARD works in union with the Government of India to advance the agriculture sector. Over the years it has endorsed several innovative schemes that have immensely assisted farmers throughout India. The Kisan Credit Card (KCC) is the most prominent scheme launched by the NABARD as a way to match the financial requirements of the agricultural sector.

ii. Three main factors that influence supply of agriculture production are:

    a.  Price of the product being supplied

    b.  Unpredictable events such as the weather

    c.  Technological advancements in production, information, transportation, etc.

iii. Three government schemes and programs for agribusiness are:

    a.  The Kisan Credit Card (KCC) is a scheme launched under the purview of NABARD and is carried out by other major Indian banks.

    b.  Jawaharlal Nehru National Solar Mission (JNNSM) was launched with the aim to reduce the ever-increasing reliance on grid power by endorsing the utilization of solar equipment.

    c.  Dairy Entrepreneurship Development Scheme, implemented since September 2010, provides self-employment opportunities and promote entrepreneurship in the dairy sector.

**B. Multiple Choice Questions**

    **Tick on the appropriate option provided.**

    i.    c - Pradhan Mantri Krishi Sinchayee Yojana

    ii.   b - Dairy Entrepreneurship Development Scheme

    iii.  b - Debt Swapping Scheme by SBI

## Unit 5.2: Agriculture Business Operations

### Unit Objectives 🎯

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

1. List various resources required for agricultural production

2. Describe the process of planning agricultural production and the use of relevant technologies to enhance production

3. Explain the importance of ensuring no cause adverse impact on the environment and produce during production

4. State the recommended practices to be followed for efficient input **r**esource management.

5. Describe the process of optimising the production processes and output through the amalgamation of existing practices with smart technologies.

6. Explain the recommended sustainability practices to be followed during agricultural production to prevent and deal with deforestation, loss of biodiversity, soil degradation, etc.

### Resources to be Used ⚙️

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

### Do ✓

- Discuss the objectives of the unit.
- Recap main points of discussion from the previous unit.
- Discuss the various resources used in agriculture such as basic/natural resources, human resources for instance skilled, semi-skilled and unskilled worker, agro techniques, infrastructure, political and societal resources.

### Say 💬

- The farmers of India cultivate various crops using farming methods based on the nature of land, soil, climate and water availability or irrigation facilities. Let us see some of the vegetables and crops cultivated in India.

### Do ✓

- Review the main points of planning agriculture production.
- Play the link below to show the various agriculture production activities.
   https://www.youtube.com/watch?v=e0TyEZd6NZ0

## Ask

- Have you heard of Smart farming?
- Do you know of anyone who is practicing smart farming in your village?

## Elaborate

- Expound the various kinds of smart farming technologies using presentation slide.

## Do

- Show the participants the video on smart farming using the link provided below.
  https://www.youtube.com/watch?v=clii1U1OChM
- Expand on other technological advances in agriculture production.
- Expand on other technological advances in agriculture production.
- Steer the topic to sustainable agricultural practices.

## Ask

- Why do we need sustainable agriculture?
- How is it beneficial for customers and producers?

## Do

- Some responses on benefits of sustainable agriculture could include:
  o Contribution to environmental protection
  o Saves energy for the future
  o Public health protection
  o Prevents pollution
  o Stop air pollution
  o Stop soil erosion
  o Cost reduction
  o Biodiversity
  o Economically beneficial for farmers
  o Social equality
- Introduce key components of sustainable agriculture as demonstrated in participant handbook and illustrates strategies that can help farmers succeed.

# Field Visit

**Purpose:** To observe some sustainable practices in agriculture production.

**Resources:** Observation sheets

**Methodology:** Observation

**Expected outcome:**

Participants will be able to observe the different types of sustainable practices.

- Pre-arrange a field visit to a sustainable farm so that the host farmer is adequately prepared. Plan the activities, size of the group visiting. Seek confirmation from participants, supervisors, food provisions, permissions etc.

- Divide the participants in groups of 4 to 5 depending on the batch size. Arrange for them to visit sustainable farms in your vicinity.

- Some recommended participant expectations:
    o Stay in the areas set by the farmer.
    o Do not touch any machinery/chemicals/pets, etc or try to operate unless you are asked to do so under supervision.
    o Listen to the farmer and teacher and take notes when they speak.
    o Be careful of where you are walking.
    o Be respectful and do not leave any trash behind.

- Start the field visit with a brief introduction of the presenter/farmer.

- Clearly define the areas that are off-limits for the participant.

- Ask farmer/presenter to present important aspects of sustainable farming operations for instance:
    - Best conditions for production such as weather, soil conditions, etc.
    - Machines and equipment for sowing, harvesting, sorting, etc.
    - Process of work processes such as mulching, integrated pest management (IPM), maintaining vermicompost pits, husbandry operations, etc.
    - Transport and storage facilities
    - Waste management systems and sanitary facilities
    - Category of workers assigned, special PPEs, etc.
    - Hazard conditions, if any
    - Other interesting facts about the farm

- Encourage participants to take photographs of the activities and processes.

- While on the field visit, the participants should observe the following:
    o Which sustainable practice(s) was used?
    o What were the steps followed in implementation of such sustainable practices?

- Consider setting aside time at the end for a brief discussion and additional questions. Use this time to share what you and the participants enjoyed about the day.

- After they come back to class, participants will give a presentation on what they observed at the sustainable farm/production facility they visited.

## Do ☑

- Draw on points from participants' presentation/observations of farm sustainable practices.
- IShare photographs take by the participants during the field visit.
- Conclude by showing the participants the video on sustainable farming using the link provided below.

    https://www.youtube.com/watch?v=Ltc4ZzQN_vE

## Summarize 📃

- Give a sneak peak of what is to come in the forthcoming units within this module.
- End by urging participants to open up their Participant Handbooks and solve the exercises 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. Some sustainable agriculture practices in India are crop rotation, growing cover crops, agroforestry, IPM, no tilling, integrating livestock and crop, mulching, organic farming etc.

ii. "Smart farming" is an emerging concept that refers to agriculture production using technologies like IoT, robotics, drones and AI to increase the quantity and quality of yields. Additionally, smart farming helps in optimizing human labour required for production.

iii. Main resources used in agriculture production are basic/natural resources, human resources for instance skilled, semi-skilled and unskilled worker, agro techniques, infrastructure, political and societal resources.

**B. Multiple Choice Questions**

**Tick on the appropriate option provided.**

I. Physical infrastructure resources in agriculture include:

a. Warehouse

ii. No-tilling approach implies:

b. Inserting seeds directly into soil

iii. Sudhir is a ploughmen working on daily wages. Which type of worker is he?

d. Unskilled worker

# Unit 5.3: Post-production and Marketing in Agribusiness

## Unit Objectives 🎯

**After the completion of this unit, participant will be able to:**

1. Explain how to collect information related to the wholesale and retail price of agricultural produce.

2. Explain how to calculate the economics of the produce viz. production cost, price of the produce, B:C Ratio etc.

3. Explain the relevant government schemes with the provision of subsidies/funds for the promotion of agricultural produce.

4. Describe the process of selecting appropriate marketing channels for marketing agricultural produce, and the applicable requirements and constraints.

5. List the relevant buyers of different types of agricultural produce.

6. Explain how to identify and manage various risks to production and post- production processes.

7. Explain how to undertake outreach programs to promote agricultural products and services, and expand agri-business.

8. Explain the 4Ps i.e., product, price, promotion, and place and 4As i.e., acceptability, affordability, accessibility, and awareness considered while preparing and executing a marketing plan.

9. Explain the use of the relevant digital services such as e-commerce, e- payments, electronic recordkeeping, etc.

10. Demonstrate how to calculate the costs incurred and determine the price of the product for profitability.

11. Prepare a sample marketing plan considering the 4Ps i.e., product, price, promotion, and place and 4As i.e., acceptability, affordability, accessibility, and awareness.

12. Demonstrate the process of using relevant digital services such as e- commerce, e-payments, electronic recordkeeping, etc.

## Resources to be Used ⚙️

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

## Do ✓

- Bring any vegetable/grain/fruit to the class.
- Ask participants if they think the price of the shown product would be same across India and across the distribution network like in a mandi, a local vendor/shop and supermarket etc.

- Ask if it would make any difference if the product price were same across the distribution channels and geography of India. If not, what would be the positive or negative outcomes of standard pricing in a marketplace?
- Collect all responses and set the importance of pricing in a market place.

## Say 💬

- Pricing a product is critical for the long-term sustainability of any business. This applies to the agribusiness as well. The price of agricultural produce depends on the demand and supply of the agricultural produce. The price at which the agricultural produce is sold in bulk to distributers for reselling is called the wholesale price. When agricultural produce is directly sold to the consumers, it is called retail price. Although, there are different ways for calculating the wholesale and retail price of a product, in general, cost-based model is most commonly used.

## Team Activity

**Purpose:** To calculate pricing of a product.

**Resources:** Presentation slides, Pen and paper.

**Methodology:** Learning by doing.

**Tentative duration:** 30 minutes.

**Expected outcome:** Participants will be able to calculate the price of a product.

- Divide the batch into 4 groups.
- Decide on a single product (pen/plastic bottle/wire/chair/bench/table etc.) for which all groups will decide market price on the basis of factors that they consider important for the pricing.
- Ask each group to make a presentation on their pricing model and factors they considered for pricing. They can refer to Google to find out the cost of raw materials required for the final product, if required.
- Ask volunteers from each group to come forward and explain their pricing strategy.
- Compare the pricing of all groups and discuss the pricing factors.
- Explain the importance of correct pricing.
- Show presentation slides and explain the steps to be followed to set the pricing of an agricultural produce and calculate the economics of a produce.

# Activity

**Purpose:** To calculate the cost of production of a product.

**Resources:** Presentation slides, Pen and paper.

**Methodology:** Quiz.

**Tentative duration:** 15 minutes.

**Expected outcome:** Participants will be able to calculate the cost of production of a product.

- Show the presentation slide with the table and ask the participants to segregate the fixed cost and variable costs, and then calculate the cost of production.

| Particulars | Cost |
|---|---|
| Labour cost | 7000 |
| Warehouse rent | 10000 |
| Fertilizer cost | 1700 |
| Advertising cost | 2000 |
| Transportation cost | 1000 |
| Tractor repair toolkit | 2000 |
| EMI for loan on land | 20000 |
| Warehouse rent | 10000 |
| Seed cost | 500 |

- **For your reference, answer is given below:**

| Particulars | Cost |
|---|---|
| **Variable cost** | |
| Labour cost | 7000 |
| Seed cost | 500 |
| Fertilizer cost | 1700 |
| Advertising cost | 2000 |
| Transportation cost | 1000 |
| Tractor repair toolkit | 2000 |
| **Fixed cost** | |
| EMI for loan on land | 20000 |
| Warehouse rent | 10000 |
| **Total cost of production (Variable + Fixed cost)** | **44,200** |

- Show presentation slide with the answer and discuss it.

## Field Visit

**Purpose:** To observe the pricing models in the real market place.

**Resources:** Observation sheets.

**Methodology:** Observation.

**Tentative duration:** 2 hours.

**Expected outcome:** Participants will be able to observe the pricing models in the real market place.

- Arrange a visit to nearby vegetable/grain mandi and local vegetable and fruit vendors/grocery shops/retailer.
- Divide the batch into two groups.
- Give a list of common items to each group.
- Ask Group 1 to visit a vegetable/grain mandi and find out the prices of the given items; interview a few farmers/mandi in charge etc.
- Ask Group 2 to visit local vegetable and fruit vendors/grocery shops/retailer to find out the prices of the items and interview the vendors/shopkeepers.
- Both groups should:
  o Find out the factors considered for pricing of items
  o Calculate costs incurred on producing items
  o Identify the fixed and variable costs in the costs incurred
  o Determine the product prices for profitability
- After participants return to the class, volunteers from both groups will share their experiences and discuss the differences in the wholesale pricing and retail pricing.

## Team Activity

**Purpose:** To understand the importance of distribution channel in marketing.

**Resources:** Presentation slides, Pen and paper, Chalk/marking objects.

**Methodology:** Game.

**Tentative duration:** 30 minutes.

**Expected outcome:** Participants will be able to understand the importance of distribution channel in marketing.

- Pick a few participants for this activity.
- Draw/create maze like structure on the floor with a chalk or by placing a few objects/ribbon etc.
- Place a few participants on one end of the maze with balls/pens/whatever is available in the class.
- Place another participant on the other end of the maze.
- Ask participants with props to observe the maze carefully and chart out a strategy to pass this ball to the participant at the other end in the fastest way possible. Whoever, reaches first will win.

- Tell the participants that they can seek help of their non-participant friends for this game.

- Observe the game.

- If any one used the non-participants and placed them at strategic locations in the maze to reach out to the customer first should be highlighted. The non-participants put at strategic locations in the maze are like the distribution network in a market. If no one took this strategy, facilitator must repeat the game by doing so and establish the importance of effective distribution network.

## Say

- Marketing is a flow of goods and services from producer to consumer and users. To market goods and products, the companies must move them from the point of production to the point of consumption. In today's world, whoever cracks the secret of reaching out to the customer first with a product in a particular segment has an edge. Especially, when it comes to the agricultural produce whose price and sale is fully dependant on the freshness of the products. If anyone of us is given a choice between having vegetables directly picked from a farm and purchasing the stored vegetables picked a month ago, all of us, undoubtedly, would take the first option. Why? Because vegetables direct from farm cost less, are most fresh and nutritious. But, a direct sale to the customer may not be possible for all types of produce and at all times, so having an effective distribution with proper storage mechanism is important as an alternate.

## Explain

- Show the presentation slides to explain the types of marketing channels for agricultural produce and agricultural marketing channels in India.

## Activity

**Purpose:** To identify the target customer and the best marketing channel for a product.

**Resources:** Presentation slides, Pen and paper.

**Methodology:** Quiz.

**Tentative duration:** 30 minutes.

**Expected outcome:** Participants will be able to identify the target customer and the best marketing channel for a product.

- Show the following products on the presentation slides:

| Product | Potential target customer | Best marketing channel |
|---|---|---|
| Exotic flowers | | |
| Simple flowers | | |
| Soya snack | | |
| Unpolished lentils | | |
| Fortified cereals | | |
| Cooking oils | | |
| Burgers | | |
| Ayurvedic products | | |
| Fast foods | | |

- Ask participants to identify the potential target customer for each item and the best possible advertising platform to sell them. **NOTE:** The answers to these are not definite; a product can be marketed on multiple platforms simultaneously but extensive marketing on a platform that a target customer is tuned into adds most value.

- Show presentation slides and discuss answers.

- Establish the importance of identifying the target customer and then accordingly selecting the best marketing channel.

- **For your reference, possible answers are given below:**

| Product | Potential target customer | Best marketing channel |
|---|---|---|
| Exotic flowers | Youth | Online marketing, social media |
| Simple flowers | Homemaker women | TV, Prime time shows |
| Soya snack | Health conscious youth | Online marketing, social media |
| Unpolished lentils | Homemaker women | TV |
| Fortified cereals | Toddlers | TV, Kids channels |
| Cooking oils | Homemaker women | TV, Prime time shows |
| Burgers | Kids and youth | Online marketing, social media |
| Ayurvedic products | Middle and old age customers | TV, Print media |
| Fast foods | Working youth | Online marketing, social media, TV |

- Establish the importance of identifying the target customer and then accordingly selecting the best marketing channel.

- Show the presentation slides to explain the steps involved in selecting the best marketing channel.

## Say

- Agriculture has always been the backbone of India. Agriculture, with its allied sectors, is the largest source of livelihood in India. It employs approximately 54.6 % of the total workforce, especially from rural areas. Despite being the sector that is the largest source of livelihood in India, agriculture sector still faces many challenges and one of the major challenges is of agricultural marketing. It has been defective due to which stakeholders involved in the sector are unable to exploit the opportunities available in the agriculture sector to the fullest.

## Ask

- What factors do you think contribute to the agricultural marketing constraints and do you think government has a role to play in strengthening this sector?

## Explain

- Show the presentation slides and list the agricultural marketing constraints and discuss the government schemes and programs for strengthening the agriculture sector.

## Say

- When we hear the term "agriculture" or "agriculture products", we immediately think of grains, vegetables, fruits and farmers that are sold to end customers like us.

## Ask

- Do you think, buyers of agricultural produce, especially, grains, vegetables and fruits, are only the end customers?
- If not, can you think of some other entities, apart from the end customers like us, who buy the agricultural produce?

## Explain

- Show the presentation slides and list out the buyers of different types of agricultural products. Give some examples.

## Do ☑

- Take the printout of the quiz from this https://smallbiztrends.com/2016/06/business-risk-taker-quiz.html and distribute it to all participants.
- Ask participants to take the quiz.
- Ask participants what they understood about themselves after taking the quiz.

## Say 💬

- Risk is an inevitable part of our lives. It is a possibility of an adverse outcome in a situation. People have different attitudes towards risks. Some are risk averse; those who avoid taking risks. Some are risk neutral; those who are neither fearful nor fearless toward risk. Some are risk takers; those who are willing take risks. Business is also risky. It is like playing a big gamble as one is never sure of the success of any business. But there are ways to anticipate risks and take preventive steps to manage them.

## Explain

- Show the presentation slides and explain the risk management in production and post-production processes.

## Ask

- What steps do you take in managing risk in your lives?

## Explain

- Show the presentation slides and explain the risk management in agribusiness and steps to be taken for risk management.

## Team Activity

**Purpose:** To plan for outreach programs.
**Resources:** Presentation slides, Pen and paper.
**Methodology:** Discussion.
**Tentative duration:** 1 hour.
**Expected outcome:** Participants will be able to plan for outreach programs.

- Divide the class into four groups. Number the groups.
- Pair Group 1 with Group 2.
- Pair Group 3 with Group 4.

- Groups 1 and 4 need to prepare an outreach program to promote government schemes (studied previously in this unit and present it to their peer group—Groups 2 and 4). They may alternatively choose any agricultural product of their choice.

- Goal for Groups 1 and 3 is to enrol maximum people for the schemes from Groups 2 and 4.

- Whichever group between Groups 1 and 3 gets maximum people on-board from their peer group wins.

- Show the presentation slides and explain the steps for undertaking outreach programs to promote agricultural products and services.

## Field Visit

**Purpose:** To collect information related to various subsidies/funds offered by the government, authorised state units and other financial institutions involved with the promotion of the produce.

**Resources:** Observation sheets.

**Methodology:** Observation.

**Tentative duration:** 2 hours.

**Expected outcome:** Participants will be able to collect information related to various subsidies/funds offered by the government, authorised state units and other financial institutions involved with the promotion of the produce.

- Arrange a visit to a nearby village and meeting with the village Sarpanch and a village counsellor.

- Ask participants to interview the Sarpanch and counsellor to collect information on the government schemes and subsidies that villagers are using for better agricultural output. They must also find out how the village authorities plan their outreach programs for the maximum enrollment for the schemes.

## Team Activity

**Purpose:** To understand the importance of marketing.

**Resources:** Presentation slides, Pen and paper.

**Methodology:** Learning by doing.

**Tentative duration:** 1 hour.

**Expected outcome:** Participants will be able to understand the importance of marketing.

- Divide the batch into four groups.

- Select a product segment.

- Ask each group to create an advertisement for a product of their choice in the selected segment and make a presentation with the following details:

  o Idea of the product

  o Highlights of the product

- o   Target group

- o   Pricing model

- o   Place of promotion

- Ask each group to make the presentation.

- After all groups are done, conduct a voting for the best strategy; whoever, secures maximum votes will win.

## Explain

- Show presentation slides and explain 4Ps and 4As of marketing mix and share a sample template for designing them.

## Team Activity

**Purpose:** To apply 4Ps and 4As for product marketing.
**Resources:** Presentation slides, Pen and paper.
**Methodology:** Learning by doing.
**Tentative duration:** 1 hour.
**Expected outcome:** Participants will be able to apply 4Ps and 4As for product marketing.

- Ask 4 groups created earlier to revise their marketing campaign, this time using, using 4Ps and 4As.

- Compare the previous campaign with the latest one and discuss the differences/improvisations.

## Explain

- Show presentation slides and explain the importance of post-production logistics and government schemes that support post-production management.

## Field Visit

**Purpose:** To give a first-hand experience of storage facilities and storage methods used in agriculture sector.

**Resources:** Observation sheets.

**Methodology:** Observation.

**Tentative duration:** 2 hours.

**Expected outcome:** Participants will be able to observe different types of storage methods used to store agricultural produce.

- Arrange a field visit to a nearby warehouse and mandi.

- Divide the participants in groups of 4 to 5 depending on the batch size. Arrange for them to visit different warehouses such as grain storage warehouse, vegetable storage warehouse etc.

- While on the field visit, the participants should observe the following:

  o Condition of the storage facility

  o Duration of storage

  o Owner of the facility

  o Industry guidelines followed for storage

- After participants come back to class, participants will give a presentation on what they observed at the storage facility.

## Activity

**Purpose:** To learn the importance of record keeping.

**Resources:** Presentation slides, Pen and paper.

**Methodology:** Learning by doing.

**Tentative duration:** 15 minutes.

**Expected outcome:** Participants will be able to learn the importance of record keeping.

- Ask all participants to think of the amount of money they had on the $1^{st}$ day of the current month/last month and make a list all their expenditures since the beginning of the month to date.

## Ask

- How easy or difficult it was for you to track back your expenditure?

## Say

- If you don't remember how you spent the limited money you had with you, you would not know if there was a possibility of saving money or using it for something more important. If you had a diary or some sort of record that detailed out your expenditure, you would be better placed to control the flow of money and use it wisely for better purposes and improve your lives. One can still take a chance and not follow record keeping in personal lives but not doing so in a business will certainly have harsh consequences. At the end of the day business is to make profits, and there is no way to know whether you are making one if you did not have proper records of what's going in and what's going out of the business. This is where the major gap in Indian agriculture is. Agriculture in India is considered to be an emotional activity than a business activity. It is mostly driven by feelings and instincts rather than being driven by data. Therefore, to reap the full benefits of your agricultural activities, a data driven mind set needs to be promoted. For which the first steps it to start keeping detailed records of your business activities.

## Activity

**Purpose:** To create a sample of the sale record.

**Resources:** Presentation deck, Paper and pen.

**Methodology:** Learning by doing.

**Tentative duration:** 15 minutes

**Expected outcome:** Participants will be able to create a sales record for the agricultural produce.

- Show the following sample template of the sale record to the participants on the presentation slide.

- Ask them to assume details of the sale of an agricultural product such as rice, wheat, vegetables etc. and fill all the elements in the given template correctly.

| Date | Item | Grade | Date of manufacture | Batch number | Quantity sold | Price per unit | Total sale amount | Mode of payment |
|------|------|-------|---------------------|--------------|---------------|----------------|-------------------|-----------------|
| 29/11/ 2022 | Rice | A | 01/10/2022 | 1234 | 5 packs of 5 kg | INR 600 | INR 300 | Cash |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

## Say

- When a customer buys a product, an invoice is generated asking the customers to make the payment. This process is called billing.

## Explain

- Explain about invoicing and the different elements need to make it legal and binding.

## Ask

- What is the importance of billing?

## Say 💬

- Generating an invoice while doing any business is important as it is a legal document for a sale that has happened. The data of bills and invoices can help you to understand customer buying patterns. Billing also helps to keep a track of the inventory.

## Explain

- Show presentation slide to explain the transaction and billing.

## Activity

**Purpose:** To acquaint participants with the process of billing.

**Resources:** Presentation deck, Chits of paper.

**Methodology:** Game.

**Tentative duration:** 15 minutes

**Expected outcome:** Participants will be able to explain the process of billing.

- Take chits of paper. Write the six steps of the billing process on the chits. Number the process as per the steps. Fold and keep them in a box.
- Ask 6 volunteers to come forward. Ask the 6 volunteers to pick one chit. The volunteer will read the step making sure not to read the number.
- The other participants must listen to the description and identify which step of the billing process is it. Then they must make the volunteers stand in the sequence of the steps from 1 to 6.

## Do ✓

- Show the presentation slide and explain the process of billing.
- Ask the participants to check if the sequence in which the participants are standing is correct.
- Explain the process of billing.

## Ask 💬

- How do you prefer to pay when you shop something either offline or online?

## Say 💬

- Nowadays, when you buy a product, whether online or in a shop most people prefer to by using banking apps through the internet. These are called e-payments. These payment methods are very easy to use and anyone can use them.

## Explain

- Explain different types of e-payment methods and how they are used and the importance of electronic record keeping.

## Notes for Facilitation

- Share this link with the participants and ask them to go through the PDF to get the holistic view of post-production logistics and what efforts government is making to tackle the related issues. The link is, "https://agricoop.gov.in/sites/default/files/DFI%20Volume%203.pdf"

## Summarize

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

- 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. Steps to calculate wholesale price:

   - Evaluate different pricing strategies: Study the pricing strategies in the agriculture industry.

   - Research the market: Find out your competitor`s pricing and the consumer's capacity to pay.

   - Calculate the total cost of the agricultural produce that needs to be sold.

   - Calculate the average cost of the agricultural production: This can be done by dividing the total cost of agricultural produce by the quantity of agricultural produce.

   - Calculate your profit margin: This is the maximum gross profit you can make from selling every 1kilogram/litre of produce.

   - Calculate the wholesale price: Add all of the above to get the wholesale price of agricultural produce.

2. INR 30,000

3. BCR = Gross Return/Total Variable Cost

4. Four types of marketing channels:

   - Direct selling: Products are marketed and sold directly to consumers without a fixed retail location.

   - Selling through intermediaries: Products are manufactured at the point of origin and sold to customers through intermediaries such as agents, brokers, wholesalers, and retail stores.

   - Dual distribution: Producers use more than one channel to sell products to the consumer. This means that the producer sells directly to consumers and also does business with wholesalers and retailers who sell to customers through their own distribution networks.

   - Reverse marketing: Products come from the customer to the manufacturer.

5. Steps to plan an outreach programme:

   1. Identify a suitable outreach program

   2. Identify the target audience

   3. Think of the objective/goal to be attained through the programme

   4. Plan all the activities to be undertaken in the programme

   5. Assure that the programme is known by all the villagers/farmers

   6. Set the time and venue for the programme

   7. Implement the programme

   8. Collect feedback to check if the objective of the programme is attained

6. **4Ps of marketing**

   - Product: Refers to the products and services offered to the customers

   - Price: Refers to how much is charged for the products and services

- Place: Refers to the distribution channels used to get the products and services to the customers
- Promotion: Refers to the advertising and selling part of the products and services

**4 As of marketing**

- Acceptability: It means that product or the service should meet or exceed the customer needs and expectations in the given target market.
- Affordability: It considers to the customers' affordability whether the customers in the target price are economically able and psychologically able to pay a products price.
- Accessibility: It describes whether the customers will easily purchase and use the product.
- Awareness: It refers to whether the customers are adequately informed about the products attributes and the benefits.

7. **Steps for risk management:**

   1. Identify possible sources of risk (price, pests, yield, labour)
   2. Identify possible outcomes that could occur as a result of weather, price changes (low income, crop production)
   3. Decide on alternative strategies available (packaging, pest control, production plan and new technology)
   4. Assess consequences or results of each possible outcome for each strategy
   5. Evaluate trade-offs between the cost of risks and gains that can be made

**B. Match the Columns**

   1. e. To provide real-time information to the consumers
   2. d. To assist farm managers in assessing their current situation and then develop alterations in management practices
   3. c. To provide a blend of subject matter information, group discussion, and hands-on activities
   4. b. To share experiences, questions, and discussions on specific topic areas
   5. a. To bring the subject matter experts and participants on a common platform
   6. f. To promote agricultural products and services through agriculture trade shows and events

**C. Match the Columns**

   1. b. Provides online platform for trading of agricultural commodities
   2. a. Gives high-priority to water conservation
   3. d. Promotes organic farming
   4. c. Incentivizes organizations that facilitate building of storage capacity

**D. Arrange the Sequence**

   Arrange the stages of agricultural marketing in India

   1. Assembly
   2. Transportation
   3. Storage
   4. Grading and classification
   5. Processing
   6. Distribution and retailing

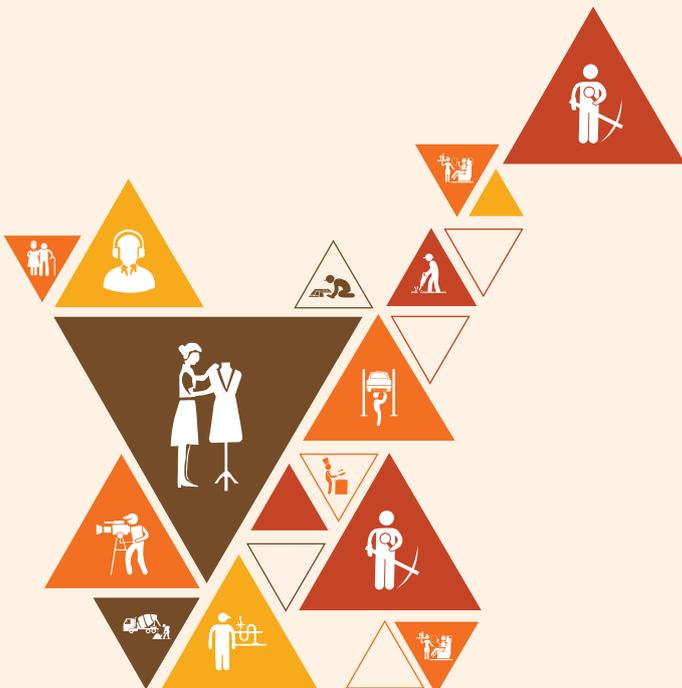# 6. Hygiene and Cleanliness

**AGR/N9903**

## Terminal Outcomes

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

1. Discuss how to adhere to personal hygiene practices.

2. Demonstrate ways to ensure cleanliness around 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 |
|---|---|
| 1. Explain the requirements of personal health, hygiene and fitness at work.<br><br>2. Describe common health-related guidelines laid down by the organizations/ Government at the workplace.<br><br>3. Explain the importance of good housekeeping at the workplace.<br><br>4. Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases. | 1. Demonstrate personal hygiene practices to be followed at the workplace.<br><br>2. Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs.<br><br>3. Demonstrate the steps to follow to put on and take off a mask safely.<br><br>4. Show how to sanitize and disinfect one's work area regularly.<br><br>5. Demonstrate adherence to the workplace sanitization norms.<br><br>6. Show how to ensure cleanliness of the work area. |

# Unit 6.1: Personal Heath, Hygiene and Fitness at Work

## Unit Objectives ◎

**By the end of this unit, participants 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, Laptop, Internet connection.

## Activity ⚙

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

**Resources:** PowerPoint Slide

**Methodology:** Discussion

**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
  - ○ What is personal hygiene
  - ○ 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.

## Practical Activity ⚒

**Purpose**: To wash hands correctly

**Resources:** Running water, soap,

**Methodology:** Learning by doing

**Suggested Duration:** 30 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.

## Practical Activity ⚒

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

- o Wash hands,
- o Wash and dry worn out clothes,
- o Wear and take off mask safely.

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

**Methodology:** Learning by doing.

**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:
  - o Correct way of washing hands using soap and water, and alcohol-based hand rubs
  - o How to wash worn out clothes with soap and sun-dry before use next time
  - o Steps to follow to put on and take off a mask safely
  - o 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.

## Notes for Facilitation 📝

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

**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. Multiple choice questions**

    b.

## Unit 6.2: 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 ⚙️

- PowerPoint presentation deck, Whiteboard, Markers, Projectors, Laptop

### 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

**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:

o        Cleaning from cleanest to dirtiest

o        Use of disinfectants, sanitizers

o        Creating awareness on cleanliness

## Practical 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.

## Notes for Facilitation

I.   Conclude the unit by calling for volunteers to sum up one by one the learnings on importance of sanitizing the workplace, the procedure to sanitize and disinfect work area.

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. 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

ii. To prevent diseases, infections, injuries that result in reduced absenteeism and therefore better productivity for the organisation for good health for the employee

iii. Wash hands regularly using soap and water /sanitizer, not touch surfaces unnecessarily

**B. Match the Columns**

   i    d

   ii   c

   iii  a

   iv  b

## Unit 6.3: 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

- PowerPoint presentation deck, Whiteboard, Markers, Projectors, Laptop

### 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.

### Team Activity

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

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

**Methodology:** Group Discussion and presentation

**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 are to 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.

- Post the presentation, 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.

## Notes for Facilitation

I. Conclude the unit by calling for volunteers to sum up one by one the learnings on the importance of good housekeeping at workplace, safe methods of waste disposal, methods to minimise environmental damage during work.

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.

- 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

ii.  recycling, reusing, vermicomposting

iii.  Using public transport or vehicle pooling, avoiding unnecessary travel, avoiding wastage of foo

**B. Match the Columns**

i    c

ii   d

iii  b

iv   a

# Unit 6.4: Controlling Spread of 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 ⚙️

- PowerPoint presentation deck, Whiteboard, Markers, Projectors, Laptop

## Ask 💬

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

## Say 💬

- 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.

- 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.

## Team Activity 👥

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

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

**Methodology:** Group Discussion and presentation

**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:
    - o Personal precautions
    - o Vaccination
    - o Workplace sanitation and hygiene
    - o Workplace policies
- Conclude the activity by summing up the points as given in the slide.

## Notes for Facilitation 📝

I. 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.

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. 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.

ii. Cover the mouth and nose when while sneezing or coughing, washing hands with soap and water/sanitizer often, getting vaccinated

# 7. Safety and Emergency Procedures

Unit 7.1 - Hazards at Workplace

Unit 7.2 - Personal Safety at Workplace

Unit 7.3 - Safety While Using Tools and Equipment

Unit 7.4 - Handling Accidents and Emergencies at Workplace

Unit 7.5 - Administering First Aid

AGR/N9903

## 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 |
|---|---|
| 1. List the PPE required at the workplace.<br>2. Describe the commonly reported hazards at the workplace.<br>3. Describe the hazards caused due to chemicals/pesticides/fumigants.<br>4. Describe the basic safety checks to be done before the operation of any equipment/machinery.<br>5. Describe the common first aid procedures to be followed in case of emergencies.<br>6. State measures that can be taken to prevent accidents and damage s at the workplace.<br>7. Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures.<br>8. State common health and safety guidelines to be followed at the workplace. | 1. Check various areas of the workplace for leakages, water-logging, pests, fire, etc.<br>2. Demonstrate how to safely use the PPE and implements as applicable to the workplace.<br>3. Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc.<br>4. Sanitize the tools, equipment and machinery properly.<br>5. Demonstrate the safe disposal of waste.<br>6. Demonstrate procedures for dealing with accidents, fires and emergencies.<br>7. Demonstrate emergency procedures to the given workplace requirements.<br>8. Demonstrate the use of emergency equipment in accordance with manufacturers' specifications and workplace requirements.<br>9. Demonstrate the administration of first aid.<br>10. Prepare a list of relevant hotline/ emergency numbers. |

# Unit 7.1: 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, Laptop, Internet connection.

## Do ✓

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

## Ask (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:** Presentation deck.

**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.

## Team Activity 👥

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

**Resources:** Presentation deck.

**Methodology:** Brainstorming

**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.

## Notes for Facilitation 📝

i.  Conclude the unit by calling for volunteers to sum up one by one the learnings about the different type of hazards at the workplace and the hazards caused due to chemicals, pesticides and fumigants.

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.  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

ii. By identifying the hazard, evaluating the risk, recording the finding, reviewing the result

**B. Fill in the Blanks**

i.   biodegradable

ii.  Non-biodegradable

iii. Herbicides

## Unit 7.2 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, googles 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 Answers

- 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.

## Team Activity

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

**Resources:** Presentation deck.

**Methodology:** Group discussion.

**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, googles or face shield

## Practical Activity

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

**Resources:** Presentation deck, PPE: gown, mask, gloves, googles or face shield for all participants.

**Methodology:** Hands on practice.

**Tentative duration:** 1 hour

**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.

## Notes for Facilitation

I.   Conclude the unit by calling for volunteers to sum up one by one the learnings about the different type of PPE and the correct way of donning, doffing and discarding the PPE.

ii.  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.  The different type of PPE are:

- Safety googles 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.

ii. 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.

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 7.3: 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 deck, Whiteboard, Markers, Projectors, Laptop, Internet connection, tools and equipment needed by the Community Service 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.

## Team Activity

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

**Resources:** Presentation deck.

**Methodology:** Group discussion.

**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 VLE.
- Ask participants to volunteer and demonstrate the cleaning and sanitising procedure for tools and equipment used.

## Notes for Facilitation

I.  Conclude the unit by calling for volunteers to sum up one by one the learnings about the different type of PPE and the correct way of donning, doffing and discarding the PPE.

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.  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.

ii. 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.

iii. The steps to clean and sanitise equipment/tools/machinery are:

1.  Remove any large pieces of debris from the equipment either by scraping or knocking it off

2.  Use tools like pressure washers to clean the rest of the contaminants

3.  Sanitise the newly cleaned surface using disinfectants to kill microorganisms like bacteria

**B. Multiple Choice Questions**

i.-a

ii.-c

iii.-a

## Unit 7.4: 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 ⚙

- Presentation deck, Whiteboard, Markers, Projectors, Laptop, Internet connection, tools and equipment needed by the VLE.

### Activity

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

**Resources:** Presentation deck.

**Methodology:** Quiz

**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 deck.

**Methodology:** Game.

## Activity

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

Participants will be able to identify the emergency situations that can occur 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:
  - o Chance occurrence
  - o Unsafe condition at the workplace and
  - o 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.

## Team Activity 👥

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

**Resources:** Presentation deck.

**Methodology:** Brainstorming

**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 fromthe link given below (Duration: 3:24 minutes).

  How to use Fire Extinguisher - https://www.youtube.com/watch?v=6mX07wNJuYE
- Video 1: Demonstrates the steps to use the fire extinguisher fromthe link given below (Duration: 3:24 minutes).

  How to use Fire Extinguisher - https://www.youtube.com/watch?v=6mX07wNJuYE

## Activity ⚙

**Purpose:**

To train the participants to use the fire extinguisher

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

**Resources:** Presentation deck, 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.

## Notes for Facilitation 📝

I.  Conclude the unit by calling for volunteers to sum up one by one the learnings about the emergency situations that can occur at the workplace, the measures that must be taken to prevent these accidents.

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

ii. 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 7.5: 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 ⚙

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

### 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 Answers**

- First aid is the first help or support that you give to a person who is sick or involved in an accident. First aid does not mean giving medical help like medicines.

### Elaborate ⊛

- Define first aid. Elaborate on the universal rule of first aid.

### Ask ⒜

- Why do you think it is important to report the first aid administered to the reporting officer at your workplace?

**Expected Answers**

- 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.

## Team Activity

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

**Resources:** Presentation deck.

**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.

## Practical Activity

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

**Resources:** Presentation deck.

**Methodology:** Learning by doing.

**Tentative duration:** 15 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 occured

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

17. injury/illness? Yes No

18. Name and Signature of person completing report

19. Report sent to:

    a.  Safety department

    b.  Department responsible for the accident

    c.  Department of the victim

20. Corrective action taken by responsible department

21. Preventive action recommended

22. 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 deck, first aid box, fire extinguisher

**Methodology:** Guest Lecture and Demonstration

**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.

## Notes for Facilitation 📝

i.   Conclude the unit by calling for volunteers to sum up one by one the learnings about the importance of first aid and the importance of reporting first aid administered to the reporting officer.

ii.  Print copies of the report form and distribute to the participants for the activity.

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.   Universal Rule 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.

ii.  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.

iii. The procedure to administer first aid:

     a. Assess the situation

     b. Check the victim for response

     c. Call for help

     d. Assess the victim's condition

iv.  The emergency helpline number for:
     Police 100

     Ambulance 102

     Fire Brigade 101

     National Emergency 112

**B. Multiple Choice Questions**

    i - d

    ii - c

    iii – c

# 8. On-the-Job Training
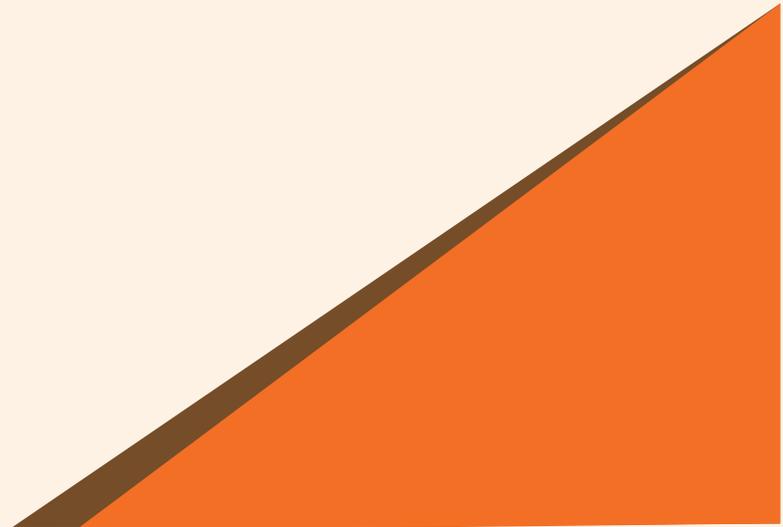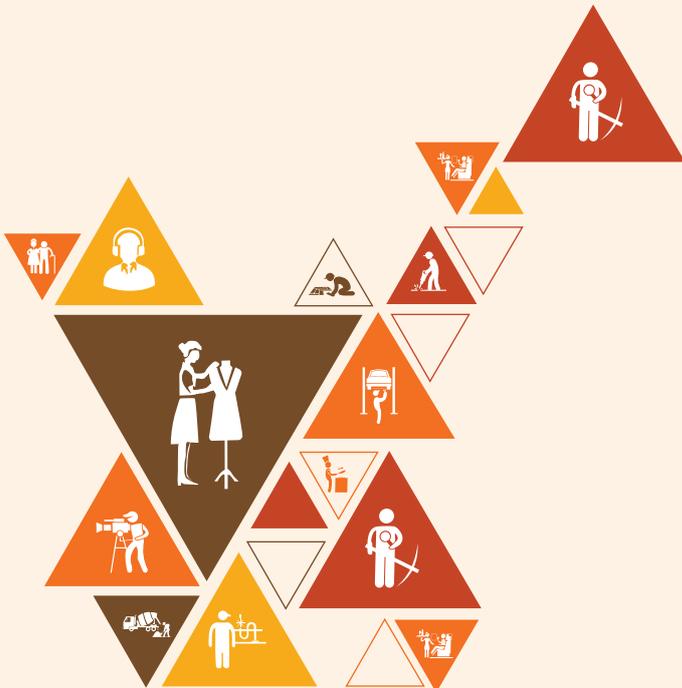
## Terminal Outcomes

1. Explain the concept of CSC and its benefits.

2. Prepare a plan for setting up the CSC, ensuring all the applicable factors are considered while selecting the types of services to be provided.

3. Register and submit the application for the relevant government schemes and programmes.

4. Prepare manual and/ or electronic record of CSC operations including the payments made and received, using the physical registers and/ or the relevant computer application.

5. Recycle and dispose different types of waste appropriately.

6. Analyse the demand and supply of the relevant agricultural produce in the market.

7. Calculate the costs incurred and determine the price of the product for profitability.

8. Use relevant digital services such as e-commerce, e-payments, electronic recordkeeping, etc.

9. Carry out commercial activities such as buying and selling commodities using the appropriate e-commerce platforms.

10. Use emergency equipment in accordance with manufacturers' specifications and workplace requirements.

# On Job Training (OJT) Readiness Practices

## Notes for Facilitation

On Job Training (OJT) is a part of this course. As a Facilitator of the batch that is due for OJT, you must prepare your participants for the industry environment. Refer to the Participant Handbook under the section –"On Job Training Readiness". Read and ensure participants understand each point mentioned under this segment.

The OJT is part of the curriculum being offered to participants. Although participants will move to the industry, it is your duty as Facilitator to anchor the OJT segment and support your Trainees throughout their OJT tenure.

The following section is for your reference:-

1. Objective of OJT: To provide experiential training to Trainees at workplace

2. Benefits of OJT:

    a. Hands on experience at the industry, exposure to real time customer/vendor handling situations, deadlines

    b. Provides a pathway into full time employment post completion of course

    c. Provides work experience certificate

3. OJT Duration: As discussed and finalised with the OJT industry partner

4. Curriculum: To be finalised in collaboration with OJT Supervisor

5. Daily OJT log – A day-wise task register is to be maintained by each Trainee to log the tasks allotted to him/her by the Supervisor.

| CSC centre: | | | | |
|---|---|---|---|---|
| Region: | | | | |
| State: | | | | |
| Date: | Day: | | Shift: | |
| Sr No. | Task for the day/shift | Completion status (Completed/ WIP/Not done) | Trainee's remarks | Supervisor's remarks |
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| | | | | |

_____  
Trainee's signature  
Date:

_____  
Supervisor's signature

This log is for the reference of the Trainee, the Supervisor as well as you, the Facilitator.

6. Ensure the Supervisor's periodic evaluation of Trainees on the following aspects:

    a.  Knowledge displayed while on the job

    b.  Skill on the job w.r.t to

        - accuracy in performing as per best practices

        - completeness

        - timely completion

    c.  Behaviour with Supervisor/ Peers/ other staff

Getting periodic feedback from Supervisor will enable you to know your Trainee's learning curve and also to offer remediation if any from your end.

7. Prepare a - Trainee's Behavioural Performance Report Card to be evaluated by Supervisor at periodic intervals (monthly/fortnightly) and share it with the Supervisor.

| CSC centre: | | | | |
|---|---|---|---|---|
| **Region:** | | | | |
| **Name of Trainee:** | | | | |
| **OJT period: _dd/mm/yy  to dd/mm/yy** | **Always** | **Mostly** | **Never** | **Sometimes** |
| **Behavioural assessment** | | | | |
| Positive attitude towards work | | | | |
| Listens to instructions carefully | | | | |
| Comprehends instructions accurately, fully | | | | |
| Completes tasks on time | | | | |
| Is a team player | | | | |
| Is punctual to work (on time) | | | | |
| Is disciplined at work (reasonable breaks, does not take leave unnecessarily) | | | | |
| Informs if not reporting to work | | | | |
| Overall feedback from Supervisor | *(Supervisor to write his/her remarks)* | | | |

Supervisor's signature
Date

This data captured in this format is of utmost importance to you as it lets you know what the Supervisor thinks about your Trainees. This will help you provide feedback to your Trainees and chart out an improvement plan for them.

8. Trainee's feedback – As Facilitator of the Trainees, you must take feedback from your Trainees periodically to ensure their learning curve, comfort and safety. You must speak/visit them at periodic intervals which you may decide based on the convenience of Trainees and Supervisor and the workplace environment. Gather the following information from Trainees when you interact with them / speak with them.

| **Trainee Name** | | | | |
|---|---|---|---|---|
| **Supervisor's Name** | | | | |
| **Region** | | | | |
| **CSC Centre** | | | | |
| **Date: From ____ To_____** | **Always** | **Mostly** | **Never** | **Sometimes** |
| **Behavioural assessment** | | | | |
| Supervisor is supportive | | | | |
| You receive clear instructions | | | | |
| Your peers and other staff / work environment is supportive | | | | |
| Work environment is safe, respectful for all genders | | | | |
| Work hours: (Mention shift hrs/work hrs including OT if any done) | | | | |
| Tasks allotted are w.r.t VLE job | | | | |
| Remarks | *<Write your remarks here>* | | | |

Based on the feedback gathered, you must speak with Trainee or Supervisor in case of any adverse feedback and resolve the matter. Let the Trainee always feel that you are there for her/him to support.

# ASCI
## Agriculture Skill Council of India

# 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**

DGT/VSQ/N0102

# 10. Annexures

## Annexure I

## Training Delivery Plan

| Training Delivery Plan | | | |
|---|---|---|---|
| **Program Name:** | Community Service Provider | | |
| **Qualification Pack Name and Ref. ID** | AGR/Q7802 | | |
| **Version No.** | 3.0 | **Version Update Date** | 31/03/2022 |
| **Pre-requisites to Training (if any)** | 10th Class (Pass) with 2 Years of experience in the relevant field OR 10th Class Pass + ITI (1 year after Class 10th) with 1 year of relevant experience OR 10th Class + I.T.I (2 years after Class 10th OR 10th Class Pass and pursuing continuous regular schooling) OR Certificate-NSQF (Level -3) with 2 Years of experience in the relevant field | | |
| **Training Outcomes** | **After completing this programme, participants will be able to:** <br> • Demonstrate the process of setting up the community service centre. <br> • Demonstrate the process of promoting the CSC services to the target audience. <br> • Demonstrate the process of providing the CSC services to the target audience. <br> • Explain the basic entrepreneurial activities for small enterprise. <br> • Describe the process of undertaking employability and entrepreneurial practices. <br> • Demonstrate various practices to maintain health, hygiene and safety at the workplace. | | |

| Sl No. | Module Name | Unit Name | Unit Objectives | NOS Reference | Methodology | Training Tools/Aids | Duration (HH:MM) |
|---|---|---|---|---|---|---|---|
| 1 | Introduction to the role of a Community Service Provider T:4:00 P:0:00 (HH:MM) | 1. Orientation | • Introduce fellow participants <br> • Build rapport with fellow students and their trainer <br> Explain the overall training outcomes of the programme | Bridge Module | Icebreaker activity | Chairs, Round table in U shape sitting shape | T: 0.30 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | 2. Size and Scope of Agriculture Industry in India | • Describe the size and scope of the agriculture industry and its sub-sectors | Bridge Module | Lecture, peer collaborative activity, group discussion | Presentation slides, whiteboard, markers, projectors, laptop, internet connection (if possible) | T: 1:30 |
| | | 3. Roles, Responsibilities and Employment Opportunities of a Community Service Provider | • Discuss the role and responsibilities of a Community Service Provider.<br>• Identify various employment opportunities for a Community Service Provider. | Bridge Module | Discussion Team interaction | Presentation slides, whiteboard, markers, projectors, laptop, internet connection (if possible) | T: 2:00 |
| 2 | Process of setting up the community service centre T:16:00 P:40:00 (HH:MM) | 1. National E-Governance | • Explain the concept of national e-governance.<br>• Explain various Information and Communication Technology (ICT) based services.<br>• Explain the basic computer operations and use of relevant computer applications. | ARG/ N7809 v2.0 KU4, KU5, KU6, | Discussion Team interaction | Presentation slides, whiteboard, markers, projectors, laptop, internet connection (if possible) | T: 2:00 P: 2:00 |
| | | 2. Community Service Centre | • Explain the concept of CSC and its benefits.<br>• Explain the importance of CSC in social development and generating employment opportunities. | ARG/ N7809 v2.0 KU1, KU2, | Discussion Team interaction | Presentation slides, whiteboard, markers, projectors, laptop, internet connection (if possible) | T: 2:00 P: 2:00 |

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| | | 3. Community Service Centre: Infrastructure – Part 1 | • Explain the role of government in the establishment of CSCs<br>• Explain the use of telephone, computer, printer, modem, fax, relevant audio and video equipment<br>• Explain the eligibility criteria to be fulfilled to get authorisation to set up a CSC<br>• Describe the application process for getting authorisation to start a CSC, and the relevant authority to be contacted for the purpose<br>• Explain the importance of selecting an accessible location for setting up the CSC and the minimum area required<br>• List the infrastructure and various resources required for setting up a CSC | ARG/ N7809 v2.0 PC3, PC4, PC6, PC7, PC8, PC9, PC10, PC11, KU3, KU8, KU11, KU14, KU15, KU16, KU17, KU18, KU19, KU20 | Discussion, team interaction | Presentat-ion slides, whiteboard, markers, projectors, laptop, internet connection (if possible) | T: 3:00 P: 5:00 |
| | | 4. Community Service Centre: Infrastructure – Part 2 | | | Discussion, team interaction | Presentat-ion slides, whiteboard, markers, projectors, laptop, internet connection (if possible) | T: 3:00 P:5:00 |
| | | 5. Community Service Centre: Infrastructure – Part 2 - Field Visit | | | Field visit, observation, discussion | Pre-arrangem-ent to a csc centre, observat-ion sheets | P: 8:00 |

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| | | | • Explain the importance of ensuring reliable access to utilities such as water, electricity, telephone, and internet connection at the CSC<br><br>• Describe the process of installation of interactive kiosks at the CSC and the importance of ensuring local language interface in them<br><br>• Explain the benefits of having multi-functional space for group interactions empowerment and training | | | | |
| | | 6. Community Service Centre: Services Offered – Part 1 | • Explain various G2C and B2C services offered by CSCs and their beneficiaries<br><br>• State various Information Technology (IT) and non-IT services offered through CSC | ARG/ N7809 v2.0 PC1, PC2, KU9, KU12 | Team activity, Peer interaction | Participant handbook, presentat-ion slide, White-board, Markers, Projectors, Laptop, Internet connection (if possible) | T: 2:00 P: 4:00 |
| | | 7. Community Service Centre: Services Offered- Part 2 (Field Visit) | | | Field visit, observation, discussion | Pre-arrangem-ent to a csc centre, observation sheets | P:8:00 |

| | | | | • Explain the importance and process of conducting a survey in the local community to study the socio- economic conditions and identify the need for services offered through CSC | | | | |
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| | | | 8. Community Service Centre: Operation | • State the relevant legislation, standards, policies, and procedures to run the CSC operation<br>• Explain the benefit of taking help from relevant Subject Matter Experts (SMEs) while starting the CSC operations<br>• Explain the need and benefits of recruiting CSC workers.<br>• Explain the applicable book-keeping and accounting practices. | ARG/ N7809 v2.0 PC5, PC12, PC13, KU7, KU10, KU13, KU21, KU22, KU23 | Team presentation, team interaction, Individual activity | Mobile phones, presentat-ion slide, pen, paper, computer/ laptop, internet connection (if possible) | T: 2:00 P: 6:00 |

| 3 | Process of Promoting the CSC Services to the Target Audience T:16:00 P:38:00 (HH:MM) | 1. CSC and VKC- Part 1 | • Explain the importance of maintaining contact with the community for spreading the network and success of CSC<br>• Explain the role and importance of CSC and VKC in social change<br>• Explain the role of government and panchayat functionaries at the local level | ARG/N7811 v2.0 PC1, PC2, PC3, PC4, PC5, PC6, PC8, PC9, PC10, PC 11, KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, KU9, KU12, KU13, KU14 | Lecture, team presentation, team interaction, individual activity | Participant handbook, presentation slides, whiteboard, markers, projectors, laptop, internet connection (if possible) | T: 2:00 P: 6:00 |
| | | 2. CSC and VKC- Part 2 | • List the organisations to coordinate with for promoting the CSC services to farmers<br>• Describe the process of developing and executing promotion campaigns to promote services offered by CSC<br>• State the relevant forums to be used to connect with community members and farmers such as public meetings to inform them about the CSC location and services, and address their queries and concerns | | Lecture, team presentation, team interaction, individual activity | Participant handbook, presentation slides, whiteboard, markers, projectors, laptop, internet connection (if possible) | T: 2:00 P: 6:00 |
| | | 3. CSC and VKC- Part 3 | | | Lecture, team presentation, team interaction, individual activity | Participant handbook, presentation slides, whiteboard, markers, projectors, laptop, internet connection (if possible) | T: 2:00 P: 6:00 |
| | | 4. CSC and VKC- Part 4 | | | Lecture, team presentation, team interaction, individual activity | Participant handbook, presentation slides, whiteboard, markers, projectors, laptop, internet connection (if possible) | T: 2:00 P: 6:00 |

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| | | 5. CSC and VKC- Part 4 | • Explain the importance of taking feedback from the community members to improve the services offered by the CSC<br>• List the relevant service and input providers to coordinate with to assist the community in agricultural and other relevant activities<br>• Explain the importance of ensuring the convenience of time and location; transparent and simple processes; friendly and cost-effective counter service; and eliminating the need for multiple visits<br>• List various farmer-specific services that can be offered through a CSC<br>• State the Village Knowledge Centre (VKC) mechanism and its role in the dissemination of information to farmers providing access to the latest information/ knowledge in the field of agriculture, from crop production to marketing | | Lecture, team presentation, team interaction, individual activity | Participant handbook, presentat-ion slides, whiteboard, markers, projectors, laptop, internet connection (if possible) | T:1:00 P: 7:00 |
| | | 6. CSC and VKC- Part 4 | | | Lecture, team presentation, team interaction, individual activity | Participant handbook, presentat-ion slides, whiteboard, markers, projectors, laptop, internet connection (if possible) | T:1:00 P: 7:00 |

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| | | | • Explain how a CSC can collaborate with a VKC to address the varied needs of the farming community | | | | |
| | | 7. Agriculture Practices-Part 1 | • Describe various scientific methods and technologies for increasing crop production and consequent earning<br>• Explain various agricultural terminologies and concepts such as crop rotation, plant propagation, plant physiology, soil classification and fertility, weed control, pest and insect control etc | ARG/N7811 v2.0 KU10, KU11 | Field visit, observation, discussion | Pre-arrangem-ent to a farm, observation sheets | T: 6:00 |
| 4 | Process of Providing the CSC services to the Target Audience T: 20:00 P: 40:00 (HH:MM) | 1. Provide G2C Services – Part 1 | • Explain the role and importance of the Village Level Entrepreneur (VLE) in supporting business operations. | AGR/N7810 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, KU1, KU2, KU3, KU4, KU5, KU6, KU7, KU8, KU9, KU10 | Lecture, team activities, discussion, practical demonstrati-ons (hands on practice) | Participant handbook Projector, System facilitating Presentat-ion slides, computer system and internet connection, whiteboard, marker pens of Different colours | T: 2:00 P: 6:00 |

| | | 2. Provide G2C Services – Part 2 | • Explain various banking services offered through a CSC such as account balance enquiry, deposit and withdrawal of cash, electronic remittances, recurring or fixed deposits, disbursal of credit facilities, etc.<br><br>• Describe the process of signing up for and processing payments/ remittances via the relevant e-payment methods such as Aadhaar Enabled Payment System (AEPS), Unified Payments Interface (UPI), National Electronic Funds Transfer (NEFT), etc.<br><br>• State the relevant G2C services to be provided to the community such as signing up for and updating information in Aadhaar Card, Voter ID card, passport, Personal | | Lecture, team activities, discussion, practical demonstrat-ions (hands on practice) | Participant handbook Projector, System facilitating Presentat-ion slides, computer system and internet connection, whiteboard, marker pens of Different colours | T: 2:00<br>P: 6:00 |
| | | 3. Provide G2C Services – Part 3 | | | Lecture, team activities, discussion, practical demonstrat-ions (hands on practice) | Participant handbook Projector, System facilitating Presentat-ion slides, computer system and internet connection, whiteboard, marker pens of Different colours | T: 2:00<br>P: 6:00 |
| | | 4. Provide G2C Services – Part 3 | | | Lecture, team activities, discussion, practical demonstrat-ions (hands on practice) | Participant handbook Projector, System facilitating Presentat-ion slides, computer system and internet connection, whiteboard, marker pens of Different colours | T: 2:00<br>P: 6:00 |

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| | | | Account Number (PAN) card, etc.<br><br>• Demonstrate the process of signing up for and updating information in the Aadhaar Card, Voter ID card, passport, PAN card, etc.<br><br>• Explain the relevant healthcare solutions available through CSCs such as telemedicine, diagnostic services and generic medicine services.<br><br>• Demonstrate the process of signing up for different types of insurance services such as life, health, motor insurance and making insurance premium payments.<br><br>• Explain the use of the national network of CSCs to connect women and marginalised communities in rural and remote areas with mainstream financial services. | | | | |

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| | | | • State the relevant Information Technology (IT) services and products offered through CSC under the National Digital Literacy Mission (NDLM). <br> • Explain the importance of ensuring cost-effective access to key information and government services with increased administrative efficiency along with timely delivery of critical information and services. <br> • Explain the use of the relevant ICT to create awareness and empower citizens on digital technologies, financial management, legal rights and facilitate educational services <br> • Explain the importance of using CSC for encouraging the participation of community members in new and relevant government schemes and programmes. | | | | |

Community Service Provider

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| | | | • Demonstrate the process of registering for and submitting the application for the relevant government schemes and programmes.<br>• Demonstrate the process of registering and getting the Food Safety and Standards Authority of India (FSSAI) certificate and other rural e-commerce ventures.<br>• Describe the process of placing a variety of service requests with different government departments, relevant web tools/ portals to be used for the purpose, and the average response/ resolution time.<br>• Explain the importance and process of documenting, classifying, and prioritising service requests. | | | | |

| | | 5. Provide B2C Services | • Explain the variety of B2C services offered through CSC such as electricity and mobile bill payment: data card, Direct to Home (DTH) and mobile recharge: bus/ train/ air ticket.<br>• Describe the process of checking the eligibility of students for various e learning programmes and competitive exams.<br>• Demonstrate the process of searching and applying for jobs in the public and private sectors.<br>• Describe the process of availing relevant e-commerce services, such as purchase and sale of agricultural inputs and produce respectively. | AGR/ N7810 PC15, PC16, PC17, PC18, KU11, KU12, KU13, KU14 | Lecture, team activities, discussion | Participant handbook Projector, System facilitating Presentat-ion slides, White-board, Marker pens of different colours | T: 2:00 P: 4:00 |

| | | 6. Provide Farmer Specific Services | • State the relevant services to be offered to farmers through CSC and the importance of planning the delivery through coordination with the gram pradhan, agricultural extension services officer other concerned authorities.<br>• Train farmers on relevant agricultural practices and use of various machinery, tools and equipment.<br>• Describe the process of identifying the quality of various agricultural inputs and connecting the farmers with the relevant vendors.<br>• State various agricultural services and government schemes to be offered to farmers through the CSC. | AGR/ N7810 PC19, PC20, PC21, PC22, PC23, KU15, KU16, KU17, KU18, KU19 | Lecture, team activities, discussion, role play, collaborative learning | Participant handbook Projector, System facilitating Presentat-ion slides, computer system and internet connection, whiteboard, marker pens of Different colours | T: 4:00 P: 2:00 |
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| | | | | • Explain the relevant business support services meant for farmers.<br>• Explain the role of the community in the functioning of CSC and VKC. | | | | | |
| | | | 7. Maintain, Review, Store Records | • Prepare a sample manual and/ or electronic record of CSC operations including the payments made and received, using the physical registers and/ or the relevant computer.<br>• Demonstrate how to review the records and analyse the earning of the CSC.<br>• Explain the importance and process of analysing the earning of the CSC to identify ways to make CSC operations profitable<br>• Explain the importance and ways of storing all the physical documents and electronic data safely. | AGR/ N7810 PC24, PC25, PC26, PC27, PC28, KU22, KU23, KU24, KU25, KU26, KU27 | Lecture, team activities, discussion | Participant handbook Projector, System facilitating Presentat-ion slides, computer system and internet connection, whiteboard, marker pens of Different colours | T: 2:00 P: 3:00 |

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| | | | • Explain the importance of ensuring access to the organisational records by authorised personnel only.<br>• "Explain the importance of reviewing the records periodically to ensure accuracy and compliance with relevant regulations."<br>• Demonstrate the process of creating a regular backup to protect against accidental loss. | | | | |
| | | 8. Resource Optimisat-ion and Waste Manage-ment | • Explain the benefits of resource optimisation.<br>• Demonstrate various practices to optimise the usage of various resources such as water and electricity.<br>• Explain the importance of recycling and disposing different types of waste as per the applicable regulations.<br>• Demonstrate the process of recycling and disposing different types of waste appropriately. | AGR/ N7810 PC29, PC30, PC31, PC32, KU34, KU35, KU36 | Lecture, discussion, team activities | Participant handbook Projector, System facilitating Presentat-ion slides, internet connection, whiteboard, marker pens of Different colours | T: 2:00 P: 2:00 |

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| | | 9. Perform Basic Computer Operations – Part 1 | • Explain the use of computer related accessories and peripherals such as a scanner, printer, router, etc.<br>• Explain the basic functionalities of the applications, hardware and/or access rights.<br>• Explain the basic computer knowledge and the process of performing arithmetic and numeric calculations.<br>• Explain the use of e-mails for electronic communications. | KU21, KU30, KU32, KU33 | Lecture, team activities, discussion, practical demonstration (hands on practice) | Participant handbook Projector, System facilitating Presentation slides, computer system and internet connection, whiteboard, marker pens of Different colours | T: 1:00<br>P: 2:00 |
| | | 10. Perform Basic Computer Operations – Part 2 | | | | | T: 0:00<br>P: 2:00 |
| | | 11.Practice Inclusion at Work | • Explain the importance of inclusion of all genders and People with Disability (PwD) at the workplace.<br>• Demonstrate appropriate verbal and non-verbal communication that is respectful of genders and disability. | AGR/ N7810 KU37 | Lecture, discussion, team activities | Participant handbook, projector, system facilitating, presentation slides, whiteboard, marker pens of different colours | T: 2:00<br>P: 1:00 |

| 5 | Basic Entrepre-neurial Activities for Small Enterprise T: 12:00 P: 28:00 (HH:MM) | 1. Process of Planning the Agricultural Enterprise | • Explain how to identify various types of agricultural entrepreneurship/ business opportunities.<br>• Explain how to analyse the demand and supply of the relevant agricultural produce in the market<br>• Demonstrate how to analyse the demand and supply of the relevant agricultural produce in the market.<br>• Describe the process of identifying the target customers and assessing their needs and expectations with respect to the quality and price of the produce.<br>• Explain how to prepare a basic business plan for agricultural entrepreneurship/business activities. | AGR/ N9908 v2.0 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, KU1, KU2, KU3, KU4, KU5, KU6, KU7 | Lecture, discussion, team activities | Participant handbook, projector, system facilitating, presentat-ion slides, whiteboard, marker pens of different colours | T: 2:00 P: 6:00 |

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| | | | • Prepare a sample basic business plan for agricultural entrepreneurship/business activities.<br>• State the appropriate sources of funding for the agricultural entrepreneurship/ businesses<br>• State the relevant government schemes and programs<br>• Explain the importance of ensuring compliance with the government structural reforms and framework, along with the applicable rules and regulations. | | | | |
| | | 2. Agriculture Business Operations - Part 1 | • List various resources required for agricultural production<br>• Describe the process of planning agricultural production and the use of relevant technologies to enhance production | AGR/ N9908 v2.0 PC10, PC11, PC12, PC13, PC14, KU6, KU7, KU8, KU9, KU10, KU11, KU12, KU13, | Lecture, discussion, team activities, | Participant handbook, projector, system facilitating, presentat-ion slides, white board, marker pens of different colours | T: 6:00 P: 2:00 |

| | | 3. Agriculture Business Operations - Part 2 (Field Visit) | • Explain the importance of ensuring no cause adverse impact on the environment and produce during production<br>• State the recommended practices to be followed for efficient input resource management.<br>• Describe the process of optimising the production processes and output through the amalgamation of existing practices with smart technologies.<br>• Explain the recommended sustainability practices to be followed during agricultural production to prevent and deal with deforestation, loss of biodiversity, soil degradation, etc. | | Field visit, observations, demonstrat-ions | Participant handbook, projector, system facilitating, presentat-ion slides, white board, marker pens of different colours | P: 8:00 |

| | | 4. Post-production and Marketing in Agri-business -Part 1 | • Explain how to collect information related to the wholesale and retail price of agricultural produce. • Explain how to calculate the economics of the produce viz. production cost, price of the produce, B:C Ratio etc. • Explain the | AGR/ N9908 v2.0 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PPC27, KU14, | Lecture, discussion, team activities | Participant handbook, projector, system facilitating, presentat-ion slides, white board, marker pens of different colours | T: 2:00 P: 6:00 |
| | | 5. Post-production and Marketing in Agri-business- Part 2 | relevant government schemes with the provision of subsidies/fund s for the promotion of agricultural produce. • Describe the process of selecting appropriate marketing channels for marketing agricultural produce, and the applicable requirements and constraints. • List the relevant buyers of different types of agricultural produce. | KU15, KU16, KU17, KU18, KU19, KU20, KU21, KU22, KU23, KU24 | Lecture, discussion, team activities | Participant handbook, projector, system facilitating, presentat-ion slides, white board, marker pens of different colours | T: 2:00 P: 6:00 |

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| | | | • Explain how to identify and manage various risks to production and post-production processes.<br>• Explain how to undertake outreach programs to promote agricultural products and services, and expand agri-business.<br>• Explain the 4Ps i.e., product, price, promotion, and place and 4As i.e., acceptability, affordability, accessibility, and awareness considered while preparing and executing a marketing plan.<br>• Explain the use of the relevant digital services such as e-commerce, e-payments, electronic recordkeeping, etc.<br>• Demonstrate how to calculate the costs incurred and determine the price of the product for profitability. | | | | |

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| | | | • Prepare a sample marketing plan considering the 4Ps i.e., product, price, promotion, and place and 4As i.e., acceptability, affordability, accessibility, and awareness.<br>• Demonstrate the process of using relevant digital services such as e-commerce, e-payments, electronic recordkeeping, etc. | | | | |
| 6 | Hygiene and cleanliness<br>T: 2:00<br>P: 2:00<br>(HH:MM) | 1. Personal Heath, Hygiene and Fitness at Work | • Explain the requirements of personal health, hygiene and fitness at work.<br>• Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs.<br>• Demonstrate how to wash worn out clothes with soap and sun-dry before use next time. | AGR/ N9903 PC1, PC2, PC3, KU5, KU6 | Lecture, activity, practical demonstrat-ions | Participant handbook (PHB), projector, System facilitating Presentat-ion slides, whiteboard, marker pens of Different colours, running water, soap and hand rubs, ppe | T: 0:30<br>P: 0:30 |

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| | | | | • Demonstrate the steps to follow to put on and take off a mask safely. | | | | |
| | | | 2. Cleanliness and Safety at Workplace | • Describe common health-related guidelines laid down by the organisations/ Government at the workplace.<br>• State the importance of sanitizing the workplace.<br>• Demonstrate how to sanitize and disinfect one's work area regularly while adhering to workplace<br>• sanitization norms. | AGR/ N9903 PC1, PC2, PC3, PC4, PC11, KU7 | Lecture, discussion. Practical demonstration | Participant handbook (PHB), projector, System facilitating Presentat-ion slides, whiteboard, marker pens of Different colours, cleaning agents, disinfecta-nts and sanitizers, tools and equipment for cleaning, Necessary ppe. | T: 0:30<br>P: 0:30 |
| | | | 3. House-keeping and Waste Disposal | • Explain the importance of good housekeeping at workplace.<br>• Explain safe methods of waste disposal.<br>• Dispose waste safely and correctly in the designated area.<br>• Explain methods to minimise environmental damage during work. | AGR/ N9903 PC11, PC13, KU10, KU11, KU12 | Lecture, group discussion | Participant handbook (PHB), projector, System facilitating Presentat-ion slides, whiteboard, marker pens of Different colours, chart papers, access to internet (if possible) | T: 0:30<br>P: 0:30 |

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| | | 4. Controlling Spread of Diseases at Workplace | • Explain the kinds of contagious diseases in your line of work. <br> • Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases. <br> • Explain the measures to control spread of contagious diseases. | AGR/ N9903 PC15, KU13, KU14 | Lecture, team activity | Participant handbook (PHB), projector, System facilitating Presentat-ion slides, whiteboard, marker pens of Different colours, chart papers, access to internet (if possible) | T: 0:30 P: 0:30 |
| 7 | Safety and Emerge-ncy Procedu-res T: 2:00 P: 10:00 (HH:MM) | 1. Hazards at Workplace | • Describe the commonly reported hazards at the workplace. <br> • Describe the hazards caused due to chemicals/ pesticides/ fumigants. <br> • Check for hazards at workplace. | AGR/ N9903 PC7, KU1, KU2, KU3, KU4 | Lecture, game, team activity | Participant handbook (PHB), projector, System facilitating Presentat-ion slides, whiteboard, marker pens of Different colours, chart papers | T: 0:20 P: 1:00 |
| | | 2. Personal Safety at Workplace | • List the PPE required at workplace. <br> • Display the correct way of donning, doffing, and discarding PPE such as face masks, hand <br> • gloves, face shields, PPE suits, etc. | AGR/ N9903 PC3, PC6, KU8 | Lecture, group discussion, team activity, practical demonstrat-ions | Participant handbook (PHB), projector, System facilitating Presentat-ion slides, whiteboard, marker pens of Different colours, chart | T: 0:30 P: 2:00 |

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| | | | | | | papers, ppe: gown, mask, gloves, googles or face shield for all | |
| | | 3. Safety While Using Tools and Equipment | • Describe the basic safety checks to be done before the operation of any equipment/ machinery.<br>• Sanitise tools, equipment, and machinery. | AGR/ N9903 PC5, PC8, PC9, PC10, KU9 | Lecture, team activity, demonstration | Participant handbook (PHB), projector, System facilitating Presentat-ion slides, whiteboard, marker pens of Different colours, chart papers, ppe: gown, mask, gloves, googles or face shield for all | T: 0:20 P: 2:00 |
| | | 4. Handling Accidents and Emergen-cies at Workplace | • List some accidents, emergency situations and emergency services to use.<br>• State measures that can be taken to prevent accidents and damages at the workplace.<br>• Demonstrate use of emergency equipment in accordance with manufacturer's specifications<br>• and workplace requirements. | AGR/ N9903 PC12, PC15, PC16, PC17, KU14, KU16 | Lecture, game, quiz, team activity, demonstration | Participant handbook (PHB), projector, System facilitating Presenta-tion slides, whiteboard, marker pens of Different colours, chart papers, ppe: gown, mask, gloves, googles or face shield for all | T: 0:30 P: 2:00 |

| | | 5. Admini-stering First Aid | • Describe the common first aid procedures to be followed in case of emergencies.<br>• Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures<br>• Demonstrate administration of first aid<br>• List some local emergency services | AGR/ N9903 PC14, PC18, PC19, PC20, KU2, KU3, KU15, KU16, KU17 | Lecture, discussion, practical demonstra-tions | Participant handbook (PHB), projector, System facilitating Presenta-tion slides, whiteboard, marker pens of Different colours, chart papers, ppe: gown, mask, gloves, googles or face shield for all | T: 0:20 P: 3:00 |

| 8. | Employability Skills (60hrs) | Introduction to Employability Skills | • Describe importance of Employability Skills<br>• Prepare a note on different industries, trends, required skills | DGT/VSQ/ N0102 | Classroom lecture, Team Activity | White-Boardan d, Markers, Chart Paper and Sketch pens, LCD Projecto r | 1:30 |
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| | | Constitutional Values: Citizenship | • Detail the principles of constitution of India<br>• Identify thevariousenvi ronmentallysus tainable practices | | Classroom lecture, Team Activity | Laptop, PPT, White board Markers, note pad, pen etc. | 1:30 |
| | | Becominga Professional inthe21st Century | • Discuss relevant 21stcentury skillsrequired foremployment<br>• Practice criticalthinking anddecision makingskills | | Classroom lecture, Team Activity | Laptop, PPT, White board Marers, note pad, pen etc. | 2:30 |
| | | BasicSkills-I | • Read English textwith appropriateartic ulation<br>• Practice basic English words, sentences, punctuation<br>• Demonstrate active listening and reading skills | | Classroom lecture, Team Activity, Role play, video session | Laptop, PPT, White board Markers, note pad, pen etc. | 5:00 |
| | | BasicSkills-II | | | Practical, demonstration, role play | | 5:00 |
| | | Career Development and Goal Setting | • Identify well-defined short- and long-term goals<br>• Explain how to build a career pathway<br>• Conduct job market | DGT/V SQ /N010 2 | Class room lecture, discussion, demonstration, practical | Laptop, PPT, White board Markers, note pad, pen etc. | 2:00 |

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| | | | • research<br>• Discuss how to set career goals. | | | | |
| | | Communication Skills | • Explain the importance of communication at workplace<br>• Demonstrate effective communication strategies<br>• Demonstrate how to communicate effectively using verbal and nonverbal communication | 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 | • Explain the need of diversity at workplace<br>• Identify the various PwD policies applicable at workplace<br>• Discuss the significance of the POSH Act | 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 | • Discuss various financial institutions, products, and services<br>• Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions | 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 | • Detail the use and features of various MS Office tools, like MS Word, MS Excel, MS PowerPoint, etc.<br>• Demonstrate how to operate digital devices<br>• Create an e-mail id and follow e- mail etiquette to exchange e -mails<br>• Describe the role of digital technology in day-to-day life and the workplace | 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 | • Practice Digital skills | | Demonstration, practical, learning | | 4:00 |

| | | | | | | by doing | | |
|---|---|---|---|---|---|---|---|---|
| | | Entrepreneurship | • Describe the types of entrepreneurship and enterprises<br>• Describe the4Ps Of Marketing- Product,Price, Place and Promotion and Apply the mas Per requirement<br>• Create a sample Business plan, For the selected business | 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 | • Identify types of customers and how to deal with them<br>• Identify methods to get customer feedback and how to implement them<br>• Explain various tools used to collect customer feedback<br>• Discuss the significance of maintaining hygiene and dressing appropriately | 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 | • Practice personal grooming strategies<br>• Illustrate the use of online platforms for job hunting<br>• Detail the concept of Apprenticeship<br>• Demonstrate how to enroll for Apprenticeship programs.<br>• Draft a professional Curriculum Vitae (CV)<br>• Role play a mock interview | 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 – Community Service Provider | |
|---|---|
| **Job Role** | **Community Service Provider** |
| **Qualification Pack** | **AGR/Q7802** |
| **Sector Skill Council** | **Agriculture Skill Council of India** |

| 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. |
| | In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack . |

| Compulsory NOS -National Occupational Standards | Theory Marks | Practical Marks | Viva Marks | Total Marks | Weightage |
|---|---|---|---|---|---|
| AGR/N7809.Set up the community service centre | 30 | 40 | 30 | 100 | 30 |
| AGR/N7811.Promote the CSC services to the target audience | 30 | 40 | 30 | 100 | 30 |
| AGR/N7810.Provide the CSC services to the target audience | 30 | 40 | 30 | 100 | 25 |
| AGR/N9908.Undertake basic entrepreneurial activities for small enterprise | 30 | 40 | 30 | 100 | 5 |
| AGR/N9903.Maintain health and safety at the workplace | 40 | 25 | 35 | 100 | 5 |
| **Total** | **160** | **185** | **155** | **500** | **95** |

## Annexure - III

**Annexure of QR Codes for Community Service Provider**

| Module No. | Unit No. | Topic | QR Code Links | QR Code |
|---|---|---|---|---|
| 1. Introduction to the Role of a Community Service Provider | Unit 1.1: Size and Scope of Agriculture Industry in India | What is Digital India | https://www.youtube.com/watch?v=Q81U3vG7BNw | What is Digital India |
| | | CSC Journey Film | https://www.youtube.com/watch?v=OiEetM4FIsk | CSC Journey Film |
| | Unit 1.2: Roles, Responsibilities and Employment Opportunities of a Community Service Provider | Village Level Entrepreneur at Common Service Centre | https://www.youtube.com/watch?v=y0OiwUfJH8Y | Village Level Entrepreneur at Common Service Centre |
| 2. Process of Setting up the Community Service Centre | Unit 2.1 - National E-Governance | Citizen Engagement Framework for e-Governance Projects | https://www.meity.gov.in/writereaddata/files/Framework_for_Citizen_Engagement_in_NeGP1.0_0.pdf | Citizen Engagement Framework for e-Governance Projects |
| | | National Information Technology Policy 2012. | https://www.meity.gov.in/writereaddata/files/Framework_for_Citizen_Engagement_in_NeGP1.0_0.pdf | National Information Technology Policy 2012. |

| | Unit 2.5 – Community Service Centre: Operation | Social Media Framework & Guidelines for Government Organisations | https://www.meity.gov.in/writeread data/files/Framework_for_Citizen _Engagement_in_ NeGP1.0_0.pdf | Social Media Frame work & Guidelines for Government Organisations |
|---|---|---|---|---|
| 4. Process of Providing the CSC Services to the Target Audience | Unit 4.6 - Perform Basic Computer Operations | Basic Computer Knowledge (MS Word Practice) | https://www.youtube.com/watch?v =aB9npFVbGjA | Basic Computer Knowledge (MS Word Practice) |
| | | Spreadsheet Fundamentals: Overview | https://www.youtube.com/watch?v =C0znaqrakQU | Spreadsheet Fundamentals: Overview |
| 5. Basic Entrepreneurial Activities for Small Enterprise | Unit 5.1 - Process of Planning the Agricultural Enterprise | Smart Farming in India | https://www.youtube.com/watch?v =clii1U1OChM | Smart Farming in India |
| | Unit 5.2 - Agriculture Business Operations | Sustainable Agriculture Practices | https://www.youtube.com/watch?v =Ltc4ZzQN_vE | Sustainable Agriculture Practices |

| 7. Safety and Emergency Procedures | Unit 7.5 - Administering First Aid | First aid for burns | https://www.youtube.com/watch?v=yfoLgUxh474 | First aid for burns |
| --- | --- | --- | --- | --- |
| | | What is HIRA (Hazard Identification and Risk Assessment? | https://www.youtube.com/watch?v=spgAeV9wPFo | What is HIRA (Hazard Identification and Risk Assessment? |
| | | How to use the fire extinguisher | https://www.youtube.com/watch?v=6mX07wNJuYE | How to use the fire extinguisher |
| | | Pollinators & Pesticides \| From the Ground Up | https://www.youtube.com/watch?v=hlk3PU5qyYQ | Pollinators & Pesticides \| From the Ground Up |

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**ASCI**
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