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**ASCI**  
Agriculture Skill Council of India

# Facilitator Guide



Sector  
**Agriculture**

Sub-Sector  
**Agriculture Crop Production**

Occupation  
**Farm Management**

Reference ID: **AGR/Q1201, Version 3.0**  
NSQF Level: **4**

## Organic Grower



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**Shri Narendra Modi**  
Prime Minister of India

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



## Acknowledgements

We are thankful to all organizations and individuals who have helped us in preparation of this Facilitator Guide. We also wish to extend our gratitude to all those who reviewed the content and provided valuable inputs for improving quality, coherence and content presentation of chapters. This Facilitator Guide will lead to successful roll out the skill development initiatives, helping greatly our stakeholders particularly trainees, trainers and assessors etc. We are thankful to our Subject Matter Expert for the content and helping us in preparation of this Facilitator Guide.

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

## About this Guide

This Facilitator Guide is intended to empower the trainer for preparing the Organic Grower as per its Qualification Pack (QP). Every National Occupational (NOS) is spread over unit/s. The National Occupational Standards indicate the measures of execution an individual must accomplish when doing a capacity in the work environment, together with the information and comprehension he/she has to meet that standard reliably. This guide will facilitate the trainer to build the capacity and skill of trainee to utilize organic resources and improve livelihood. Trainee should likewise have the capacity to exhibit abilities to utilize different resources in the organic farming. The trainer will be able to guide and prepare students in the following abilities:

- **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 the required operations inside the predetermined measures
- **Professional Skills:** Capacity to settle on operational choices relating to the zone of work

With the help of this guide, trainer will be able to use various process and methods to skill Organic Grower in cultivation of organic crops as per recommended package of practices. He /She will be able to demonstrate organic approaches like cattle integration, on-farm input generation, biomass recycling, natural resource use optimization and sell the organic produce. The Guide additionally incorporates practical demonstrations through field visit for the students where they will watch the method/operations and administrations of the Organic Grower. Chapters are prepared to build up the expert abilities like – choices making, systematic and basic considering. We hope trainer will be able to impart his/her knowledge with help of this guide to make this program a success and up-skill the workers to the recommended standards.

## Symbols Used



Exercise



Notes



Objectives



Do



Ask



Explain



Elaborate



Activity



Team Activity



Facilitation Notes



Learning Outcomes



Summarize



Role Play



Example



Field Visit



Demonstrate



Resources



Say



Practical

## Table of Contents









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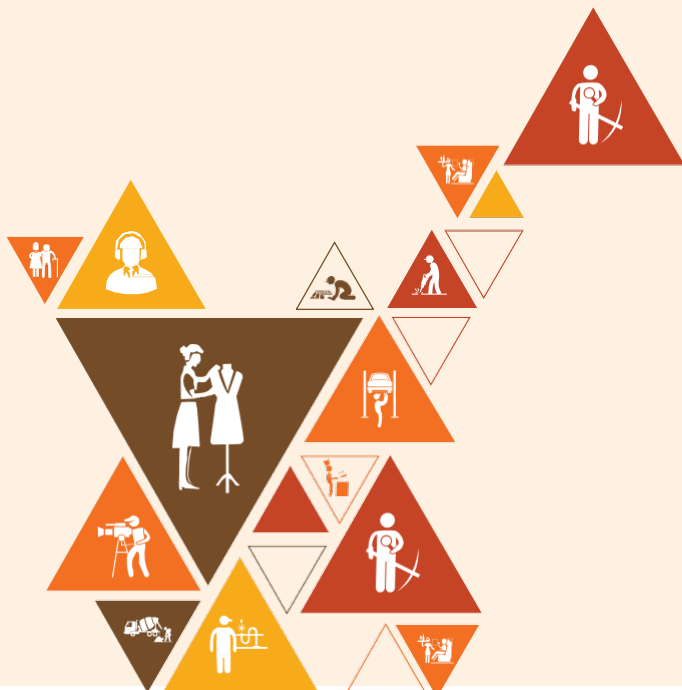
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# 1. Introduction

Unit 1.1 - Introduction to Organic Farming

Unit 1.2 - Importance of Organic Farming



Bridge Module

## Key Learning Outcomes

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

1. Discuss general discipline in the classroom (Do's & Don'ts).
2. Discuss the role of an Organic Grower and their progression pathways.
3. Describe the scope and opportunities of organic farming.
4. Explain the need of organic farming in India.
5. Explain various regulatory mechanism in Organic farming and their role.

## UNIT 1.1: Introduction to Organic Farming

### Unit Objectives

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

1. Summarize the concept of Organic farming.
2. Explain the Importance and scope of Organic farming.

### Resources to be Used

- White board, marker, pen, note pad, participant handbook, related power point presentation.

### Say

- Welcome the participants and thanks everyone for their participation in this training program.

### Elaborate

With the help of Participant handbook and audio visual aids, elaborate :

- Organic Farming
- Scope and Opportunities of Organic Farming
- Organic Standards and Regulations
- Basic Steps of Organic Farming

### Activity

**Purpose :** To perceive the basic steps of Organic Farming. It may be planned for 15-20 minutes.

**Methodology :** Pen and paper activity

**Procedure :**

- Divide the participants into two groups and ask them to discuss among themselves and write the steps of Organic Farming.
- Then call a volunteer from both the groups and ask them to write their points on the board.
- Now discuss those points with all participants and if anyone has doubt, then solve it.

### Do

- Provide exercise to get the details of global production and organic farming and contribution of India in the total production.

## Notes for Facilitation



- Explain different management responsibilities of organic farming.
- Hands on training is necessary.

## Exercise



### Key Solutions to PHB Exercises

#### A. Short Questions

1. Improved soil fertility, better water quality, prevention of soil erosion, generation of Rural employment, etc.
2. Produce cost effective food products , free of synthetic fertilizers and pesticides. It also provide employment opportunities and economic benefits to local communities.
3. It is a system that begins to consider potential environmental and social impacts by eliminating the use of synthetic inputs.

#### B. True or False

1. True
2. True

#### C. Multiple Choice Questions

1. 3 years
2. 1940
3. More than conventional farming
4. Imbalanced use of fertilizers

## UNIT 1.2: Importance of Organic Farming

### Unit Objectives

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

1. Explain the importance of organic farming.
2. Explain the status of organic farming.
3. Explain the role of organic production.

### Resources to be Used

- White board, marker, pen, note pad, participant handbook, related power point presentation.

### Ask

- If the participants are aware about benefits of organic farming.
- If they are aware that organic farming helps in improving soil fertility and more profitable.
- If any one in their village or nearby area is practicing organic farming and his/ her productivity status or annual income over the chemical fertilization.

### Do

- Prepare charts or arrange for visuals graphics to showcase the status of Organic farming in India and at global level.
- Different crop category wise status like food grain crops, medicinal and aromatic plants, fruits and vegetables in terms of their organic cultivation can also be shared with participants.
- Tell the participants to identify the types of soils and irrigation facility in their areas. Also Ask them to share most common crop grown in their area and hurdles faced during their cultivation practices. Try to relate this with benefits of organic farming in terms of soil health and product quality improvisation.

### Elaborate

Different options of Organic farming and discuss with the help of participant handbook. The options are:

- Pure Organic farming
- Integrated farming systems
- Status of organic farming in India

## Notes for Facilitation

- Always try to impart examples through successful case studies.
- Engage participants to share their experiences or knowledge about organic farming.
- Arrange a session with the successful organic entrepreneur to share his practical experiences for motivating the candidates.

## Exercise

### Key Solutions to PHB Exercises

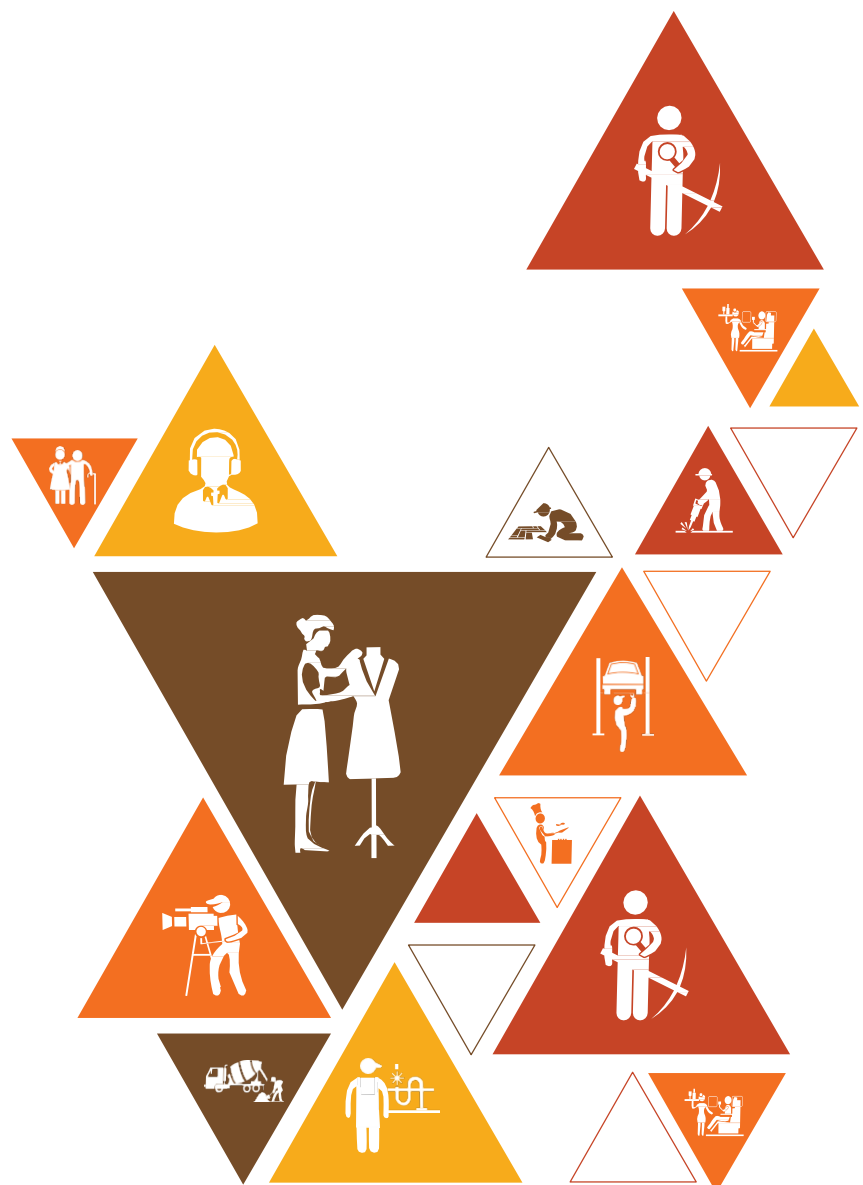
#### A. Fill in the blanks-

1. Animal and Plants waste
2. Pure Organic Farming
3. Maintain ecological balance

#### B. Multiple Choice Questions

1. All the above
2. Give back to nature
3. Sikkim

- C. Compared with conventional agriculture, organic farming uses fewer pesticides, reduces soil erosion, decreases nitrate leaching into groundwater and surface water, and recycles animal wastes back into the farm. It helps in keeping agricultural production at a sustainable level.



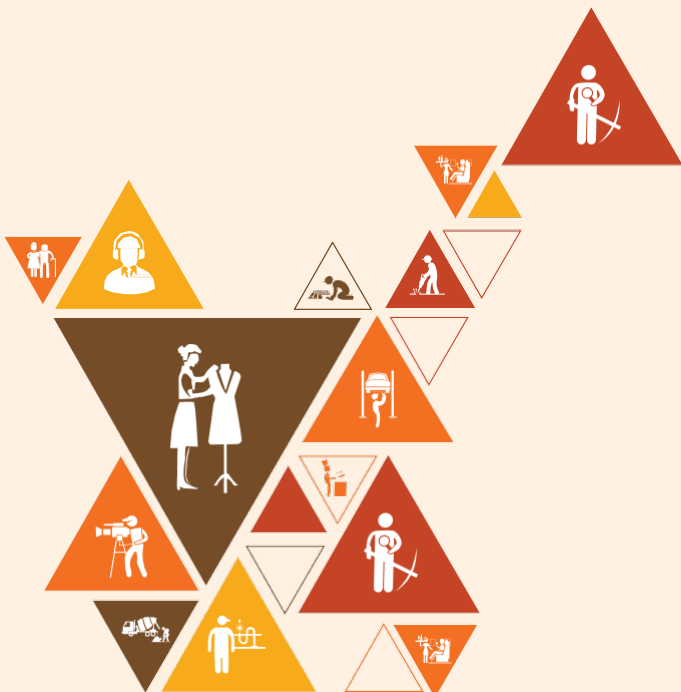


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## 2. Organic Farming Planning

## Unit 2.1 - Plan for Organic Farming



**AGR/N1201**



## Key Learning Outcomes

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

1. Discuss the need of safe farming practices and their characteristics.
2. Describe the approach to be taken for transition to organic farming.
3. Explain agro-ecology based farming and their advantages and disadvantages along with their pre-requisites.
4. Discuss the effects of specific chemicals on health and environment.
5. List the steps needed to implement organic principles and their pre-requisites as per standard.
6. Discuss about seasonality of various crops.
7. Explain crop rotation and combination of crops for crop rotation.
8. Distinguish between conventional and organic farming.
9. Discuss various forms of organic farming and applicable core principles and recommended package of practices.
10. Explain the characteristics of Good Agricultural Practices (GAP), natural farming, organic farming, zero till farming.
11. Explain the benefits and trade-offs in organic farming.
12. Explain the benefits for multiple cropping.
13. Explain basic financial planning to get breakeven in organic farming.
14. Explain crop vulnerability in organic farming.

## UNIT 2.1: Plan for Organic Farming

### Unit Objectives

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

1. Selection of Crop for farming.
2. Explain the needs of safe farming practices.
3. Briefly explain the type of safe farming practices.
4. Explain the steps of a successful biological infection.

### Resources to be Used

- White board, marker, pen, note pad, participant handbook, related power point presentation.

### Say

- Welcome the participants and thanks everyone for their participation in this training program.

### Elaborate

- Plan for Organic Farming
- Steps to a Successful Organic Farmer
- Agro ecology based farming
- Principle of Organic Agriculture
- Seasonality of various crops
- Crop Rotation
- Good agricultural practices
- Natural Farming
- Benefits an trade off in organic farming
- Factors affecting crop selection
- Advantage of Green Manuring

### Activity

**Purpose :** To observe the steps of successful organic farming. The activity may be planned for 2-3 hours or more depending on distance of location.

**Material Required :** Pen/pencil, Notebook, Checklist.

**Methodology :** Stage presentation, Pen and paper activity

**Procedure :**

Distribute the participants in group and ask them to visit nearby field .Then talk to the farmer and ask him the procedure of organic farming and then write it in your notebook.

After this, do a group discussion and then the trainer will call a volunteer and ask him to summarize the topic.

**Do**

- Provide exercise of creating a crop calendar or planning.
- Provide exercise to get the details of crop rotation and multi cropping in organic farming practices.

**Notes for Facilitation**

- A chart can be provided where suitable crop is mentioned for different types of soil and climatic conditions.

**Exercise****Key Solutions to PHB Exercises****A. Short Questions**

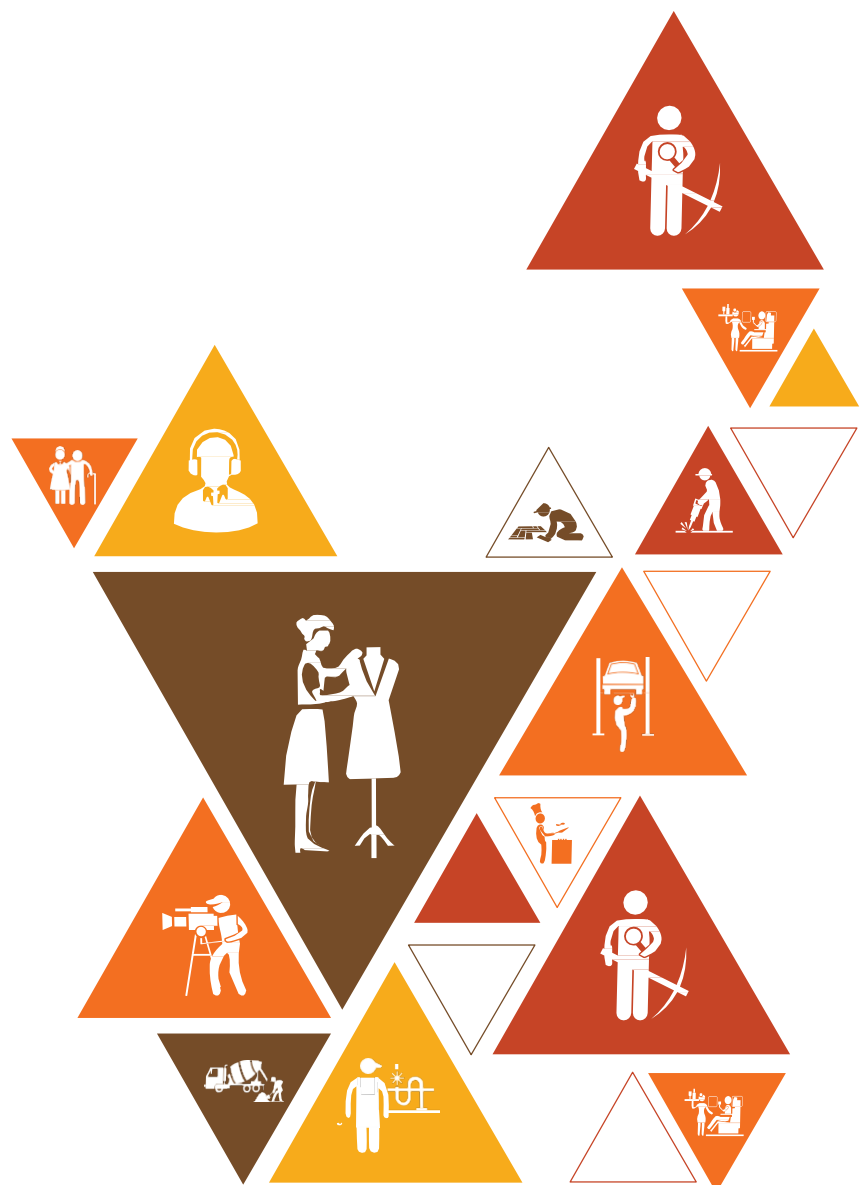
1. (a) Thorough learning about the Organic Farming basics  
(b) Choice of Location  
(c) Proper utilization of the land  
(d) Knowledge of the market  
(e) Soil preparation and good compost making  
(f) Taking care of the plant  
(g) Monitoring / Networking and Patience
2. Organic farming still requires basic agro practices like ploughing, tilting, mixing of manures, weeding, etc. to be performed. In natural farming there no ploughing, no tilting of soil and no fertilizers, and no weeding is done just the way it would be in natural ecosystems.
3. Agroecology is sustainable farming that works with nature.
4. **Good Agricultural Practices (GAP)** audits are voluntary audits that verify that fruits and vegetables are produced, packed, handled, and stored to minimize risks of microbial food safety hazards.

**B. Fill in the blanks-**

1. Winter
2. April to june

**C. Multiple Choice Questions**

1. DAP
2. By earthworms
3. Equipment
4. Sewage sludge



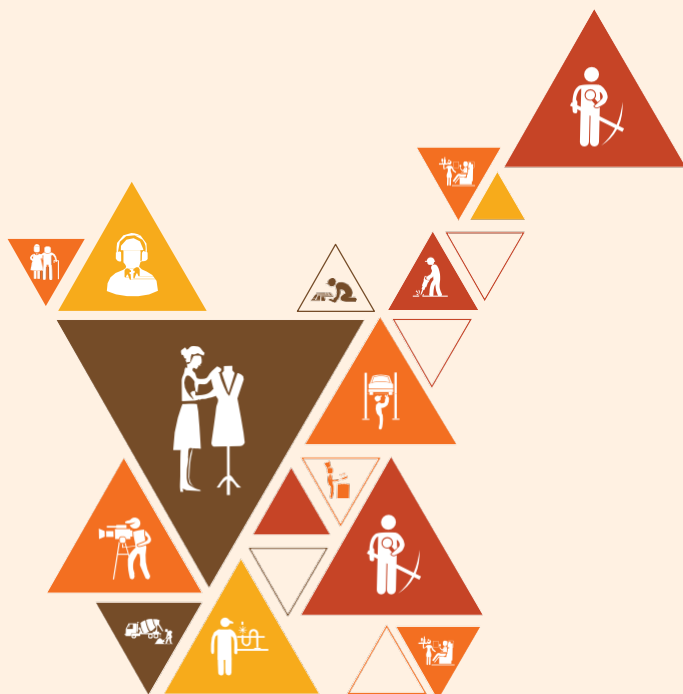


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### 3. Seed Selection and Treatment Under Organic Farming

## Unit 3.1 – Cropping System and Practice for Seed Treatment



**AGR/N1202**

## Key Learning Outcomes

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

1. Explain different type of types of cropping system and their pros and cons.
2. Discuss the organic practices for seed treatment.
3. List various seed treatment inputs available for organic farming and their benefits.
4. Explain acceptable chemical alternatives for seed treatment, their procurement and use.
5. Explain methodology for preparation of inputs for carrying out treatment under organic farming.
6. Describe quantity of process of applying seed treatment.
7. Explain the demand of various varieties in the market.
8. Discuss about the resistance of varieties to pests and diseases.
9. Discuss about various characteristics of seed with their suitability to the agro-climatic conditions.
10. Explain various seed treatment techniques in different crops.

## UNIT 3.1: Cropping System and Practice for Seed Treatment

### Unit Objectives

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

1. Explain Cropping system and types of cropping system.
2. Explain organic practices for seed treatment.
3. Explain Selection of seed variety – insect pest resistant, non genetically modified etc.
4. Explain Seed Treatment.

### Resources to be Used

- Whiteboard, marker, PPT, audio visual aids, note pad, pen, charts, participant handbook etc.

### Say

- Greet the participants and recall the previous session learning outcomes.

### Elaborate

- Cropping system
- Organic seed treatment
- Process of seed treatment
- Seed selection and treatment

### Activity

**Purpose :** Knowledge enhancement . Time may be plan for 30 minutes.

**Methodology :** Pen and Paper activity

- Ask each participants to write Recommendation of seed treatment for 5 major crops.
- Ask 4-5 participants to stand randomly and share the findings among their peers.

### Notes for Facilitation

- A table can be provided where the method of preparation of bio inputs is mentioned.
- Method of seed treatment details can be given in a pictorial form.

## Exercise



### Key Solutions to PHB Exercises

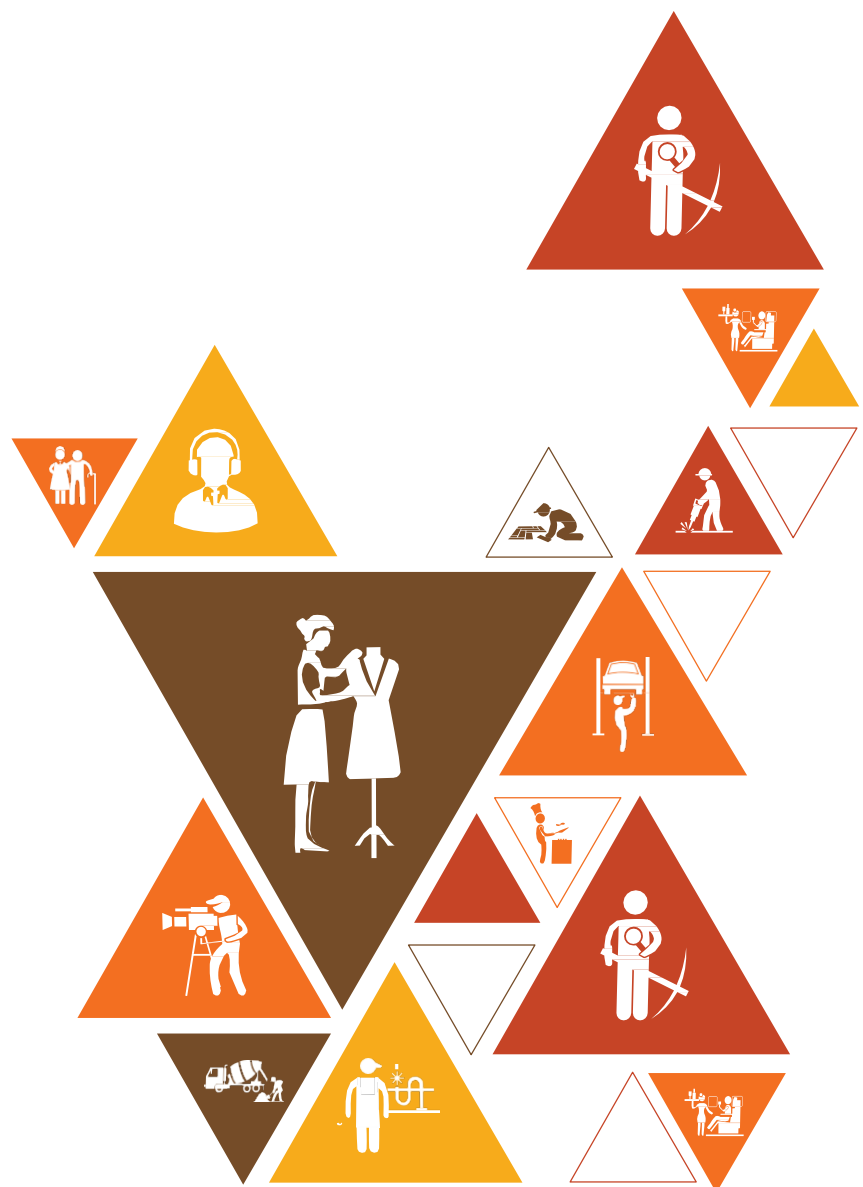
#### A. Short Questions

1. Groundnut - Soil application of castor cake @ 1000 kg/ha or Neem cake. Seed treatment Trichoderma viride @4gm/kg seed.
2. Intercropping- Intercropping is the practice of growing quite one crop on an equivalent time during a definite row pattern. After one row of the most crops, three rows of intercrops are often grown. This increase productivity per unit area.  
Mixed Cropping - is the simultaneous cultivation of two or more crops on an area of land that is equivalent to both. For instance, mixed cropping is the practice of producing wheat and gram on the same amount of land at the same time. The application of this technique reduces the likelihood that one of the crops would fail and offers protection against crop failure caused by unusual weather.
3. Seed treatment complexity ranges from a basic dressing to coating and pelleting. This is the most common method of seed treatment.

#### B. Multiple Choice Questions

1. Nurse crop
2. Fruits
3. Results in higher yields







## Key Learning Outcomes

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

1. Explain soil physio-chemical and biological properties and their inter- relationship.
2. Describe the concept of soil nutrient management under organic farming.
3. Explain the soil activation and soil enhancement.
4. Describe proper application process and schedule for soil activating agents.
5. Describe various methods to prepare the land to get appropriate tilth.
6. Discuss the importance of top soil in organic cultivation.
7. Describe about various soil activating inputs (jeevamrit, farmyard manure etc.).
8. Explain about the management of crop residues.
9. Discuss authorized soil and water lab to get the soil sample tested.
10. Explain importance of soil testing reports.
11. Describe various deficiency symptoms and their management under organic farming.
12. Explain how to calculate the nutrient needs on the basis of the soil test report.
13. Explain soil salinity/alkalinity/acidity management options under organic farming.
14. Discuss the importance of using bio fertilizers in organic farming.
15. Explain methods of application, timing and doses of different inputs.
16. Explain production methodologies for different types of composts and other inputs.
17. Discuss about green manuring and mulch and its importance.
18. Explain different methods of conservation agriculture (tillage, residue management, mulching etc.).
19. Describe the different sources of organic inputs.
20. Explain green manuring and biomass recycling methods and strategies.
21. Describe quality of biomass and stage of harvesting of biomass.
22. Explain use of bio fertilizers in organic agriculture.
23. Explain types and quantity of inputs needed at different crop stages.

## UNIT 4.1: Soil Nutrient Management in Organic Farming

### Unit Objectives

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

1. Explain Soil and its Properties.
2. Explain Soil nutrient management under organic farming.
3. Explain Soil activating agent.

### Resources to be Used

- Whiteboard, marker, PPT, audio visual aids, note pad, pen, charts, participant handbook etc.

### Say

- Greet the participants and recall the previous session learning outcomes.

### Elaborate

With the help of PHB and Audio-visual aids, elaborate

- Soil and its properties
- Soil nutrient management
- Soil activating agents
- Importance of soil testing
- Role of biofertilizers

### Practical

**Collection of soil sample for**

- Soil testing
- Soil nutrient analysis
- Preparation of nutrient package based on analyses
- Application of Bio fertilizers
- Evaluation of result

**Do**

- Provide exercise of soil sample collection, soil testing and analyze the report.
- Provide exercise to make a nutrient package for the crop considering the soil testing report.

**Notes for Facilitation**

- A chart can be given with nutrients required for the crop.
- Ask the participants if they require any kind of help.

## UNIT 4.2 : Management of Nutrient in Different Types of Soil

### Unit Objectives

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

1. Explain Soil salinity, alkalinity, acidity management under organic farming.
2. Explain the Role of biofertilizer in organic farming.
3. Explain Nutrient management.

### Resources to be Used

- Whiteboard, marker, PPT, audio visual aids, note pad, pen, charts, participant handbook etc.

### Say

- Greet the participants and recall the previous session learning outcomes.

### Elaborate

With the help of PHB and Audio-visual aids, elaborate

- Management of saline soil
- Management of acidic soil
- Management of alkaline soil
- Role of bio fertilizer

### Activity

**Purpose** : To perceive the guidelines for management of different types of soil and time will be 20 minutes.

**Methodology** : Pen and paper activity

- Divide the participants into three groups
- Ask the participants of three different groups to write on management of acidic, alkaline and saline soil respectively
- Now discuss the points of every group.

## Notes for Facilitation

- A chart can be given with management practice of different soils.
- Ask the participants if they require any kind of help.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

1. Physical properties of soil include color, texture, structure, porosity, density, consistence, aggregate stability, and temperature.
2. The organic soil activating agent is prepared from, by weight, 20%-30% of active humic acid, 5%-15% of magnesium sulfate, 0.3%-0.6% of surfactant.
3. Because it relates to soil structure in terms such as 'mellowness' or 'friability'.
4. A soil test is important for several reasons: to optimize crop production, to protect the environment from contamination by runoff and leaching of excess fertilizers, to aid in the diagnosis of plant culture problems, to improve the nutritional balance of the growing media.

#### B. Fill in the blanks-

1. Soil organic carbon
2. Leaching
3. Soil
4. Between 0.2 mm and 0.02 mm

#### C. Multiple Choice Questions

1. All the above
2. Decreases
3. 0.5
4. Arable soil







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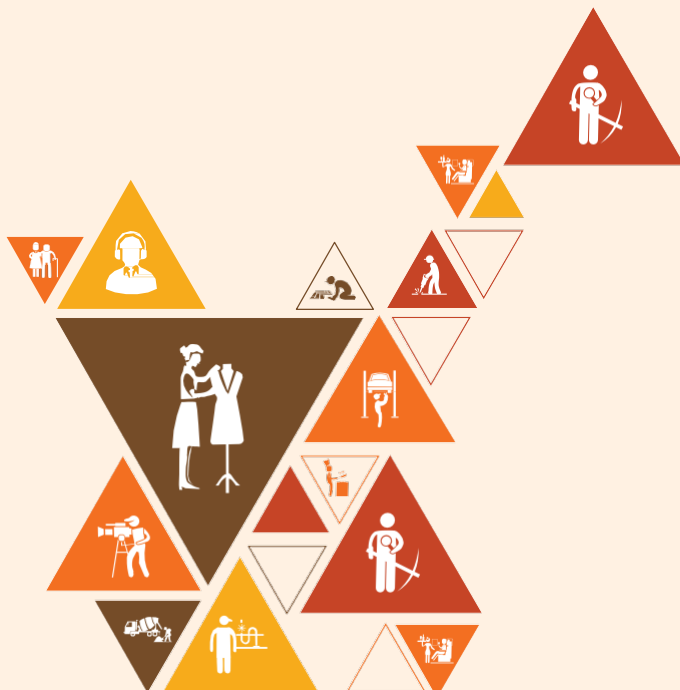
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## 5. Weed Control Under Organic Farming

Unit 5.1 - Weed Management and its impact



AGR/N1204

## Key Learning Outcomes

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

1. List the various types of weed in the farm and their impact on crop production and quality.
2. Explain the use of different methods to control weeds and their advantages and disadvantages.
3. Describe types of weed in the crop as against the critical growth stage of the crop and also their control measures.
4. Discuss integrated weed management.
5. Explain standards regarding plant quarantine.
6. Describe bio-pesticides and their recommended dose, method of applications and advantages and disadvantages.

## UNIT 5.1: Weed Management and its Impact

### Unit Objectives

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

1. Discuss various types of weed in the farm and their impact on crop production and quality.
2. Explain the use of different methods to control weeds and their advantages and disadvantages.
3. Describe types of weed in the crop as against the critical growth stage of the crop and also their control measures.

### Resources to be Used

- Whiteboard, marker, PPT, audio visual aids, note pad, pen, charts, participant handbook etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Elaborate

- Weed biology
- various types of weeds and their impact
- Different methods to control weeds
- Integrated weed management

### Activity

**Purpose:** To acquaint about the weeds. This activity may be planned for 20-30 minutes.

**Methodology :** Pen and per activity

- Ask the participants to list out 10 weeds name .
- Ask any one of the participants to pin point the factors on white board.
- Ask the other participants to discuss amongst themselves and ask any queries realised to the topic.

**Do**

- Provide exercise to visit farm or field
- Collection of different types of weed
- Suggestion for application of weed management
- Provide exercise to make a weed management calendar

**Notes for Facilitation**

- Types of weeds and bio herbicides list can be provided

**Exercise****Key Solutions to PHB Exercises****A. Short Questions**

1. Integrated weed management combines different agronomic practices to manage weeds, so that the reliance on any one weed control technique is reduced.
2. Dry treatment, Wet treatment and slurry treatment

**B. Multiple Choice Questions**

1. Biological
2. Protect crop plants





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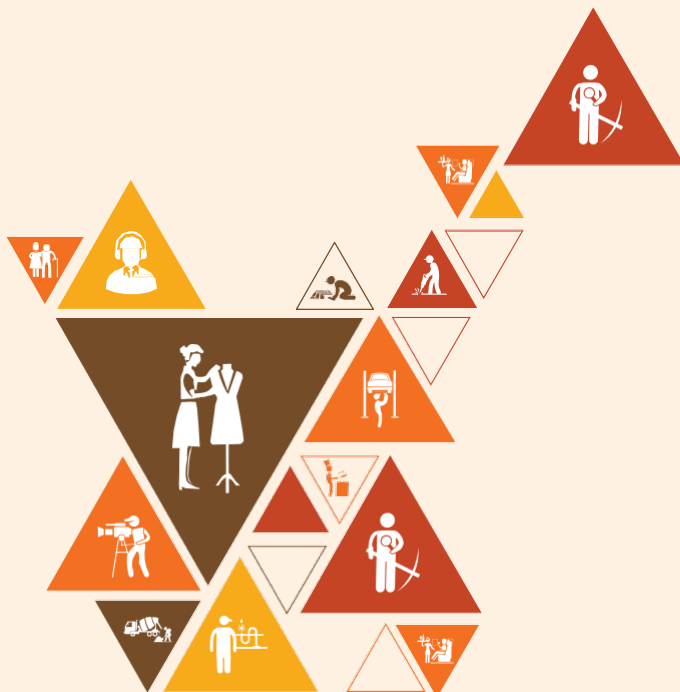
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## 6. Irrigation Management Under Organic Farming

Unit 6.1 – Different Methods of Irrigation



AGR/N1205

## Key Learning Outcomes

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

1. Explain the timing and method of irrigation appropriate for a given soil type and climatic conditions.
2. Describe advantages and disadvantages of different types of irrigation system.
3. Explain importance of water sample testing.
4. Discuss authorized source of water sample testing.
5. Explain about the micro irrigation techniques and list various types of micro irrigation equipment to be used (mistifiers, drippers, sprinklers, foggers, etc.).
6. Discuss the optimum moisture level required for the farm.
7. Explain water requirement at various life stages of the crop.
8. Explain quantity of water required for the specific crop and its effect on its yield.
9. Discuss frequency of irrigation required at various stages of plant growth.
10. Explain about water use efficiency in relation to crop production.
11. Discuss common practices of conserving electricity/energy to optimize their usage.

## UNIT 6.1: Different Methods of Irrigation

### Unit Objectives

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

1. Explain irrigation and method of irrigation appropriate for soil type.
2. Explain advantages and disadvantages of different types of irrigation.
3. Explain importance of water sampling testing.

### Resources to be Used

- Whiteboard, marker, PPT, audio visual aids, note pad, pen, charts, participant handbook etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Elaborate

With the help of Participant handbook and audio visual aids such as PPT, elaborate the following :

- Irrigation
- Methods of irrigation
- Advantages and disadvantages of different types of irrigation system
- Water testing
- Water use efficiency (WUE)

### Field Visit

**Purpose :** To enhance the knowledge of irrigation methods.

**Methodology :** Field visit and the time varies according to the location, it may be 2 hours.

- Arrange a visit a farm or field
- Ask the participants to interact with farmer regarding crop cultivation practices.
- Ask to recommend the suitable irrigation practices
- Ask to make a irrigation chart for the crop



## Notes for Facilitation

- Information on water requirement for the different crops can be provided

## Exercise

### Key Solutions to PHB Exercises

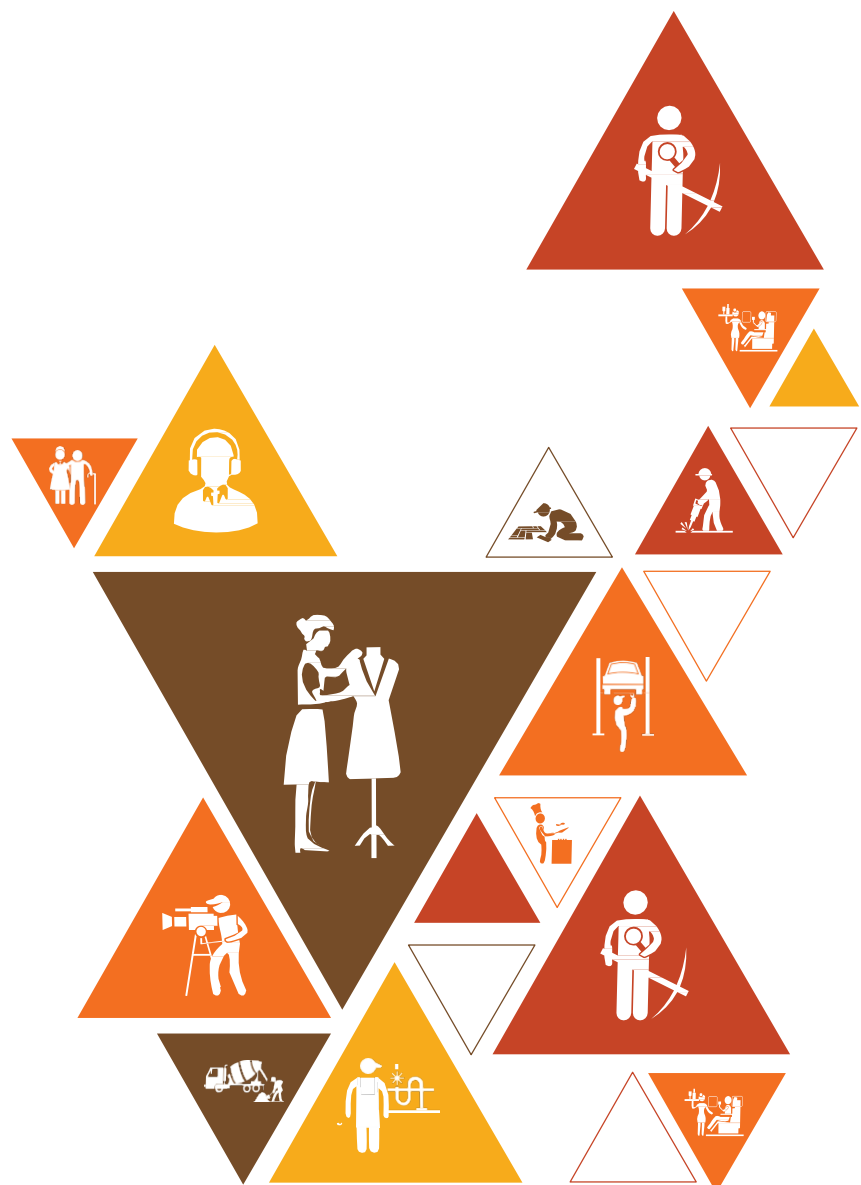
#### A. Short Questions

##### 1. Different methods of irrigation

- **Drip irrigation:** This type of system delivers water to the roots of crops via low-pressure pumps at ground level or below the surface of the soil.
  - **Surface irrigation:** This method uses gravity to move water across the land downhill, without the need for a pump.
  - **Center-pivot irrigation:** In this type of irrigation system, which requires a pump, the water flows from a series of sprinklers located on towers with wheels. This type of irrigation is common on flat, large farms, and can irrigate a 130-acre area.
  - **Manual irrigation:** In this method, which is only practical for very small farms/plots, workers move the water manually to the fields.
2. Microirrigation is a low-pressure, low-flow-rate type of irrigation that can reduce the likelihood of overwatering a landscape.

#### B. Multiple Choice Questions

1. 3
2. 5
3. None of these





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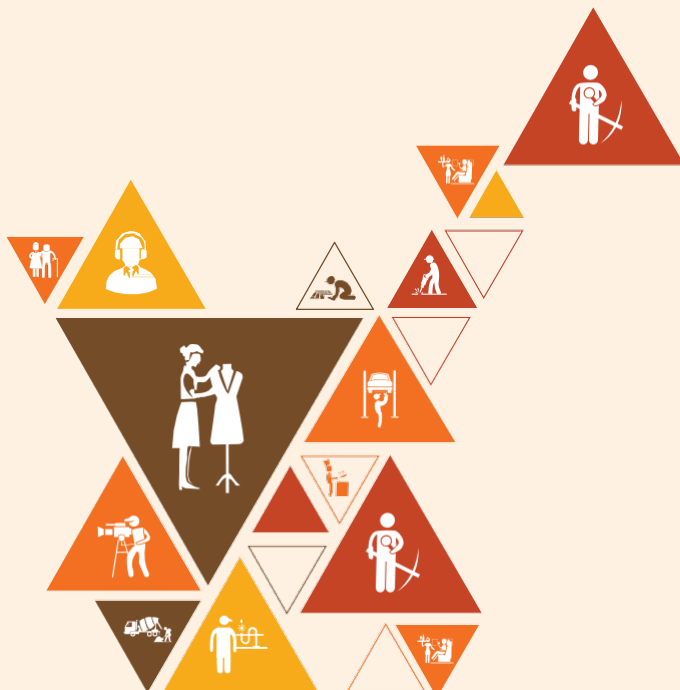
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# 7. Integrated Pest and Disease Management Under Organic Farming

Unit 7.1 – Pest and Disease Management

Unit 7.2 – Integrated Pest and Disease Management



AGR/N1206

## Key Learning Outcomes

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

1. Explain use of suitable resistant varieties.
2. Discuss about natural enemies of pests.
3. Describe various mechanical control (traps, sticky plates etc.).
4. Describe the Explain different type of pest and diseases for the related crop along with their diagnostic symptoms and characteristics.
5. Describe seasonal infestation /incidence/ severity of pest and diseases.
6. Explain mode of transmission of diseases.
7. List mixed cropping techniques and trap crops for pests.
8. Explain the advantages of biological control of insects, pest and diseases.
9. Explain bio-pesticides, preparation and application.
10. List the tools and equipment used in plant protection.
11. Explain integrated pest and diseases management.
12. List the beneficial insects and natural enemies and their importance.
13. Explain preparation of different types of bio-pesticides at farm with available farm resources.
14. Explain use of various botanical extracts for different types of pest and diseases.
15. Explain mechanical/manual weeding methods and their importance in pest and disease control.
16. Explain methods of managing crop residues especially the pest infected plant parts along with weeds and alternate hosts.
17. Explain the importance of health safety and hygiene requirements while application of pest and disease control measures.
18. Describe the importance of documentation and record keeping related to pest and disease control.

## UNIT 7.1: Pest and Disease in Management

### Unit Objectives

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

1. Explain pests and diseases and their types.
2. Discuss the Mode of transmission of diseases.
3. Explain Natural enemies of pests.
4. Explain Advantages of biological control method.

### Resources to be Used

- Whiteboard, marker, PPT, audio visual aids, note pad, pen, charts, participant handbook etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Ask

- Whether Rodents / rats which affect the crop can be taken as a pest?
- If the answer is 'Yes' – Confirm it to the trainees.

### Elaborate

- Different types of pest and diseases
- Different types plant diseases
- Mode of transmission of diseases
- Natural enemies of pests
- Advantages of biological control method

### Demonstrate

With the help of power point presentation , demonstrate the different types of pest and diseases.

## Activity



**Purpose :** Knowledge enhancement about the natural enemies of pest.

**Methodology :** Pen and paper activity

**Tentative time :** It may be 20-30 minutes.

- Arrange the participants into 2-3 groups
- Assign each group to write natural enemies of different pests.
- No team should get same pests name.
- Ask the teams to conduct group discussion of the following enemies of pest.

## Do



- Use posters showing various types of symptoms of important insects and diseases and encourage the trainees' participation in the discussion.

## Notes for Facilitation



- Prepare a list of pests and diseases which affect various stages of crop growth of few important crops like paddy, maize, wheat, gram, tomato and detail the symptoms of each of them.

## UNIT 7.2: Integrated Pest and Disease in Management

### Unit Objectives

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

1. Explain biopesticides , types and its preparation.
2. Briefly explain Integrated pests and disease management.

### Resources to be Used

- Whiteboard, marker, PPT, audio visual aids, note pad, pen, charts, participant handbook etc.

### Say

- Greet the participants and revise the key learnings of previous session discussion.

### Elaborate

- Biopesticides
- Integrated pest management
- Integrated disease management
- Weeding

### Demonstrate

With the help of power point presentation , demonstrate the different types of pest and diseases.

### Team Activity

**Purpose:** Knowledge enhancement, effective communication.

**Methodology:** Group discussion and stage presentation for about 20- 30 minutes.

**Expected outcome:**

- Confidence building
- Group involvement
- Knowledge enhancement

**Procedure:**

Divide the participants into groups and ask them to discuss among themselves on the topic that has been taught in the class. Now call one volunteer from each group and ask him to summarize the topic and appreciate everyone.

**Notes for Facilitation**

- Prepare a list of pests and diseases which affect various stages of crop growth of few important crops like paddy, maize, wheat, gram, tomato and detail the symptoms of each of them.

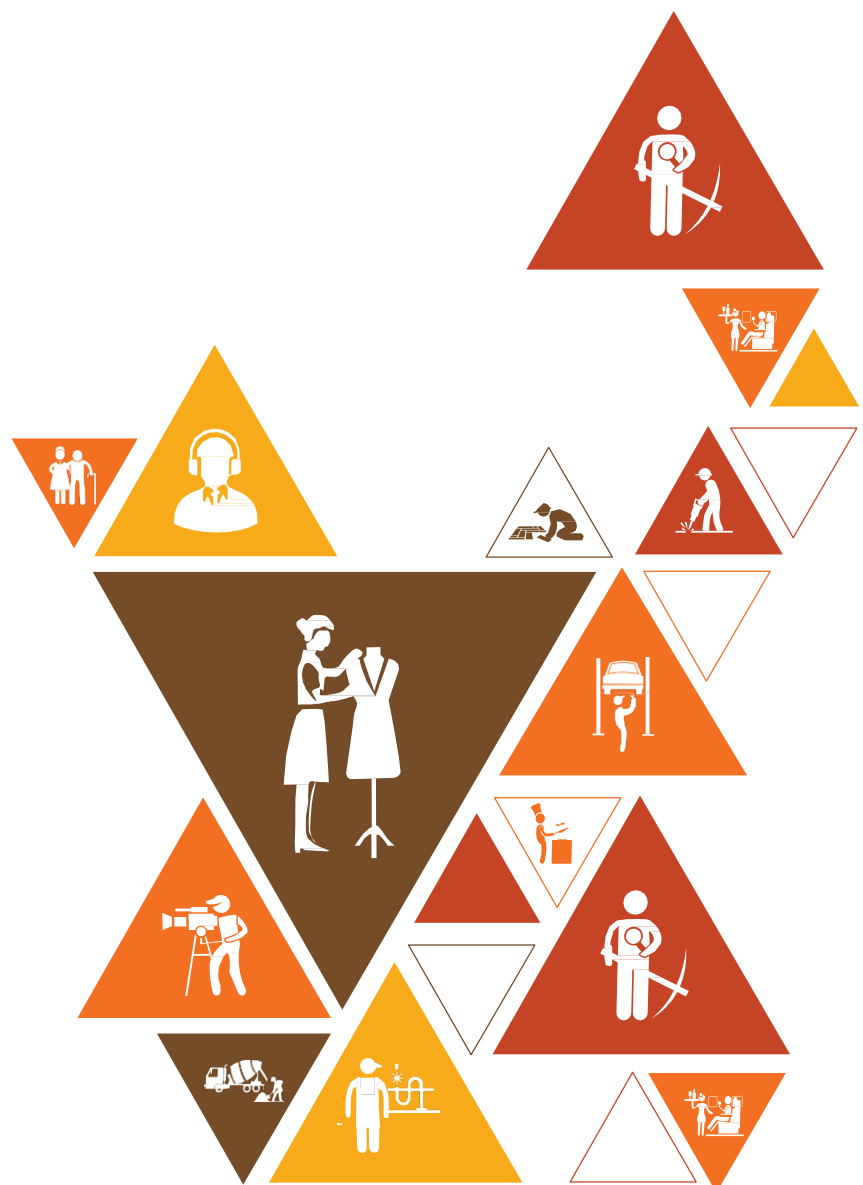
**Exercise****Key Solutions to PHB Exercises****A. Short Questions**

1. Pests include insects, nematodes, mites, snails, slugs, etc. and vertebrates like rats, birds, etc. Depending upon the importance, pests may be agricultural forest, household, medical, aesthetic and veterinary pests.
2. Biological control, the use of living organisms to control pests. A natural enemy such as a parasite, predator, or disease organism is introduced into the environment of a pest or, if already present, is encouraged to multiply and become more effective in reducing the number of pest organisms.
3. It combines biological, chemical, physical and crop specific (cultural) management strategies and practices to grow healthy crops and minimize the use of pesticides, reducing or minimizing risks posed by pesticides to human health and the environment for sustainable pest management.
4. Weeds are removed and collected from crop fields by hand. The collected weeds are piled on bunds or in case of certain weeds, taken home to feed animals. Manual weeding is a part of integrated weed management that involves the integrated use of cultural, manual, mechanical and/or chemical control methods.

**B. Multiple Choice Questions.**

1. Integrated Pest Management
2. Organisms which forms the food chain
3. Self perpetuating
4. All of these
5. Bacillus thuringiensis
6. Biological control







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## Key Learning Outcomes

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

1. Discuss about ideal time of harvest (climatic conditions, distance from the market).
2. Describe the physical admixture during harvesting.
3. Explain methods and handling of harvested crops.
4. Describe post-harvest management practices like grading, storage, organically acceptable fumigation, cold storage, packaging and marketing.
5. Discuss about the ideal storage condition (temperature, moisture, etc.).
6. Discuss about low cost storage methods.
7. Explain proper harvesting methods.
8. Discuss about harvesting maturity index of various crops.
9. List the tools used for harvesting, sorting and grading.
10. List types of packaging material used for different produce.
11. Discuss prevailing market rate of various organic produce.
12. Discuss the opportunities to sell the produce directly in market or to the processing unit.
13. Explain about applicable organic processing technologies.
14. Describe type, kind and scale of value-addition possibilities for the produce.
15. Discuss about storage, various storage structures and different low cost storage methods.
16. Explain suitable logistic and supply chain for the organic produce.
17. Explain about waste management and methods of waste disposal methods.
18. Explain ways of efficiently managing inputs including water and electricity in the process.

## UNIT 8.1: Harvest and Post-Harvest Management Under Organic Farming

### Unit Objectives

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

1. Brief description on harvesting and its types.
2. Explain post –harvest management.
3. Harvesting methods and handling of harvested crops.

### Resources to be Used

- Whiteboard, marker, PPT, audio visual aids, note pad, pen, charts, participant handbook etc.

### Elaborate

- Harvest handling
- Post – harvest management
- Post – harvest storage
- Other post-harvest treatment

### Field Visit

**Purpose:** To enhance the knowledge about post-harvest process .

**Methodology :** Field visit and the time varies according to the location, it may be 1-2 hours

- This activity will give the participants real time exposure to the post -harvest processes.
- Take the participants to the nearby processing unit of any commodity.
- Ask the processing unit manager to explain step wise procedure to the participants
- Tell the participants to carefully watch and ask the relevant questions from the unit manager.

### Summarize

- Close the discussion by summarizing the unit.
- Ask the participants what have they learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

## Notes for Facilitation



- Some you tube videos on post-harvest management of the harvested commodity may be arranged for better visualization of the concept.

## Exercise



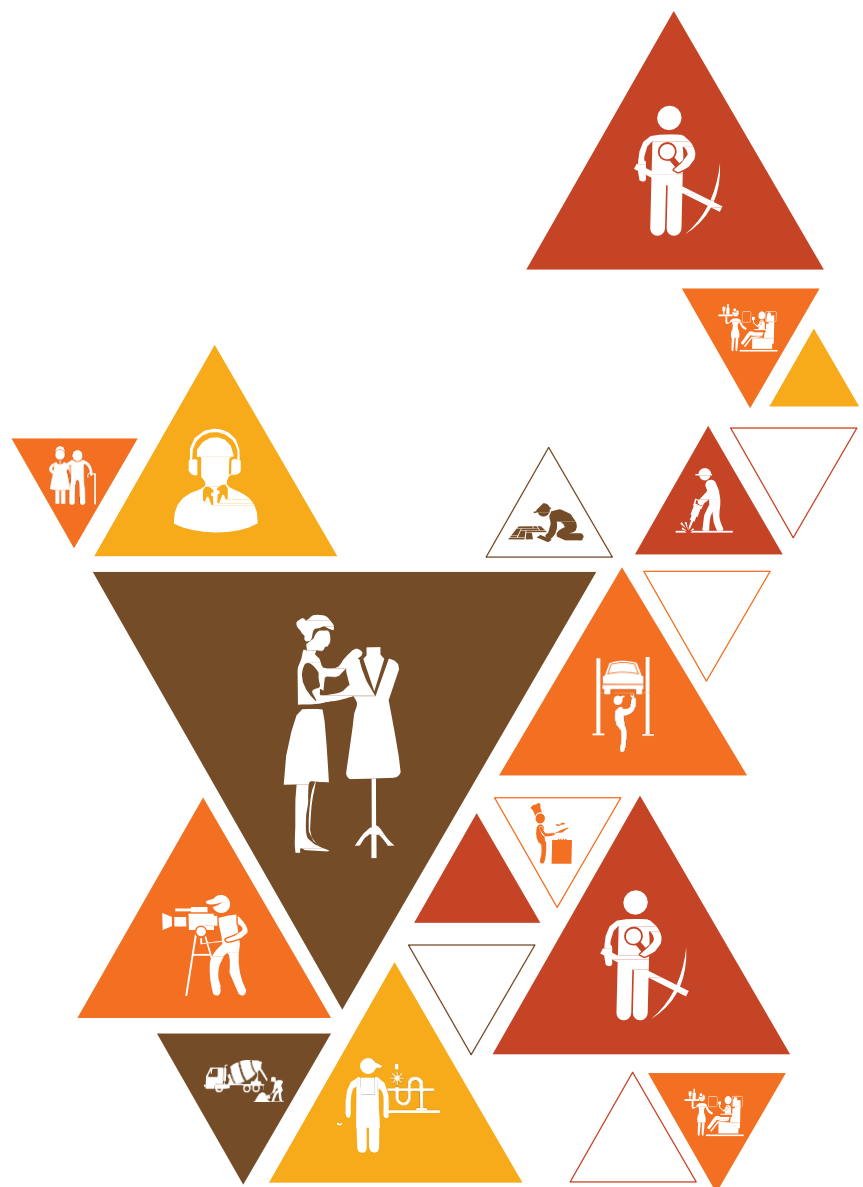
### Key Solutions to PHB Exercises

#### A. Short Questions

1. Harvesting is the cutting of crops after they have matured. There are two types of harvesting system which are Manual and by Machines.
2. Postharvest handling includes all steps involved in moving a commodity from the producer to the consumer including harvesting, handling, cooling, curing, ripening, packing, packaging, storing, shipping, wholesaling, retailing, and any other procedure that the product is subjected to.
3. Followed by harvesting, threshing of the crop has to be performed. Threshing is the process, in which, the collected grains are separated from the chaff by beating or by the threshing machine. In small-scale farming, chaff and grains are separated from each other by a process called winnowing.

#### B. Multiple Choice Questions

1. 10-15%
2. 20 degree C
3. All of these





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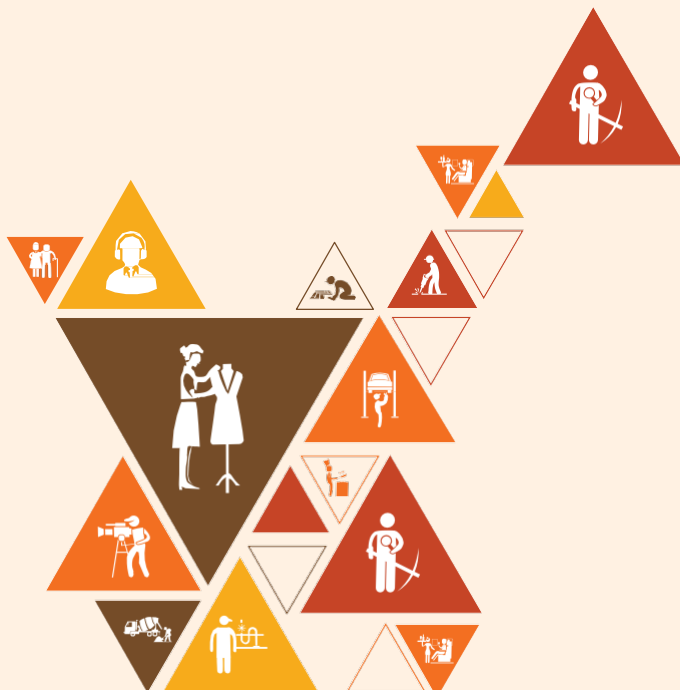
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## 9. Undertake Quality Assurance & Certification in Organic Farming

Unit 9.1 - Quality Assurance & Certification



**AGR/N1208**

## Key Learning Outcomes

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

1. Discuss different types of certification and their procedures and timelines available for organic produce.
2. Explain the third party certification process.
3. Discuss organic standards in every aspect of farming, production and sell of the produce.
4. Discuss about the risk management in compliance of standards.
5. Discuss the procedure of risk assessment.
6. Discuss tools and equipment's and good agriculture practices that is to be adopted to prevent contamination.
7. Explain the importance of documentation of risk management initiatives.
8. Explain about participatory guarantee system and their basic requirements for for PGS group formation, registration process in the portal and documentation requirements.
9. Explain importance of maintaining field/ farm diary, internal inspection sheets and peer appraisals.
10. Explain about National standards on organic production (NSOP).
11. Discuss about organic standards framed by BIS.
12. Describe the need for organic certification.
13. List the various online certification platforms.
14. Explain the procedure for applying TPC and PGS.
15. Discuss benefits and limitations of TPC and PGS.
16. Explain process of certification and traceability of the produce.
17. Explain the standards and norms of storage and packaging (FSSAI, Agmark, Jaivik Bharat logo etc.).
18. Discuss various types of farming and marketing records.
19. Explain various documentation and external audit requirement for organic farming.
20. Explain various government interventions/initiatives dealing with quality assurance and certification.



## UNIT 9.1: Quality Assurance & Certification

### Unit Objectives

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

1. Brief describe on Organic Certification and Third Party Certification process.
2. Explain the Participatory Guarantee System.
3. Discuss on Quality Assurance and Certification.
4. Explain risk management in compliances with standards.

### Resources to be Used

- Whiteboard, marker, PPT, audio visual aids, note pad, pen, charts, participant handbook etc.

### Say

- Greet the participants and appreciate participants for their participation. Recall the previous session outcomes and then proceed towards the session.

### Elaborate

- Organic Certification
- Participatory Guarantee System (PGS)
- National Programme for Organic Production (NPOP)
- Quality Assurance and Certification

### Activity

**Purpose:** Learning by doing

**Methodology :** Hands on practice

**Tentative time :** It may be 1-2 hours or may varies according to the distance of location

**Procedure :**

Divide the participants into groups and then ask them to make a report on quality assurance, different types of quality checks and make a report on documentation. Then discuss with the trainer about all the practices they did and ask their doubts also.

**Do**

- Provide exercise to meet certifying agency or officials.
- Provide exercise to make report on certification process, application for certification etc.

**Notes for Facilitation**

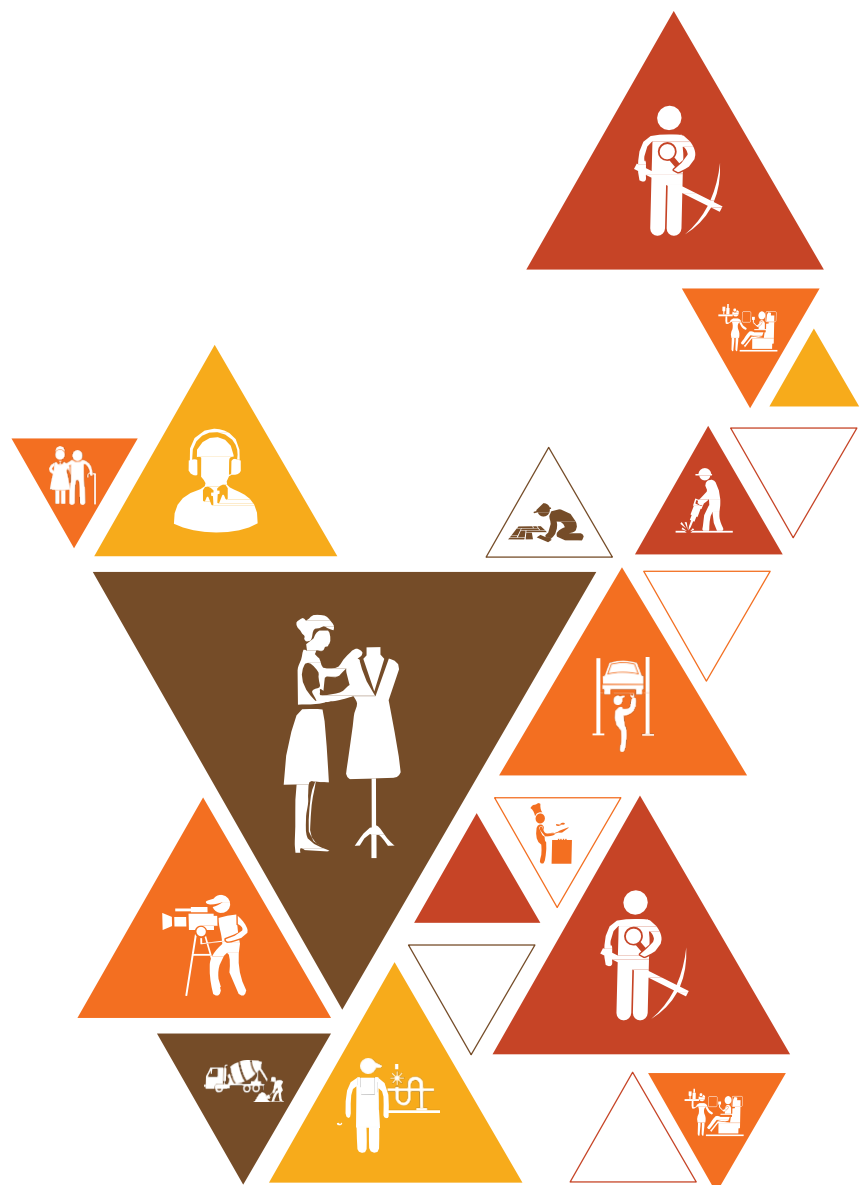
- Provide the details of certification agency and contact person.

**Exercise****Key Solutions to PHB Exercises****A. Short Questions**

1. Third-party certification means that an independent organization has reviewed the manufacturing process of a product and has independently determined that the final product complies with specific standards for safety, quality or performance.
2. **Articipatory Guarantee System** (PGS) - PGS is a quality assurance initiative that is locally relevant, emphasize the participation of stakeholders, including producers and consumers and operate outside the frame of third party certification.

**B. Multiple Choice Questions**

1. Quality of conformity
2. Participatory Guarantee System
3. National Programme for Organic Production





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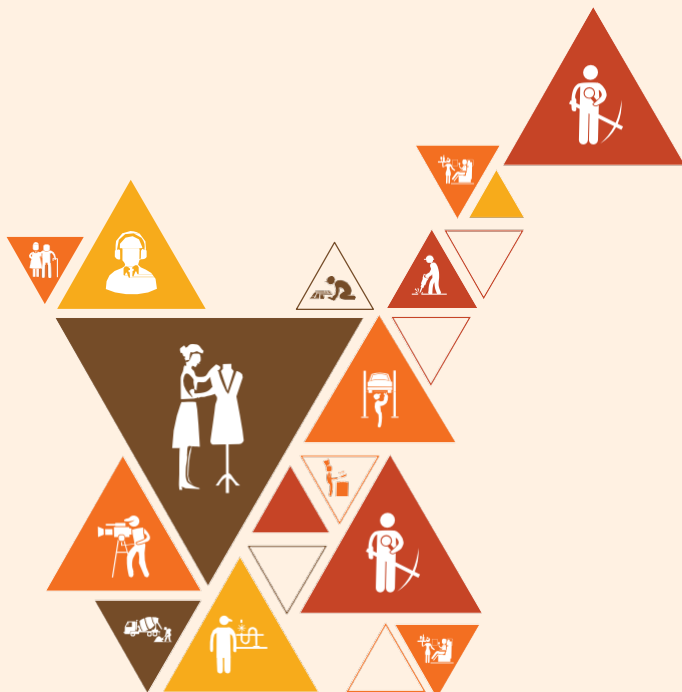
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# 10. Undertake Business of Organic Farming

Unit 10.1 - Business of Organic farming



AGR/N1209

## Key Learning Outcomes

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

1. Describe economics of organic farming.
2. Explain basic accounting terms in organic farming.
3. Describe target consumer based on socio-economic classification (SEC) segmentation.
4. Describe breakeven analysis of organic farm business.
5. Explain the various government subsidies and benefits available for organic farming.
6. Discuss about the market/revenue trends and consumers' choices.
7. Explain cost-benefit analysis of a phased organic farming plan.
8. Explain market intelligence based strategy modifications.
9. Describe relevant regulations related to marketing and sale of the organic produce.
10. Explain the role of FPOs and cooperatives in selling organic products.
11. Explain about SWOT analysis.
12. Explain about Segmentation, Targeting and positioning.
13. List the various channels of trading the produce and their benefits.
14. Explain major branding methods of organic produce and their advantages.
15. Explain farm level value addition possibilities.
16. List the major retailers, wholesalers, exporters, processing facilities, co-operatives, bulk buyer and online marketplaces for organic produce.
17. Describe practice for direct marketing of produce and selling the products by forming FPOs and cooperative societies.
18. Explain consumer awareness and consumer expectation and satisfaction.
19. Explain the concepts of basic demand and supply.
20. Explain various channels of trading the produce, including e-trading platforms, and their margin of profit.
21. Discuss export opportunity of organic produce and relevant standard to be maintained for the same.
22. Elaborate long term planning for connecting with the consumers and various channels for disseminating the benefits of organic food.

## UNIT 10.1: Business of Organic Farming

### Unit Objectives

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

- Describe the economics in Organic Farming.
- Describe the target consumer on the basis of Socio-Economic Classification (SEC) segmentation.
- Explain various government subsidies and benefits available for organic farming.
- Describe relevant regulations relating to the marketing and sale of organic products.
- Explain SWOT Analysis.

### Resources to be Used

- Whiteboard, marker, PPT, audio visual aids, note pad, pen, charts, participant handbook etc.

### Say

- Greet the participants and appreciate participants for their participation. Recall the previous session outcomes and then proceed towards the session.

### Elaborate

With the help of participants handbook,

- Economics of Organic Farming
- SEC Classification
- Government schemes promoting organic farming in India
- Channels for marketing of organic inputs
- SWOT Analysis

### Activity

**Purpose :** To enhance the knowledge of marketing channel of Organic Farming

**Methodology :** Field visit and the time varies according to the location, it may be 2 hours.

- Arrange a visit to nearby market
- Establish contact with local vendors or market players in the region
- Work out marketing channel
- Select the targeted consumers

**Do**

- Ask them to work out the cost benefit of organic farming
- Ask them to give suggestions for value addition at the farm level

**Notes for Facilitation**

- List of Government schemes
- Details on market trends and consumer behavior

**Exercise****Key Solutions to PHB Exercises**

1. The Paramparagat Krishi Vikas Yojana (PKVY), launched in 2015, is an extended component of Soil Health Management (SHM) under the Centrally Sponsored Scheme (CSS), National Mission on Sustainable Agriculture (NMSA). PKVY aims at supporting and promoting organic farming, in turn resulting in improvement of soil health.
2. National Food Security Mission (NFSM) was launched in 2007-08 to increase the production of rice, wheat and pulses through (i) area expansion and productivity enhancement, (ii) restoring soil fertility and productivity, (iii) Creating employment opportunities and (iv) enhancing farm level economy.
3. SWOT analysis is a framework for identifying and analyzing an organization's strengths, weaknesses, opportunities and threats. These words make up the SWOT acronym. The primary goal of SWOT analysis is to increase awareness of the factors that go into making a business decision or establishing a business strategy.







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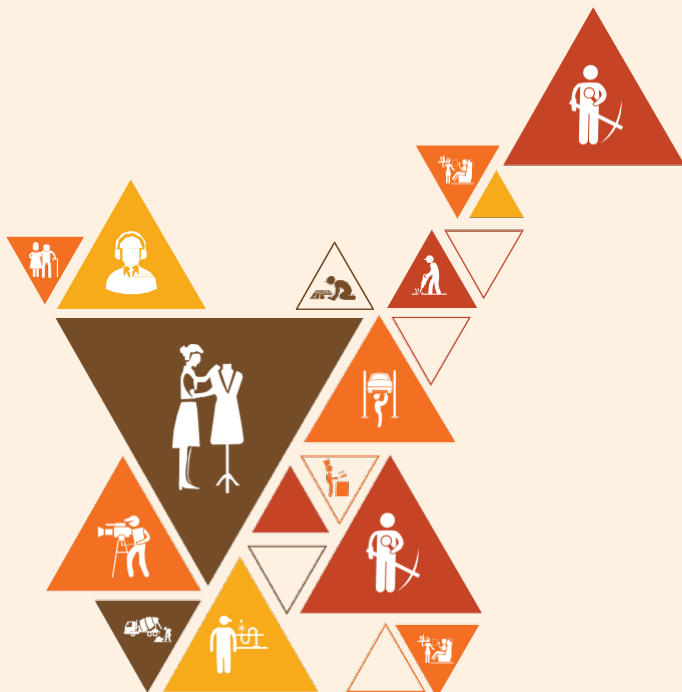
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# 11. Maintain Health & Safety at Workplace

Unit 11.1 – Personal hygiene practices

Unit 11.2 – Cleanliness around the workplace



AGR/N9903

## Key Learning Outcomes

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

1. Explain the requirements of personal health, hygiene and fitness at work.
2. Describe common health-related guidelines laid down by the organizations/ Government at the workplace.
3. Explain the importance of good housekeeping at the workplace.
4. Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases.

## UNIT 11.1: Personal Hygiene Practices

### Unit Objectives

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

1. Describe the process for maintaining good hygienic practices at workplace.
2. Explain the follow the workplace sanitization norms including distancing from sick people.

### Resources to be Used

- Available objects such as a participant handbook, white board, duster, flip chart board/paper etc.
- Slides in power point presentation showing relevant images.

### Say

- Greet the participants and before beginning the session, recapitulate the previous session discussions.

### Ask

- Do you understand by the term “Hygiene”.?

### Explain

**Explain with the help of PHB :**

- Workplace Hygiene
- Personal Hygiene
- Washroom Hygiene
- Security measures for the safety of employees and other

### Activity

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

**Methodology:** Discussion for 15 minutes.

**Expected Outcome:** Participants have 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 power point slide and start a discussion around the subject – what is personal hygiene and why it is needed.

**Do**

- During the activity, encourage the participants to ask questions and have active participation.
- At the end of the activity, clarify the doubts the participants.
- Provide your own expert advice and opinion regarding the topic.

**Notes of Facilitation**

- Conclude the unit by calling for volunteers to sum up one by one the learning on importance of sanitizing the workplace, the procedure to sanitize and disinfect work area.
- Encourage active participation and engagement from students, such as through group discussions and hands-on exercises.
- Provide a balance of both theoretical and practical information on the use PPEs, Cleaning disinfectants and other objects needed in this process.
- Get participants to open up their participant handbooks and solve the exercises given at the end of the unit. Discuss the answers.

**Exercise****Key Solutions to PHB Exercises****A. Short questions**

1. One of the best ways to protect yourself from getting gastro or infectious diseases.
2. Wear face mask, frequently wash your hands, avoid touching your eyes, nose, etc.
3. Barrier face covering, surgical masks, N95 Respirators, etc.

**B. Multiple Choice Questions**

1. Personal Protective Equipment
2. 2019
3. Homemade face mask

**C. Fill in the blanks-**

1. Work environment
2. 2014
3. Before start the work

**D. State True/False.**

1. True
2. True
3. True

## UNIT 11.2: Cleanliness Around the Workplace

### Unit Objectives

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

1. Describe the importance of workplace safety.
2. Explain the know abouts of PPE equipment/kit.
3. Explain cleaning, disinfection and pest control measures.
4. Describe the importance of drainage and waste disposal around workplace.
5. Describe the importance of labeling and risk assessment practices in workplace.

### Resources to be Used

- Available objects such as participant handbook, white board, duster, flip chart board/paper etc.
- Slides in power point presentation showing relevant images.

### Say

- Greet the participants and before beginning the session, recapitulate the previous session discussions.

### Ask

- Have you ever heard about PPE ?

### Elaborate

- Inspection of Personal Protective Equipment (PPE).
- Cleaning and disinfection
- Pest Control system
- Drainage and Waste disposal

### Activity

**Purpose :** To perceive the topic and time will be 20 minutes.

**Methodology :** Pen and paper

- Divide the participants into groups
- Ask the participants to label the chart paper “TIPS FOR CLEANLINESS”.
- Now discuss the points of every group.

## Notes for Facilitation

- Encourage active participation and engagement from students, such as through group discussions and hands-on exercises.
- Provide a balance of both theoretical and practical information on the use PPEs, Cleaning disinfectants and other objects needed in this process.
- Get participants to open up their participant handbooks and solve the exercises given at the end of the unit.

## Exercise

### Key Solutions to PHB Exercises

#### A. Short Questions

##### 1. Workplace Safety Inspection Checklists

- Employer posting of safety guidelines in a public and visible place
- Record-keeping of safety permits, occupational injuries and employee training records
- Safety and health program existence, consistency and participation
- Medical services and first aid availability, proximity and response

##### 2. Methods of Disinfection Chemical Disinfectants

- Chlorine and chlorine compounds
- Formaldehyde
- Glutaraldehyde
- Hydrogen peroxide
- Lodophors

3. Risk happens across all the organizations whether it is public, private or semi government. The process of assessing, monitoring, and responding to the risks in order to reduce their impact is achieved through the implementation of a risk management framework. Risk management framework is a basic conceptual structure used to address the risks faced by an organization. Refer section 12.2.9 in PHB.

#### B. Multiple Choice Questions

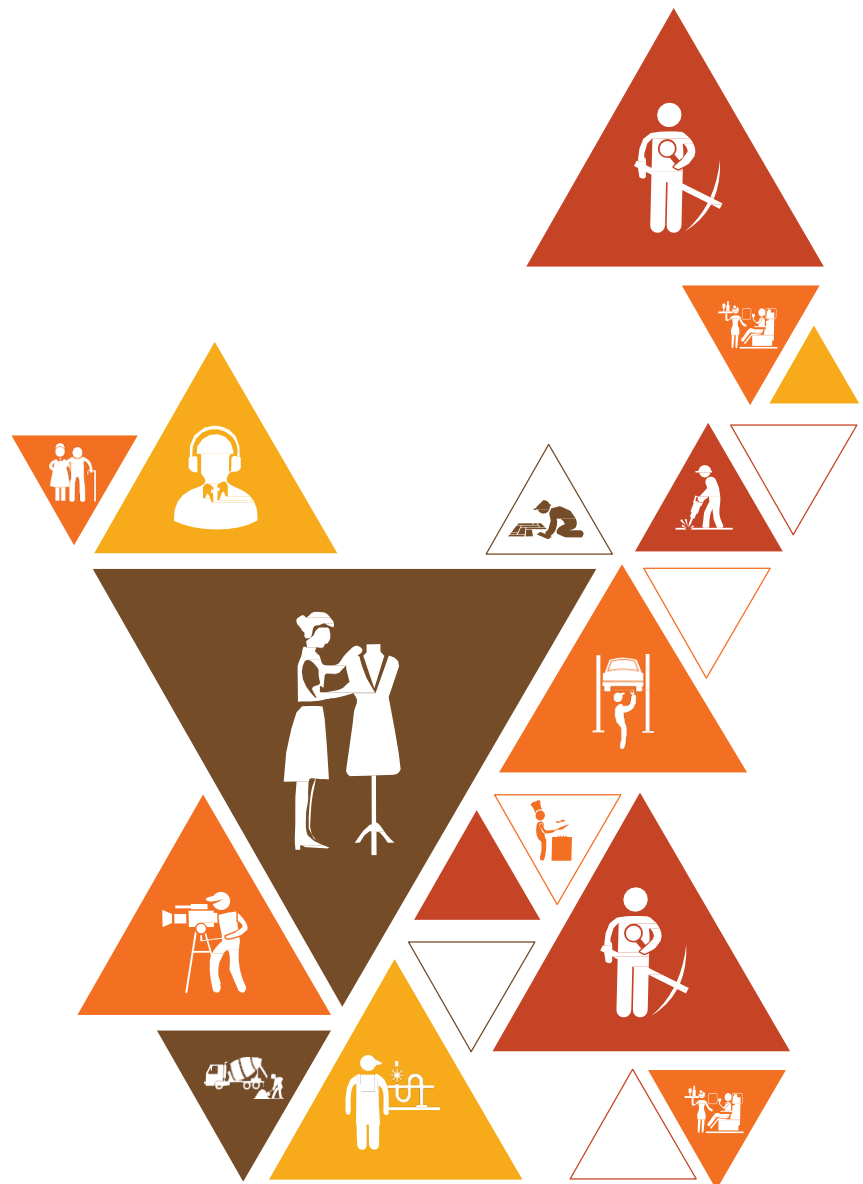
1. Both of the above
2. All of the above
3. All of the above

#### C. Fill in the Blanks

1. To decrease
2. Soil and organic material

#### D. State whether True or False

1. True
2. True
3. True





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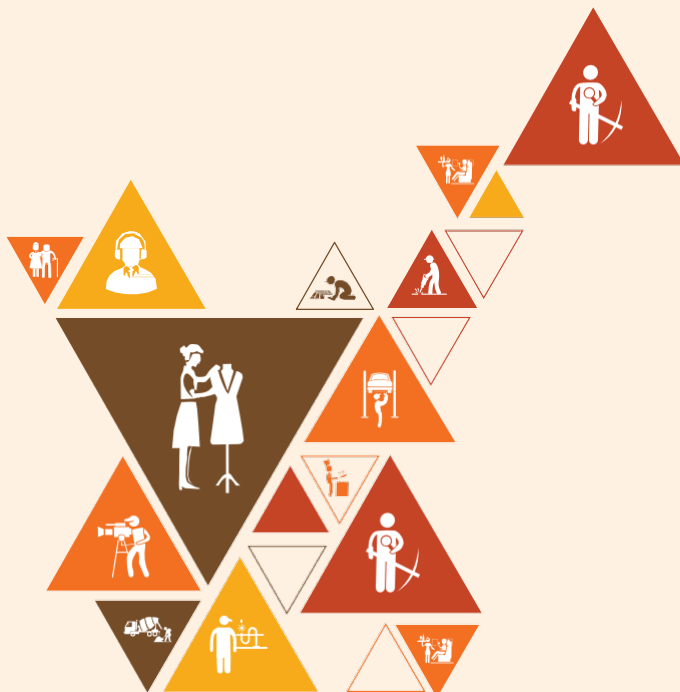
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# 12. Sanitation and Emergency Procedures

Unit 12.1- Safety at the Workplace



AGR/N9903



## Key Learning Outcomes

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

1. List the PPE required at the workplace.
2. Describe the commonly reported hazards at the workplace.
3. Describe the hazards caused due to chemicals/pesticides/fumigants.
4. Describe the basic safety checks to be done before the operation of any equipment/machinery.
5. Describe the common first aid procedures to be followed in case of emergencies.
6. State measures that can be taken to prevent accidents and damages at the workplace.
7. Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures.
8. State common health and safety guidelines to be followed at the workplace.

## UNIT 12.1: Safety at the Workplace

### Unit Objectives

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

1. Explain basic safety checks before operating all machinery and vehicles.
2. Identifying work that requires plant protection equipment.
3. Explain the dangers of insecticides/fumigants and their safety measures.
4. Discuss the use tools and materials safely and correctly and put them back in designated storage locations when not in use.
5. Explain the dispose of waste safely and correctly in a designated area.
6. Identify the risks to those working around you and take action to reduce the risks associated with tasks in the workplace.
7. Explain acts in a way that minimizes environmental damage.
8. Explain about in case of any kind of accident, immediate consult the concerned person and take appropriate action to reduce the future risk.
9. Explain the use of emergency procedures according to Company standards.
10. Informs administration about first aid as per workplace procedure.

### Resources to be Used

- Available objects such as a participant handbook, white board, duster, flip chart board/paper etc.
- Slides in power point presentation showing relevant images.

### Say

- Good day and welcome all the participants to the training session. Recall the key points of previous session discussion.

### Elaborate

- Elaborate the following topics with the help of participant handbook, audio visual aids etc.
  - ✓ Safety guidelines
  - ✓ Health hazards
  - ✓ Health risk factors
  - ✓ Steps of operation
  - ✓ Farm equipment inspection
  - ✓ Personal Protective Equipment
  - ✓ Emergency Procedures

## Say



- Sum up key learnings of the above discussion.

## Notes of Facilitation



- Assist all groups to understand the topic clearly through visualization.
- Encourage the participants to maintain their own records.
- Keep some exercises handy for the activity.
- Constantly motivate each student to participate.
- Address the queries of the participants and clear all the doubts participants.

## Exercise

**Key Solutions to PHB Exercises**

1. (a) All the equipments and tools used on the day is pre-inspected.  
(b) All workplaces are inspected and any hazards are taken care of.  
(c) If unable to remove or protect against the hazard, a warning sign should be provided in such case.
2. Chemical safety checklist  
(a) Seperate storage area for pesticides  
(b) Adequate supply of water  
(c) Warning sign- NO SMOKING  
(d) Availability od suitable PPE
3. Emergency procedures  
(a) Apply first aid upon exposure or injury by equipment or during pesticide overexposure  
(b) Giving proper rest to the person under heat stress  
(c) Call the local doctor or drive in personal to the nearest emergency treatment center.





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**Skill Development**  
**Corporation**

Transforming the skill landscape



**ASCI**

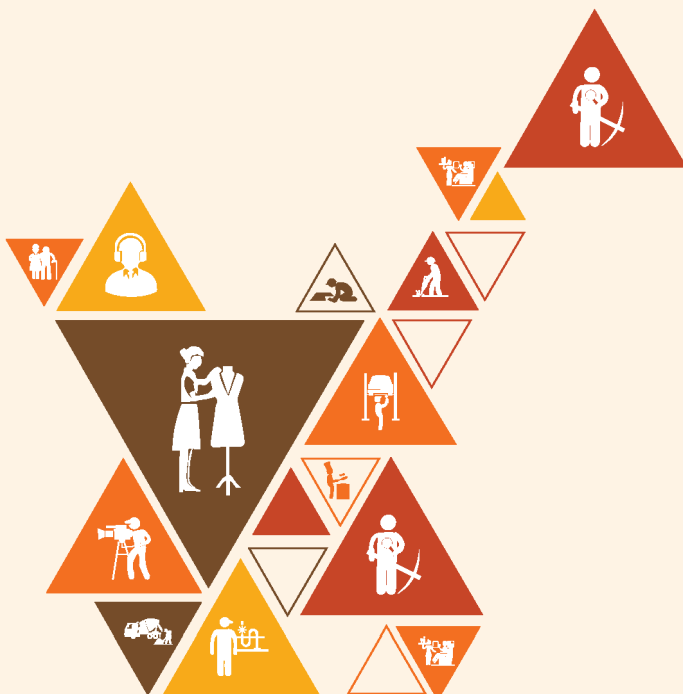
Agriculture Skill Council of India

## 13. Employability Skills

To access content on Employability Skills, click here:

<https://eskillindia.org/NewEmployability>

Scan the QR code below to access the ebook



DGT/VSQ/N0102





## Transforming the skill landscape

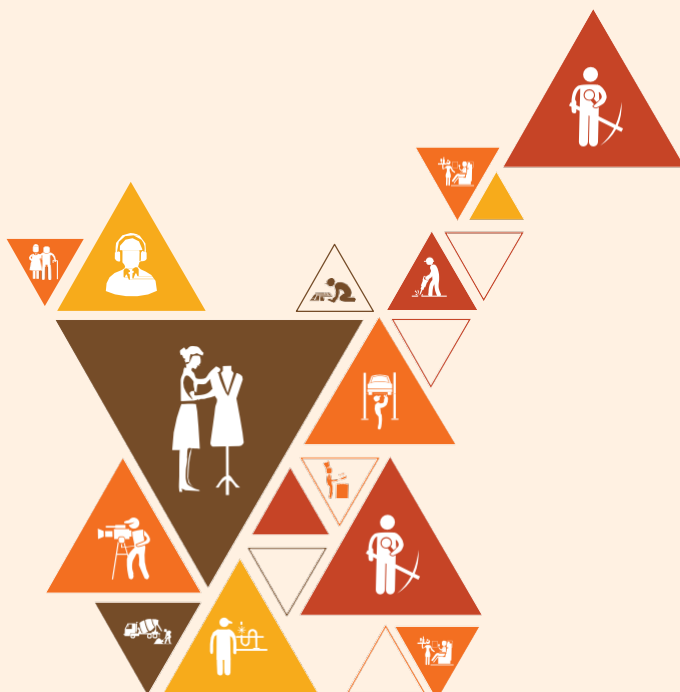


## 14. Annexures

## Annexure I - Training Delivery Plan

## Annexure II - Assessment Criteria

### Annexure III - QR Codes –Video Links



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
Program Name:	Organic Grower		
Qualification Pack Name & Ref. ID	AGR/Q1201		
Version No.	3.0	Version Update Date	27/01/2022
Pre-requisites to Training (if any)	10th Class with 2 Years of experience relevant experience OR 10th Class (with minimum education as 5 <sup>th</sup> grade pass) OR Certificate-NSQF (Level-4 (Vermicompost Producer)) with 6 Months of experience relevant experience OR Certificate-NSQF (Level-3 with minimum education as 5th grade pass) with 2 Years of experience relevant experience OR 5th Class with 6 Years of experience experience in crop/horticulture cultivation		
Training Outcomes	<p><b>After completing this programme, participants will be able to:</b></p> <ul style="list-style-type: none"> <li>• Produce Organic Crops: Plan for Organic farming, Crops selection, resources, procurement of inputs, cropping pattern, schedule etc.</li> <li>• Grow and manage crop: Crop cultivation under organic farming, inter cultural operations – organic farming, Pest and disease management, irrigation, weed control etc.</li> <li>• Maintain the quality of the produce (as prescribed in standards): Harvesting, Post harvesting, Quality assurance and Certification</li> <li>• Undertake business of Organic farming: arrangement of finance, pooling of resources, market linkages etc.</li> <li>• Practice collective farming/activity: create PGs/ FIGs/ SHGs, prepare for the PG/ FIG/ SHG operations, conduct group meetings and training sessions, carry out collective farming/ activities</li> <li>• Communicate effectively at the workplace</li> <li>• Demonstrate various practices to maintain personal hygiene, cleanliness, and safety at the workplace.</li> </ul>		

S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
1	Introduction T: 05:00 P : 00:00 (HH:MM)	1. Introduction to Organic Farming	<ul style="list-style-type: none"> <li>• The concept of Organic farming</li> <li>• Importance and scope of Organic farming</li> </ul>		Classroom lecture, Activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc	T: 3:00
		2. Importance of Organic Farming	<ul style="list-style-type: none"> <li>• Status of organic farming</li> <li>• Role of organic production</li> </ul>		Classroom lecture, Expert session, Activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc	T: 2:00



S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
2	Organic farming planning T: 10:00 P: 15:00 (HH:MM)	1. Plan for organic farming-I	<ul style="list-style-type: none"> <li>• Selection of Crop for farming</li> </ul>	AGR/N1201 KU2, GS1-GS9 AGR/N1201 PC2, GS1-GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc	T: 2:00 P: 3:00
		2. Plan for organic farming-II	<ul style="list-style-type: none"> <li>• Needs of safe farming practices</li> </ul>		Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 2:00 P: 3:00
		3. Plan for organic farming-III	<ul style="list-style-type: none"> <li>• Type of safe farming practices</li> </ul>	AGR/N1201 PC2, GS1-GS9	Classroom lecture, discussion, demonstration, activity	PHB, pens, notepad, laptop, marker, projector, white board, etc.	T: 2:00 P: 3:00
		4. . Plan for organic farming-IV	<ul style="list-style-type: none"> <li>• Steps of a successful biological infection</li> </ul>	AGR/N1201 KU13, GS1-GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 2:00 P: 3:00
		5. Recap	<ul style="list-style-type: none"> <li>• Recapitulate complete module learning</li> <li>•</li> </ul>	AGR/N1201 PC2, KU2, KU13, GS1-GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, Related power point presentation, etc.	T: 2:00 P: 3:00

S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
3	Seed Selection and Treatment Under Organic Farming T: 10:00 P: 20:00 (HH:MM)	1. Cropping system	<ul style="list-style-type: none"> <li>Cropping system and types of cropping system</li> </ul>	AGR/N1202 KU1, GS1- GS7	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation , etc.	T: 2:00 P: 4:00
		2. Practice for seed treatment-I	Organic practices for seed treatment	AGR/N1202 PC7, PC8, KU10, GS1- GS7	Classroom lecture, activity, group discussion	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation , etc.	T: 2:00 P: 4:00
		3. Practice for seed treatment-II	<ul style="list-style-type: none"> <li>Selection of seed variety – insect pest resistant, non genetically modified etc.</li> </ul>	AGR/N1202 PC5, KU6, GS1-GS7	Classroom lecture, demonstration, practical	Whiteboard , marker, pen, note pad, participant handbook, related power point presentation , etc.	T: 2:00 P: 4:00
		4. Practice for seed treatment-III	<ul style="list-style-type: none"> <li>Explain Seed Treatment</li> </ul>	AGR/N1202 PC8, PC10, KU10, GS1- GS7	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation , etc.	T: 2:00 P: 4:00
		5. Recap	<ul style="list-style-type: none"> <li>Recapitulate complete module learning</li> </ul>	AGR/N1202 PC5, PC7, PC8, KU1, KU6, KU10, GS1-GS7	Classroom lectures, Activity, Demonstration	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation , etc.	T: 2:00 P: 4:00

S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
4	Soil Nutrient Management Under Organic Farming T: 15:00 P: 15:00 (HH:MM)	1. Soil Nutrient Management in Organic Farming-I	Explain Soil and its Properties	AGR/N1203 PC1, GS1-GS6	Classroom lecture, activity, group discussion, field visit	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00
		2. Soil Nutrient Management in Organic Farming-II	<ul style="list-style-type: none"> <li>• Soil nutrient management under organic farming</li> <li>• Explain Soil activating agent</li> </ul>	AGR/N1203 PC2-PC4, KU2, KU18, GS1-GS6	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00
		3. Management of Nutrient in Different Types of Soil-I	<ul style="list-style-type: none"> <li>• Explain Soil salinity, alkalinity, acidity management under organic farming</li> </ul>	AGR/N1203 KU6, GS1-GS6	Classroom lecture, activity, group discussion, practical	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00
		4. Management of Nutrient in Different Types of Soil-II	<ul style="list-style-type: none"> <li>• Explain the Role of biofertilizer in organic farming</li> <li>• Explain nutrient management</li> </ul>	AGR/N1203 KU8, KU9, GS1-GS6	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00
		5. Recap	<ul style="list-style-type: none"> <li>• Recapitulate complete module learning</li> </ul>	AGR/N1203 PC1-PC4, KU2, KU6, KU18, GS1-GS6	Classroom lecture, Demonstration, activity, group discussion	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00

S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
5	Weed Control Under Organic Farming T: 5:00 P: 10:00 (HH:MM)	1. Weed Management and its impact-I	<ul style="list-style-type: none"> <li>Various types of weed in the farm and their impact on crop production and quality</li> </ul>	AGR/N1204 PC2, KU1, GS1-GS8	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 2:00 P: 3:00
		2. Weed Management and its impact-II	Use of different methods to control weeds and their advantages and disadvantages	AGR/N1204 PC5, KU3, KU4, GS1- GS8	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 1:00 P: 3:00
		3. Weed Management and its impact-III	<ul style="list-style-type: none"> <li>Identify of weed in the crop as against the critical growth stage of the crop and their control measures</li> </ul>	AGR/N1204 PC2, PC5, KU1, KU5, GS1-GS8	Classroom lecture, activity, group discussion	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 1:00 P: 2:00
		4. Recap	<ul style="list-style-type: none"> <li>Recapitulate complete module learning</li> </ul>	AGR/N1204 PC2, PC5, KU1-KU5, GS1-GS8	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 1:00 P: 2:00

S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
6	Irrigation Management Under Organic Farming T: 5:00 P: 10:00 (HH:MM)	1. Different methods of irrigation-I	<ul style="list-style-type: none"> <li>Explain Irrigation and method of irrigation appropriate for soil type</li> </ul>	AGR/N1205 PC2, KU1, GS1-GS7	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 2:00 P: 3:00
		2. Different methods of irrigation-II	<ul style="list-style-type: none"> <li>Explain Advantages and disadvantages of different types of irrigation</li> </ul>	AGR/N1205 KU2, GS1- GS7	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 1:00 P: 3:00
		3. Different methods of irrigation-III	Explain Importance of water sampling testing	AGR/N1205 PC1, KU6, GS1-GS7	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 1:00 P: 2:00
		4. Recap	<ul style="list-style-type: none"> <li>Recapitulate complete module learning</li> </ul>	AGR/N1205 PC1, PC2, KU1	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 1:00 P: 2:00

S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
7	Integrated Pest and Disease Management Under Organic Farming T: 10:00 P: 20:00 (HH:MM)	1. Pest and Disease Management -I	<ul style="list-style-type: none"> <li>Explain pests and diseases and their types</li> <li>Discuss the Mode of transmission of Diseases</li> </ul>	AGR/N1206 PC1, PC4, PC7, GS1-GS7	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 2:00 P: 4:00
		2. Pest and Disease Management -II	<ul style="list-style-type: none"> <li>Explain Natural enemies of pests</li> <li>Explain Advantages of biological control method</li> </ul>	AGR/N1206 PC17, KU5, KU7, GS1- GS7	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 2:00 P: 4:00
		3. Integrated Pest and Disease in Management -I	<ul style="list-style-type: none"> <li>Explain biopesticides , types and its preparation.</li> </ul>	AGR/N1206 PC20, PC21, KU10, GS1- GS7	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 2:00 P: 4:00
		4. Integrated Pest and Disease in Management -II	<ul style="list-style-type: none"> <li>Explain Integrated pests and disease management</li> </ul>	AGR/N1206 PC13, KU4, GS1- GS7	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 2:00 P: 4:00
		5. Recap	<ul style="list-style-type: none"> <li>Recapitulate complete module learning</li> </ul>	AGR/N1206 PC1, PC20, PC21, KU4, KU7, KU10, GS1-GS7	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 2:00 P: 4:00

S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
8	Harvest and Post-Harvest Management Under Organic Farming T: 10:00 P: 20:00 (HH:MM)	1. Harvest Management	<ul style="list-style-type: none"> <li>Brief description on harvesting and its types</li> </ul>	AGR/N1207 PC1, KU1, KU3, GS1- GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation , etc.	T: 3:00 P: 5:00
		2. Post-harvest Management -I	<ul style="list-style-type: none"> <li>Explain post – harvest management</li> </ul>	AGR/N1207 PC5, PC6, KU6-KU10, GS1-GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard , marker, pen, note pad, participant handbook , related power point presentation , etc.	T: 2:00 P: 5:00
		3. Post-harvest Management - II	<ul style="list-style-type: none"> <li>Explain harvesting methods and handling of harvested crops</li> </ul>	AGR/N1207 PC1, PC4, KU3, GS1- GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation , etc.	T: 2:00 P: 5:00
		4. Recap	Recapitulate complete module learning	AGR/N1207 PC1-PC6, KU3, KU6, GS1-GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation , etc.	T: 3:00 P: 5:00

S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
9	Undertake Quality Assurance & Certification in Organic Farming T: 15:00 P: 15:00 (HH:MM)	1. Quality Assurance & Certification-I	<ul style="list-style-type: none"> <li>Describe Organic Certification and Third Party Certification Process</li> </ul>	AGR/N1208 PC1, PC2, KU1, KU4, GS1-GS11	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00
		2. Quality Assurance & Certification - II	<ul style="list-style-type: none"> <li>Explain the Participatory Guarantee System</li> </ul>	AGR/N1208	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00
		3. Quality Assurance & Certification - III	<ul style="list-style-type: none"> <li>Discuss on Quality Assurance and Certification</li> </ul>	AGR/N1208 PC2, PC3, KU4, KU6, GS1-GS11	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00
		4. Quality Assurance & Certification - IV	<ul style="list-style-type: none"> <li>Explain risk management in compliances with standards</li> </ul>	AGR/N1208 PC24, KU11, GS1-GS11	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00
		5. Recap	<ul style="list-style-type: none"> <li>Recapitulate complete module learning</li> </ul>	AGR/N1208 PC1-PC3, KU1-KU6, GS1-GS11	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00



S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
10	Undertake Business of Organic Farming T: 15:00 P: 15:00 (HH:MM)	1. Business of Organic farming-I	<ul style="list-style-type: none"> <li>Describe the economics in Organic Farming</li> </ul>	AGR/N1209 PC1, PC2, GS1-GS10	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00
		2. Business of Organic farming - II	<ul style="list-style-type: none"> <li>Describe the target consumer on the basis of Socio-Economic Classification (SEC) segmentation</li> </ul>	AGR/N1209 PC16, GS1-GS10	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00
		3. Business of Organic farming-III	Explain various government subsidies and benefits available for organic farming	AGR/N1209 PC3, KU5, GS1-GS10	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00
		4. Business of Organic farming-IV	<ul style="list-style-type: none"> <li>Describe relevant regulations relating to the marketing and sale of organic products</li> <li>Explain SWOT Analysis</li> </ul>	AGR/N1209 PC10, PC11, KU11, KU13, GS1-GS10	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00
		5. Recap	<ul style="list-style-type: none"> <li>Recapitulate complete module learning</li> </ul>	AGR/N1209 PC1-PC3, PC10, PC11, PC16, KU5, KU11, KU13, GS1-GS10	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 3:00

S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
11	Maintain Health & Safety at Workplace T: 03:00 P: 03:00 (HH:MM)	1. Personal hygiene practices	<ul style="list-style-type: none"> <li>Describe the process for maintaining good hygienic practices at workplace.</li> <li>Explain the follow the workplace sanitization norms including distancing from sick people</li> </ul>	AGR/N9903 PC1, PC4, KU2, GS1- GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 1:00 P: 2:00
		2. Cleanliness Around the Workplace	<ul style="list-style-type: none"> <li>Importance of workplace safety.</li> <li>Explain the know abouts of PPE kit.</li> <li>Explain cleaning, disinfection and pest control measures</li> </ul>	AGR/N9903 PC4, PC6, PC7, KU7, KU8, GS1- GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 2:00 P: 1:00
12	Sanitation and Emergency Procedures T: 17:00 P: 07:00 (HH:MM)	1. Safety at the Workplace-I	<ul style="list-style-type: none"> <li>Explain basic safety checks before operating all machinery and vehicles</li> <li>Identifying work that requires plant protection equipment</li> </ul>	AGR/N9903 PC5, PC9, KU, GS1-GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P: 2:00
		2. Safety at the Workplace-II	<ul style="list-style-type: none"> <li>Explain the dangers of insecticides/fumigants and their safety measures</li> <li>Discuss the use tools and materials safely and correctly and put them back in designated storage locations when not in use.</li> </ul>	AGR/N9903 PC7, PC9, KU12, GS1- GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T:4:00 P:1:00

S. No.	Module Name	Session Name	Session Objectives	NOS References	Methodology	Training Tools/Aids	Durations
		3. Safety at the Workplace-III	<ul style="list-style-type: none"> <li>• Explain the dispose of waste safely and correctly in a designated area</li> <li>• Identify the risks to those working around you and take action to reduce the risks associated with tasks in the workplace</li> </ul>	AGR/N9903 PC11, PC12, KU11, KU13, GS1-GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P:2:00
		4. Safety at the Workplace-IV	<ul style="list-style-type: none"> <li>• Explain acts in a way that minimizes environmental damage</li> <li>• Explain about in case of any kind of accident, immediate consult the concerned person and take appropriate action</li> </ul>	AGR/N9903 PC13, PC14, KU12, KU17, GS1-GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 4:00 P: 1:00
		5. Safety at the Workplace-V	<ul style="list-style-type: none"> <li>• Explain the use of emergency procedures according to Company standards</li> <li>• Informs administration about first aid as per workplace procedure</li> </ul>	AGR/N9903 PC16, PC20, KU15, GS1-GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 3:00 P:1:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
							HH:MM
13.	Employability Skills (60hrs)	Introduction to Employability Skills	<ul style="list-style-type: none"><li>Describe importance of Employability Skills</li><li>Prepare a note on different industries, trends, required skills</li></ul>	DGT/VSQ /N0102	Classroom lecture, Team Activity	White-Board and, Markers, Chart Paper and Sketch pens, LCD Projector	1:30
		Constitutional Values: Citizenship	<ul style="list-style-type: none"><li>Detail the principles of constitution of India</li><li>Identify the various environmentally sustainable practices</li></ul>		Classroom lecture, Team Activity	Laptop, PPT, White board Markers, note pad, pen etc.	1:30
		Becoming a Professional in the 21st Century	<ul style="list-style-type: none"><li>Discuss relevant 21st century skills required for employment</li><li>Practice critical thinking and decision making skills</li></ul>		Classroom lecture, Team Activity	Laptop, PPT, White board Markers, note pad, pen etc.	2:30
		Basic Skills-I	<ul style="list-style-type: none"><li>Read English text with appropriate articulation</li><li>Practice basic English words, sentences, punctuation</li><li>Demonstrate active listening and reading skills</li></ul>		Classroom lecture, Team Activity, Role play, video session	Laptop, PPT, White board Markers, note pad, pen etc.	5:00
		Basic Skills-II			Practical, demonstration, role play		5:00
			Career Development and Goal Setting	<ul style="list-style-type: none"><li>Identify well-defined short- and long-term goals</li><li>Explain how to build a career pathway</li><li>Conduct job market research</li><li>Discuss how to set career goals.</li></ul>	DGT/VSQ /N0102	Class room lecture, discussion, demonstration, practical	Laptop, PPT, White board Markers, note pad, pen etc.

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
							HH:MM
		Communication Skills	<ul style="list-style-type: none"> <li>Explain the importance of communication at workplace</li> <li>Demonstrate effective communication strategies</li> <li>Demonstrate how to communicate effectively using verbal and nonverbal communication</li> </ul>	DGT/VSQ /N0102	Class room lecture, discussion, demonstration, practical	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	5:00
		Diversity and Inclusion	<ul style="list-style-type: none"> <li>Explain the need of diversity at workplace</li> <li>Identify the various PwD policies applicable at workplace</li> <li>Discuss the significance of the POSH Act</li> </ul>	DGT/VSQ /N0102	Class room lecture, Inter-active discussion	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	2:30
		Financial and Legal Literacy	<ul style="list-style-type: none"> <li>Discuss various financial institutions, products, and services</li> <li>Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions</li> </ul>	DGT/VSQ /N0102	Class room lecture, demonstrations, group discussion, practical	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	5:00
		Essential Digital Skills-I	<ul style="list-style-type: none"> <li>Detail the use and features of various MS Office tools, like MS Word, MS Excel, MS PowerPoint, etc.</li> <li>Demonstrate how to operate digital devices</li> <li>Create an e-mail id and follow e- mail etiquette to exchange e -mails</li> <li>Describe the role of digital technology in day-to-day life and the workplace</li> </ul>	DGT/VSQ /N0102	Class room lecture, discussion, Demonstration, practical, learning by doing	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	6:00
		Essential Digital Skills-II	<ul style="list-style-type: none"> <li>Practice Digital skills</li> </ul>		Demonstration, practical, learning by doing		4:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
							HH:MM
		Entrepreneurship	<ul style="list-style-type: none"> <li>Describe the types of entrepreneurship and enterprises</li> <li>Describe the 4Ps Of Marketing- Product, Price, Place and Promotion and Apply the mas Per requirement</li> <li>Create a sample Business plan, For the selected business</li> </ul>	DGT/VSQ /N0102	Class room lecture, discussion, Demonstration, practical	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	7:00
		Customer Service	<ul style="list-style-type: none"> <li>Identify types of customers and how to deal with them</li> <li>Identify methods to get customer feedback and how to implement them</li> <li>Explain various tools used to collect customer feedback</li> <li>Discuss the significance of maintaining hygiene and dressing appropriately</li> </ul>	DGT/VSQ /N0102	Class room lecture, activity, role play, video session	Laptop, PPT, White board Markers, note pad, pen, audio visual aids etc.	5:00
		Apprenticeships and Jobs	<ul style="list-style-type: none"> <li>Practice personal grooming strategies</li> <li>Illustrate the use of online platforms for job hunting</li> <li>Detail the concept of Apprenticeship</li> <li>Demonstrate how to enroll for Apprenticeship programs.</li> <li>Draft a professional Curriculum Vitae (CV)</li> <li>Role play a mock interview</li> </ul>	DGT/VSQ /N0102			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- Organic Grower	
Job Role	Organic Grower
Qualification Pack	AGR/Q1201
Sector Skill Council	Agriculture

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) 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.	Assessment will be conducted for all compulsory NOS, as well as the selected elective NOS/set of NOS.
4.	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5.	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria.
6.	To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7.	In case of <i>unsuccessful completion</i> , the trainee may seek reassessment on the Qualification Pack.









National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
AGR/N1201.Undertake planning for organic farming	45	35	-	20	100	5
AGR/N1202.Carry out seed selection and treatment under organic farming	30	40	-	30	100	5
AGR/N1203.Carry out soil nutrient management under organic farming	25	45	-	30	100	10
AGR/N1204.Carry out weed management in an organic farm	30	40	-	30	100	5



AGR/N1205.Carry out irrigation management in an organic farm	30	40	-	30	100	5
AGR/N1206.Integrated pest and disease management in an organic farm	30	40	-	30	100	15
AGR/N1207.Carry out harvest and post-harvest management in an organic farm	30	35	-	35	100	10
AGR/N1208.Undertake quality assurance and certification in organic farming	55	45	-	50	150	20
AGR/N1209.Undertake business of organic farming	25	40	-	35	100	15
AGR/N9903.Maintain health and safety at the workplace	40	25	-	35	100	5
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	5
<b>Total</b>	<b>360</b>	<b>415</b>	<b>-</b>	<b>325</b>	<b>1100</b>	<b>100</b>

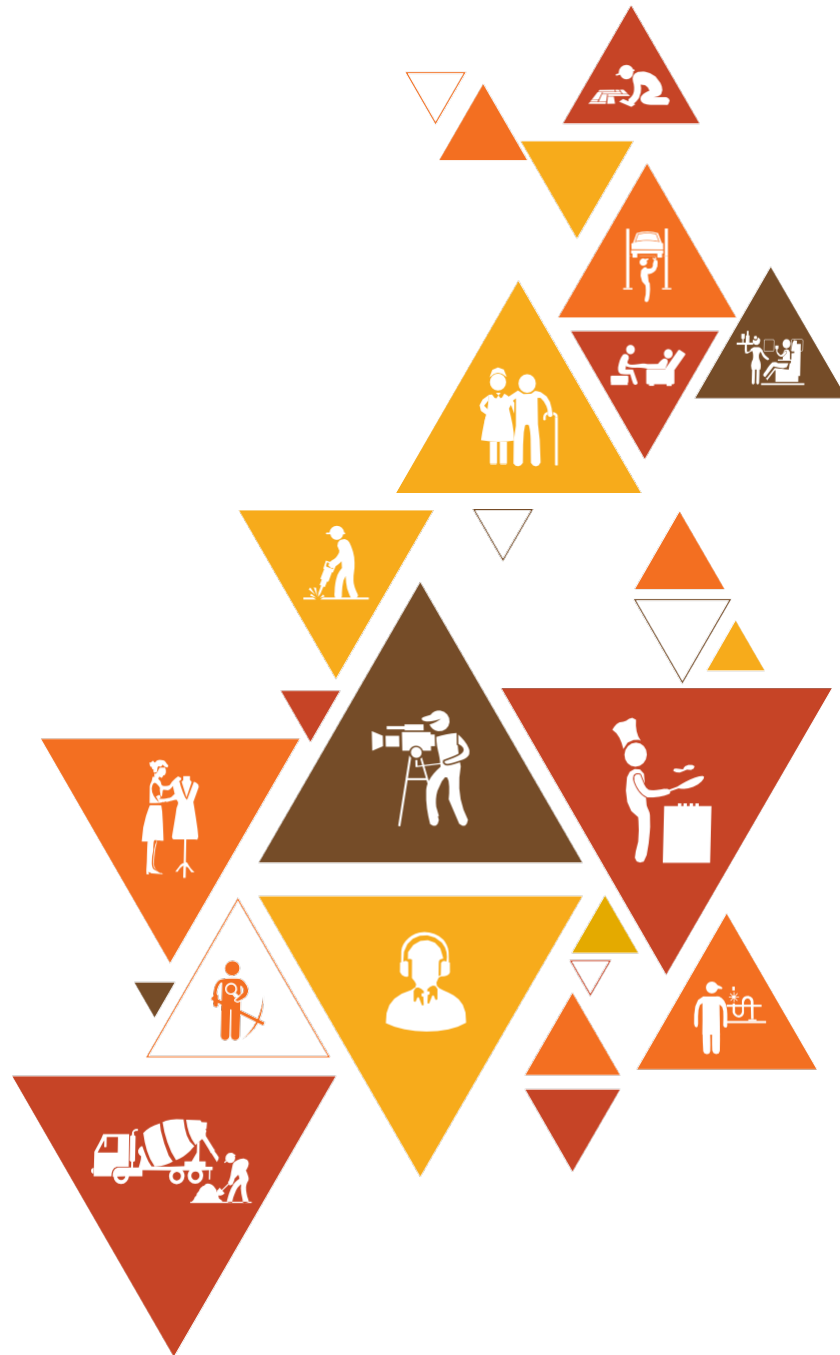


## Annexure III

## Annexure of QR Codes for Organic Grower

Chapter No.	Unit No.	Topic	QR Code Links	QR code (s)
<b>Chapter -1</b> Introduction to the Role of an Organic Cultivator	Unit 1.1 - Introduction to Organic Farming	Scope and opportunities of organic farming	<a href="https://youtu.be/VPEbTyRV_oVA">https://youtu.be/VPEbTyRV_oVA</a>	 Scope and opportunities of organic farming
	Unit 1.2 - Importance of organic farming	Organic farming	<a href="https://youtu.be/asydgOalr0w">https://youtu.be/asydgOalr0w</a>	 Organic farming
		Objective of organic farming	<a href="https://youtu.be/WpDtiV-cKWs">https://youtu.be/WpDtiV-cKWs</a>	 Objective of organic farming
<b>Chapter -2</b> Organic Farming Planning	Unit 2.1 Planning of Organic Farming	Crop rotation and combination of crop for crop rotation	<a href="https://youtu.be/H_sl9ncHnvU">https://youtu.be/H_sl9ncHnvU</a>	 Crop rotation and combination of crop for crop rotation
		Crop Rotation	<a href="https://youtu.be/J8KIDfI4z3s">https://youtu.be/J8KIDfI4z3s</a>	 Crop Rotation
		Good agriculture practices	<a href="https://youtu.be/n90hm1Qh_CM">https://youtu.be/n90hm1Qh_CM</a>	 Good agriculture practices
<b>Chapter - 4</b> Soil Nutrient Management under organic farming	Unit 4.1 - Soil nutrient management	Soil	<a href="https://youtu.be/Ragc1yndNI">https://youtu.be/Ragc1yndNI</a>	 Soil
	Unit 4.2 - Management of Nutrient in Different Types of Soil	Role of Biofertilizer in Organic Farming	<a href="https://youtu.be/fEl6YlYrTCw">https://youtu.be/fEl6YlYrTCw</a>	 Role of Biofertilizer in Organic Farming

Chapter No.	Unit No.	Topic	QR Code Links	QR code (s)
<b>Chapter -5</b> Weed Control Under Organic Farming	Unit 5.1 - Weed management and its impact	Weed Control Under Organic Farming	<a href="https://youtu.be/rt-oEQ6P6pU">https://youtu.be/rt-oEQ6P6pU</a>	 Weed Control Under Organic Farming
<b>Chapter -9</b> Undertake Quality Assurance & Certification Under Organic Farming	Unit 9.1 - Quality Assurance & Certification	How to Get Organic Certificate	<a href="https://youtu.be/p-zJqjk5Xpk">https://youtu.be/p-zJqjk5Xpk</a>	 How to Get Organic Certificate





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