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Agriculture Skill Council of India

Facilitator Guide



Sector
Agriculture

Sub-Sector
Agriculture Crop Production

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

Reference ID: **AGR/Q1109**, Version **3.0**
NSQF Level: 5

Farm Workshop Foreman / Supervisor



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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

The objective of the guide is to provide an approach map for interacting with the trainees undergoing training on this job role. The aim of the course is to provide both theoretical and practical knowledge to the trainees, and also to guide them for marketing the product and generating finances. The guide is neither a substitute nor complete road map, but an aid to help to pass on the knowledge on all the aspects to the trainees in a systematic manner. It is expected that the trainer is fully conversant with all the contents of the guide. The guide is just to indicate that how to proceed for covering a topic and includes some additional information that may be necessary for the trainer to develop better comprehension on following aspects:

- **Knowledge and Understanding:** Satisfactory operational learning and comprehension to play out the required chore.
- **Performance Criteria:** Pick up the required aptitudes through hands on preparing and play out the required operations inside the predetermined measures.
- **Professional Skills:** Capacity to settle on operational choices relating to the zone of work.

The job will also include judging the comprehension and also help them learn more by hands on training. But it has to be ensured that these are in accordance with the knowledge imparted and time spent on each unit. It is expected that irrespective of the region, knowledge on all aspects will be imparted to trainees.

Symbols Used



Ask



Activity



Do



Demonstrate



Explain



Elaborate



Example



Exercise



Facilitation Notes



Field Visit



Learning Outcomes



Notes



Objectives



Practical



Resources



Role Play



Summarize



Say



Team Activity

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1. Introduction to the Role of a Farm Workshop Foreman/Supervisor

Unit 1.1 – Introduction



Bridge Module

Key Learning Outcomes



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

1. Describe the size and scope of the agriculture industry and its subsectors.
2. Discuss the role and responsibilities of a Farm Workshop Foreman/Supervisor.
3. Identify various employment opportunities for a Farm Workshop Foreman/Supervisor

UNIT 1.1: Introduction

Unit Objectives

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

1. Explain the Scope and Importance of farm mechanization industry in India.
2. Familiarize with different farm machineries manufacturers and their brands/models.
3. Identify the role of a Farm Workshop Foreman/Supervisor and the progression pathways.

Resources to be Used

- Available objects such as participant handbook, white board, duster, marker etc.
- Power point slides, pictures of Indian agriculture farm and major implements involved in accidents.

Activity

Purpose: To acquaint the participants with each other and knowing well before sharing space inside classroom.

Resources: open ground, participants, big hall for accompanying the larger group of people sitting in small circles.

Methodology: Stage presentation and group discussions for about 15- 20 minutes.

Expected outcome

- Group activity and team building
- Ability to communicate with unknowns
- Enhancement in observation capacity

Ask the participants to stand in circle. Then tell them that before going into the learning mode, firstly we will play number game. Number in this game is 3. It means that starting person will call number 1, other person will call number 2 and next person will not pronounce the number rather will just raise his/her hand. If a person will call the number 3 then he/she will be out of the same. Similarly, for number 6, 9, 12 and so on only hand should be raised. This way the trainer can segregate the groups and as per the performance in number game people should sit for training sessions and this may result in the scenario that unknown people will sit each other. Then they should introduce themselves to each other.

It is up to the trainer and the sitting arrangements that how he/she would like to keep the trainees. Either in circle with a group of 5 or a group of 2 trainees. Trainees should introduce themselves to each other and within a group. Trainer can call the individuals to the stage and particular participant has to introduce their team member like this way introduction session of each participant should begin. Instead of self-introduction, they should involve in a process of introducing each other. After this activity, stage is all set to start the session.

Do

- Begin the session by introducing the topic and its relevance to the participants.
- Encourage participants to share their existing knowledge and experiences with farm machineries and role of Farm Workshop Foreman/supervisor.

Explain

- Scope and Importance of Farm Mechanization Industry in India.
- Role of a Farm Workshop Foreman/Supervisor
- Professional knowledge and other requirements needed for this role which includes the procedures specified by various organisations for maintenance of farm equipment and infrastructures.
Other requirements include:
 1. Set visual inspection standards
 2. Estimate standard resource procedures
 3. Set organizational procedures for procurement of equipment
- Factors that are responsible for the need of mechanization which can provide a sigh of relief to different farm operations.

Elaborate

- Discuss on different farm machineries manufacturers and their brands/models.
- What knowledge should a farm workshop foreman/superman possess.

Say

- The importance of reporting accidents, incidents and problems should never be underestimated and necessary actions should be taken accordingly.
- The farm workshop foreman/supervisor needs to know and understand working of farm tractors, agricultural machinery, power tillers, diesel engine, pumps, etc. He/she should have knowledge of preventive maintenance methods.

Notes for Facilitation



- Help the participants to complete all the tasks involved in the participant hand book.
- Discuss with them regarding the points mentioned in the text box
- Motivate the participants by involving them in sense of participation and the realization of the importance of their work as a Farm Workshop Foreman/ Supervisor
- Tell them their important role for the farming community of the country and they will be service providers of a sector which is important to a country's economy, social and cultural well-being.
- You can invite representative of any organization who employs Farm workshop Foreman so that their expectations can be known.

Exercise



Key Solutions to PHB Exercises

A. Short Questions

1. Refer section 1.1.2 of PHB.
2. Refer table 1.1.4 of PHB.
3. They manufacture all types of farm machinery such as Disc harrow, Disc plough, Rotavator, Cultivator, Chisel plough, Planter, fertilizer broadcaster etc. Refer table 1.1.4 of PHB for more.
4. Refer section 1.1.3 of the PHB for the role of a Farm Workshop Foreman/Supervisor.

Key Learning Outcomes



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

1. Describe the importance of regular maintenance of farm machineries, tools and equipment.
2. Explain the applicable quality standards and critical things to check during the inspection of farm machineries, tools, and equipment.
3. Describe the process of preparing various repair and maintenance tools and equipment for use.
4. Describe the process of carrying out the repair and maintenance of farm machineries, tools and equipment.
5. Explain the periodic maintenance schedule of various farm machineries, tools and equipment.
6. Discuss various repair and maintenance needs of the farm workshop infrastructure.
7. Discuss the Dangerous Machines (Regulation) Act, 1983.
8. Explain various waste management practices.

UNIT 2.1: Timely Repair and Maintenance of Farm Equipment

Unit Objectives

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

1. Perform visual inspection of farm equipment daily.
2. Check that all equipment like tractors, power tillers, disc harrows, cultivators, seed drills, planters, reapers, threshers, winnowers, etc. are in good condition.
3. Check that all tools for maintenance are in usable condition.
4. Inspect the tools required for maintenance regularly and ensure periodic cleaning and maintenance..

Resources to be Used

- Available objects such as a participant handbook, white board, duster, flip chart board/paper, printed materials explaining greenhouse components etc.
- Slides in power point presentation with relevant images showing various farm equipment.

Do

- Begin with revising the topics covered in the previous session. Ask the following questions
 1. What are the role and responsibilities of a Farm Workshop Foreman/Supervisor ?
 2. What motivates you to work as a Farm Workshop Foreman/Supervisor ?
- Encourage participants to share their existing knowledge of Farm equipment and its maintenance

Demonstrate

- With the help of available resources demonstrate various tool kit for mechanics.
- Construction and working of primary tillage equipment.
- Additional E-resources
You can refer this video for different primary tillage equipment : <https://youtu.be/bOvnUo6-6Ds>

Explain



- Categorization of implement under primary tillage such as :
 1. Indigenous Plough
 2. Mould Board plough
 3. Disc plough
 4. Chisel Plough
 5. Sub Soil Plough
- Different types of surface soil conditioning secondary tillage implements such as:
 1. Disc Harrow
 2. Cultivators
 3. Levellers
 4. Cloud Crushers
- Safety considerations in order to protect the operator.
- Factors which affect penetration of disc harrow in the field and how penetration can be increased.

Field Visit



- Plan a visit to a local greenhouse to see the different components in action and gain hands-on experience.

Activity



Purpose: The purpose of this activity is to help learners understand the different types of secondary tillage implements, their uses, and how they operate.

Expected time: 30-45 minutes.

Resources: Pictures or videos of different secondary tillage implements (such as cultivators, harrows
Whiteboard and markers or projector for presentation

Methodology: Presentation and group discussion

Expected outcomes:

By the end of the activity, students should be able to:

- Participants will be able to identify and describe different types of secondary tillage implements.
- Participants will understand the function and purpose of each implement.
- Participants will be able to explain the advantages and disadvantages of each implement.

Instructions:

- Begin the activity by introducing the topic of secondary tillage implements and explaining their role in preparing the soil for planting.
- Present pictures or videos of different secondary tillage implements and briefly explain their function, including cultivators, harrows, and rollers.
- Divide the learners into small groups and assign each group a different secondary tillage implement to research.

Do

- Facilitate a discussion about the different types of secondary tillage implements and their uses, advantages, and disadvantages.

Field Visit

- Arrange a field visit to a nearby farm machinery shop where participants can get hands on different primary/secondary tillage implements available there.

Elaborate

- Discuss on the adjustments of Disc Plough such as:
 1. Cutting angle adjustment
 2. Width of cut adjustment
 3. Tightening the Bearing
 4. Scrapper adjustments
 5. Adjustments for deeper ploughing
- Elaborate in detail the maintenance of disc plough and mention maintenance instructions, storage of machine after work and lubrication.

Notes for Facilitation

- Help the participants to complete all the exercises mentioned in the participant handbook.
- Encourage participants of group discussion to ask questions so that they can clear their doubts (if any).
- Encourage participants to undergo field visits and how they can learn more through these visits.

Exercise



Key Solutions to PHB Exercises

A. Short Questions

1. Following are the list of primary and secondary tillage implements:-

Primary tillage implements :

- Indigenous Plough
- Mould Board plough
- Disc plough
- Chisel Plough
- Sub Soil Plough

Secondary tillage implements :

- Disc Harrow
 - Cultivators
 - Levellers
 - Cloud Crushers
2. To ensure maintenance of a disc plough, we should clean the plough after each use to prevent rust and corrosion, inspect the plough for wear and tear, replace worn parts as necessary, and lubricate all moving parts to ensure smooth operation.
 3. As a supervisor, we should ensure that the disc plough operator wears appropriate personal protective equipment, such as eye protection, hearing protection, and sturdy footwear, and receives training on safe operating procedures. We should also ensure that the plough is used only on suitable terrain and that the operator does not attempt to operate the plough at speeds that are too fast for the equipment.
 4. As a supervisor during farm equipment inspection, we should check all equipment for damage, wear and tear, or corrosion. We should inspect all moving parts for proper lubrication, and test all controls and safety features to ensure they are functioning correctly. You should also inspect the operator's manual for any recommended maintenance or repairs.
 5. Farm tools and equipment must be maintained to ensure they are in good working condition and to prevent equipment failure that can result in crop damage, reduced yields, or injury to the operator or others. Regular maintenance of farm equipment also helps prolong the equipment's lifespan and can save on repair or replacement costs in the long run.

UNIT 2.2: Maintenance of Physical Infrastructure of the Workshop

Unit Objectives

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

1. Perform visual inspection of the physical infrastructure periodically as per standards.
2. Ensure all the tools and spare parts are placed in allocated positions.
3. Ensure all the areas are well lit and that there are no bare or damaged.
4. Ensure any water tap, connector or pipe is not leaking or blocked.
5. Check that there is no seepage in the walls.
6. Ensure that all the sewerage outlets/holes are unblocked.
7. Examine garbage disposal methods.

Resources to be Used

- Available objects such as a white board, duster, flip chart board/paper etc.
- Slides in power point presentation showing relevant images of different composting methods and disposal methods.
- Vermicomposting materials, such as red wiggler worms, composting bins, and organic waste materials, Printed materials explaining the vermicomposting process and its benefits, Gloves and other safety equipment.

Do

- Begin with revising the topics covered in the previous session. Ask the following questions
1. What do you understand by primary tillage ?
 2. Name some primary and secondary tillage implements.
- Encourage participants to share their existing knowledge of Physical infrastructure maintenance of workshop.

Elaborate

- Discuss on how to effectively maintain farm tools and equipment.
- Elaborate in detail on Dangerous Machines (Regulation) Act, 1983.
- Discuss about methods of composting used in India such as
 1. Indore method and
 2. Bangalore method
- Process of incineration of solid waste.

Activity



Purpose: To teach students about vermicomposting and its benefits.

Expected time: 60-90 minutes.

Resources: Vermicomposting materials, such as red wiggler worms, composting bins, and organic waste materials, Printed materials explaining the vermicomposting process and its benefits, Gloves and other safety equipment.

Methodology: Presentation, hands on practice, discussion

Expected outcomes:

By the end of the activity, students should be able to:

- Understand the vermicomposting process and its benefits.
- Recognize the different stages of vermicomposting and how they contribute to creating nutrient-rich soil.
- Apply safety measures when working with vermicomposting materials.

Instructions:

- Introduce the concept of vermicomposting and explain its benefits, such as reducing organic waste, creating nutrient-rich soil, and improving soil structure.
- Set up a vermicomposting bin with red wiggler worms and organic waste materials.
- Divide the class into small groups and have each group observe and document the vermicomposting process over several weeks, noting changes in temperature, moisture, and the decomposition of organic matter.
- Provide opportunities for hands-on learning by having students help with tasks such as adding organic waste, monitoring moisture levels, and harvesting vermicompost.
- Discuss the importance of safety in vermicomposting, including the use of gloves and other protective equipment.
- Conclude the activity with a class discussion about the benefits and challenges of vermicomposting and its potential applications in agriculture and beyond.

Explain



- Factors considered while site selection for construction.
- Different Garbage disposal methods such as:
 1. Open burning
 2. Sanitary landfills
 3. Incineration
 4. Composting
 5. Ploughing in fields
 6. Hog feeding
 7. Grinding and discharging into sewers
 8. Salvaging
 9. Fermentation and biological digestion
 10. Open burning/Bonfire of solid wastes

Notes for Facilitation



- Help the participants to complete all the exercises mentioned in the participant handbook.
- Encourage participants of group discussion to ask questions so that they can clear their doubts (if any).
- Encourage participants to undergo field visits and how they can learn more through these visits.

Exercise



Key Solutions to PHB Exercises

A. Short Questions

1. To ensure the suitability of space for workshop requirements, we should consider factors such as the size and layout of the space, the type of work to be done, and any specific equipment or machinery needed. We should also ensure that the space has adequate ventilation, lighting, and power sources, and that it is free from hazards or safety risks.
2. Factors to be considered are as follows:
 - Topography
 - Prevailing winds and rainfall
 - Soil type
 - Nearness to utility sources such as electric power lines, telephone lines and piped water
 - Sewage disposal
 - Security
 - Accessibility to roads
3. To maintain farm tools and equipment, you should keep them clean and dry after each use, inspect them regularly for signs of wear or damage, and repair or replace any worn or damaged parts. You should also store tools and equipment properly, using protective covers or cases to prevent rust or corrosion, and ensure that they are stored in a dry, secure location. Additionally, you should follow the manufacturer's recommended maintenance schedule, including regular oil changes, blade sharpening, and other maintenance tasks, to ensure that the equipment remains in good working condition.



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3. Resources Management at a Farm Workshop

Unit 3.1 - Estimate Resource Requirement & Procurement



AGR/N1133

Key Learning Outcomes



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

1. List various spare parts, tools and equipment required at a farm workshop.
2. Describe the process of estimating the resource requirements at a farm workshop and the cost of procuring the resources.
3. Describe the process of identifying and negotiating with the relevant third-party vendors.
4. Describe various resource management practices.

UNIT 3.1: Estimate Resource Requirement & Procurement

Unit Objectives

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

1. State importance of routine maintenance of farm machinery.
2. Select and identify fast wearing out parts of tractors, engine, pumps, reapers, thresher and other equipment.
3. Identify the requirement of farm machinery depending on wear and tear and breakage.
4. Describe the process of identifying and negotiating with the relevant third-party vendors.
5. Describe various resource management practices.

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 of greenhouse operations.
- Access to farm machinery, such as tractors, cultivators, and plows; Printed materials explaining the routine maintenance of farm machinery and its benefits; Tools and equipment needed for maintenance, such as oil and filters; Safety equipment, such as gloves and goggles.

Do

- Begin with revising the topics covered in the previous session. Ask the following questions
 1. How to effectively maintain farm tools and equipment.
 2. What do you know about Dangerous Machines (Regulation) Act, 1983.
 3. Name methods of composting used in India.
- Encourage participants to share their existing knowledge on importance of routine maintenance of farm machinery.

Explain

- Advantages of routine maintenance of farm machinery.
- How to assess requirements of parts of farm machinery equipment depending on wear and tear and breakage?
- Types of quotations such as:
 1. Local price quotation
 2. Station price quotation
 3. Cost and freight price quotation
 4. Cash with order price quotation

Field Visit



- Plan a visit to a local greenhouse to see the different types of irrigation in action and gain hands-on experience.

Elaborate



- Discuss on how to identify fast wearing out parts of tractors, engine, pumps, reapers, thresher and other equipment.
- Factors on which requirement of tools and implement part storage depends upon.
- Discuss on the points a quotation must contain.
- Detailed elaboration on Resource Management.

Activity



Purpose: To teach students the importance of routine maintenance of farm machinery and its benefits.

Expected time: 60-90 minutes.

Resources: Access to farm machinery, such as tractors, cultivators, and plows; Printed materials explaining the routine maintenance of farm machinery and its benefits; Tools and equipment needed for maintenance, such as oil and filters; Safety equipment, such as gloves and goggles.

Methodology: Demonstration and hands on.

Expected outcomes:

By the end of the activity, students should be able to:

- Understand the importance of routine maintenance of farm machinery and its benefits.
- Recognize the different components of farm machinery that require routine maintenance.
- Perform basic routine maintenance tasks on farm machinery, such as checking fluid levels and changing oil and filters.
- Apply safety measures when working with farm machinery.

Instructions:

- Introduce the importance of routine maintenance of farm machinery and explain its benefits.
- Demonstrate how to perform routine maintenance tasks.
- Divide the class into small groups and assign each group a specific task related to routine maintenance.
- Provide tools and equipment needed for maintenance tasks and discuss safety precautions.
- Have students perform their assigned maintenance tasks under supervision.
- Conclude the activity with a class discussion about the benefits of routine maintenance and the potential consequences of neglecting farm machinery maintenance.

Notes for Facilitation



- Emphasize the importance of regular maintenance to ensure optimal performance and prevent breakdowns.
- Encourage participants to ask questions and seek clarification as needed.
- Provide practical tips and best practices for maintaining farm machinery, such as checking fluid levels, lubrication, cleaning, and proper storage.
- Provide hands-on opportunities for participants to practice basic maintenance tasks, such as changing oil and filters, inspecting belts and hoses, and sharpening blades.
- Help the participants to complete all the exercises mentioned in the participant handbook.

Exercise



Key Solutions to PHB Exercises

A. Short Questions

1. Refer section 3.1.1 of PHB.
2. To select firms for the required resources and tools, you should research and identify potential suppliers, evaluate their products and services based on factors such as price, quality, and availability, and negotiate terms and conditions that are favorable to your needs. You should also establish relationships with suppliers based on trust, communication, and responsiveness to ensure that you have a reliable source of tools and resources for your business.
3. Post procurement of parts and tools, necessary actions to be taken include inspecting the parts and tools for damage or defects, testing them to ensure that they are functioning correctly, and storing them properly to prevent damage or loss. You should also update your inventory system to reflect the new parts and tools, and schedule any necessary maintenance or repairs to ensure that the equipment remains in good working condition. Finally, you should maintain good communication with your suppliers to address any issues or concerns that may arise, and to ensure that you have a reliable source of parts and tools for future needs.



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4. Task Management at a Farm Workshop

Unit 4.1- Task Prioritization and Work Allocation



AGR/N1132

Key Learning Outcomes



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

1. Describe the process of identifying and prioritising critical tasks to be performed at the workshop.
2. Explain the importance of briefing the workshop staff about the work requirements and desired result/output.
3. Describe the process of allocating tasks to the workshop staff according to their skills.
4. Explain various effective supervision practices to ensure timely completion of tasks as per the established quality standards.
5. Describe the process of dealing with workplace problems effectively to minimise the impact on productivity

UNIT 4.1: Task Prioritization and Work Allocation

Unit Objectives

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

1. Identify the tasks to be prioritized.
2. Explain the note down the work and activities to be done for the day.
3. Plan activity to be carried out in a season.
4. Design daily schedule, weekly and monthly schedule of work.
5. Plan the work schedule of operators based on requirements.
6. Discuss and explain the work to be done by technician and operators.
7. Maintain job cards, record and report the progress of work in accordance with company's policy.
8. Monitor the progress of work at regular intervals.
9. . Carry out troubleshooting of equipment during operation or repairs.
- 10.. Report problems to workshop manager in a timely manner.

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.

Do

- Begin with revising the topics covered in the previous session. Ask the following questions
 1. Advantages of routine maintenance of farm machinery.
 2. How to assess requirements of parts of farm machinery equipment
- Encourage participants to share their existing knowledge on Task Prioritization.

Explain

- Task prioritization and planning.
- Role of job card and its filling.
- Advantages of automotive job card.
- How to deal with workplace problems

Activity



Purpose: The purpose of this activity is to teach participants the importance of task prioritization and planning in achieving their goals.

Expected time: 45-60 minutes.

Resources: A list of tasks related to a specific project or goal, A chart or worksheet for task prioritization and planning, Writing materials such as pens and paper.

Methodology: Class activity, discussion

Expected outcomes:

By the end of the activity, students should be able to:

- Understand the importance of task prioritization and planning in achieving goals.
- Identify and prioritize tasks based on their importance and urgency.

Instructions:

- Introduce the concept of task prioritization and planning, and explain its importance in achieving goals.
- Provide a list of tasks related to a specific project or goal.
- Distribute a chart or worksheet for task prioritization and planning to each student.
- Instruct students to identify and list the tasks from the provided list in order of priority, starting with the most important task.
- Students should then estimate the time required for each task and schedule them into a daily, weekly or monthly planner, depending on the timeline of the project or goal.
- Allow time for students to discuss their task prioritization and planning process with a partner or small group.
- Conclude the activity with a class discussion about the importance of task prioritization and planning, and the benefits of organizing tasks to achieve goals efficiently.

Elaborate



- Discuss on the work done by technician and operators.
- Elaborate on how to identify effective ways of completing the work on time.
- How to maintain job cards, record and report the progress of work in accordance with company's policy.
- Discuss on some common problems related to tractor system and possible cause and their remedy.

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
- 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. Refer section 4.1.1 of PHB
2. Do this activity in classroom and discuss with the students.
3. Refer section 4.1.3 of PHB
4. The evaluation of maintenance performance is very tough work. In order to optimize the effectiveness of work shop and performance of operators and technicians for various jobs in the work shop it is necessary to be reviewed periodically. The monthly work performance reports are analyzed to show the outcome of operators and technicians. It can be calculated on the basis of time spend for doing work in the work shop. The ratio of scheduled hours of work to the total hours spent in work is expressed in per cent and is defined as the performance of the operator.
5. Following works can be done by technician and operators:
 - Performing routine maintenance around the building such as fixing structural damage, for example, windows, doors and repair of walls.
 - Repairing broken or leaking pipe to avoid damage.
 - Working on damaged electrical wirings.
 - Maintaining the building HVAC equipment in order to keep climate comfortable.
 - Applying preventive measures to the building to reduce the risk of future problems, such as
 - using a sealant on a flat roof.
 - Fixing potential safety hazards to avoid injuries.
 - Painting the building when old paint has become faded or chipped.



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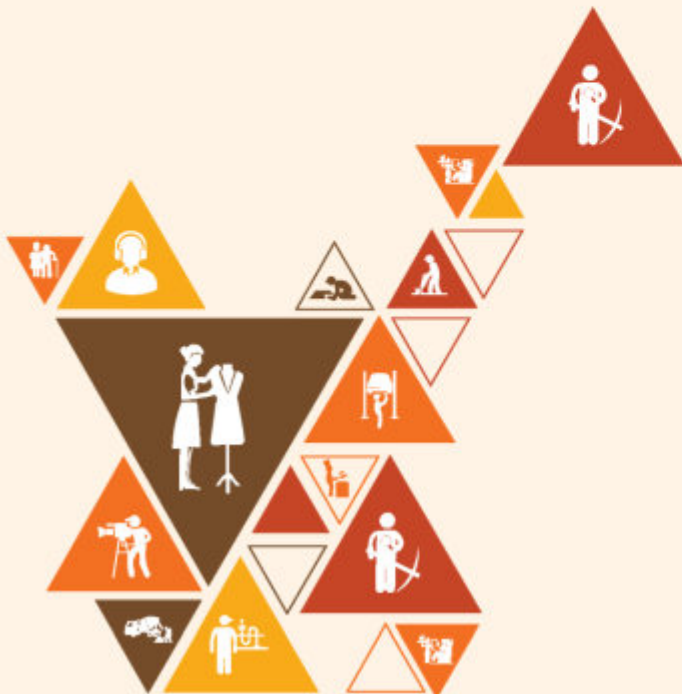
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5. Hygiene and Cleanliness

Unit 5.1 - Hygiene and Workplace Housekeeping



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 5.1: Hygiene and Workplace Housekeeping

Unit Objectives

After the completion of this unit, 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
5. related to injuries and infectious diseases.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Pictures, Posters, Newspaper clippings, Laptop, Internet connection (if possible).

Say

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

Activity

Purpose: To understand the need for personal hygiene

Resources: Power point slide

Methodology: Discussion

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.

Elaborate

- On different articles related to safety and health given in Agriculture convention, 2002 (No.184). You can refer handbook for the articles.

Explain

- Using the slide, explain the points that came up during the discussion and sum up as follows:
 1. What is personal hygiene
 2. Why it is important
 3. The external parts of the body that are prone to dust, dirt, oil, food particles, heat, cold, body odor.
- Further, using the slides, explain how to maintain personal hygiene at work place as well as otherwise.
- Explain how germs spread from our hands to the various parts of the external body before eventually entering the body. It is, therefore, important to wash our hands often. Using the slide, speak about the instances when we must wash our hands.
- Explain that safe and healthy working environment is a fundamental right of every citizen. Organizations and the government recognizing the need to develop a safety and health culture, have developed a framework and guidelines to reduce incidence of work-related injuries, fatalities, diseases, building awareness on safety and health at workplace. To achieve this, both the employer and employee at workplace have certain duties to comply with.
- Using the slide, discuss the duties of employers and employees in providing/ maintaining safe and clean work environment at work place.

Notes for 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



Short Answer Type Questions

1. There are several ways to maintain personal hygiene:
 - Bathing regularly - daily showers or baths help keep the skin clean and refreshed.
 - Brushing teeth - brushing at least twice a day helps prevent cavities and gum disease.
 - Washing hands - frequent hand washing, especially before eating and after using the bathroom, helps prevent the spread of germs.
 - Trimming nails - keeping nails trimmed and clean can prevent the spread of bacteria and fungi under the nails.

2.
 - Hand hygiene - providing hand sanitizers and encouraging frequent hand washing to reduce the spread of germs.
 - Social distancing - implementing measures to keep employees at least 6 feet apart to reduce the spread of infectious diseases.
 - Cleanliness - regularly cleaning and sanitizing high-touch surfaces, such as desks, keyboards, and door handles, to reduce the spread of germs.
 - PPE - providing personal protective equipment, such as masks, gloves, and goggles, to employees who need it to do their jobs safely.
 - Ventilation - ensuring adequate ventilation in the workplace to reduce the concentration of airborne infectious agents.

3. Paying attention to housekeeping at work is important for several reasons:
 - Safety - A clean and well-organized workplace can help prevent accidents, such as slips, trips, and falls.
 - Health - A clean and sanitary workplace can reduce the spread of germs and illnesses, promoting a healthy work environment.
 - Productivity - A cluttered and disorganized workspace can lead to distractions and reduced efficiency, while a clean and organized workspace can improve focus and productivity.

4. Refer section 5.1.5 of PHB.

Key Learning Outcomes



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

1. List the Personal Protective Equipment (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 damage s 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 6.1: Emergency Procedures and First Aid

Unit Objectives

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

1. Ensure prevention of accidents and damages.
2. Deal with accidents, fires and emergencies.
3. Use emergency evacuation.
4. Administer first aid.

Resources to be Used

- Participant handbook, Presentation slides, Whiteboard, Markers, Pictures, Posters, Newspaper clippings, Laptop, Internet connection (if possible), fire extinguisher.

Say

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

Activity

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

Resources: Presentation slides.

Methodology: Quiz

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

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

Explain

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

Team Activity

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

Resources: Presentation slides

Methodology: Game

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

Instructions:

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

Say

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

Ask

- What do you understand by first aid?

Activity

Purpose: To train the participants to administer first aid for different type of injuries and to understand the guidelines to be followed if a fire occurs.

Resources: Presentation slides, fire extinguisher

Methodology: Guest Lecture and Demonstration

Expected outcome:

Participants will gain basic knowledge on administering first aid for different types of injuries. Participants will be able to understand and follow the guidelines in case of a fire.

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

Notes for Facilitation



- Emphasize the importance of identifying and addressing potential hazards and risks in the workplace to prevent accidents and injuries.
- Ensure that all participants have the opportunity to practice the techniques during the training session and provide feedback.
- Emphasize the importance of following safety procedures and regulations, and the role of everyone in maintaining a safe work environment.
- Encourage participants to ask questions and share their experiences and concerns related to safety in the workplace.
- 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

- 1.
- 1) General hygiene steps in workplace include: regular hand washing, covering mouth while coughing or sneezing, avoiding sharing personal items, maintaining clean surfaces, and following personal protective equipment (PPE) guidelines.
- 2) Steps to deal with natural disasters include: preparing an emergency plan, having an emergency supply kit, staying informed of weather updates, following evacuation orders, and avoiding dangerous areas.
- 3) First aid is the initial medical treatment given to a person who has been injured or is suddenly taken ill, before professional medical help arrives.
- 4) Fire extinguisher categories are: Class A, Class B, Class C, Class D, and Class K.
- 5) Steps to use a fire extinguisher: 1) Pull out the safety pin, 2) Aim the nozzle at the base of the fire, 3) Squeeze the handle to release the extinguishing agent, 4) Sweep the nozzle back and forth to cover the entire fire area.
- 6) Steps for evacuation in case of fire: 1) Sound the alarm, 2) Evacuate the building immediately, 3) Close doors behind you, 4) Proceed to the nearest fire exit or designated assembly area
- 7) First aid steps for a fracture: 1) immobilize the injured area, 2) provide pain relief, 3) transport the person to a hospital, 4) do not try to realign the broken bone, 5) monitor for signs of shock.

B. Fill in the blanks

1. Emergency evacuation
2. Fire Prevention plan (FPP)
3. First aid
4. Entrapment

C. Multiple choice Questions

1. d
2. c



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7. Employability Skills (90 Hours)

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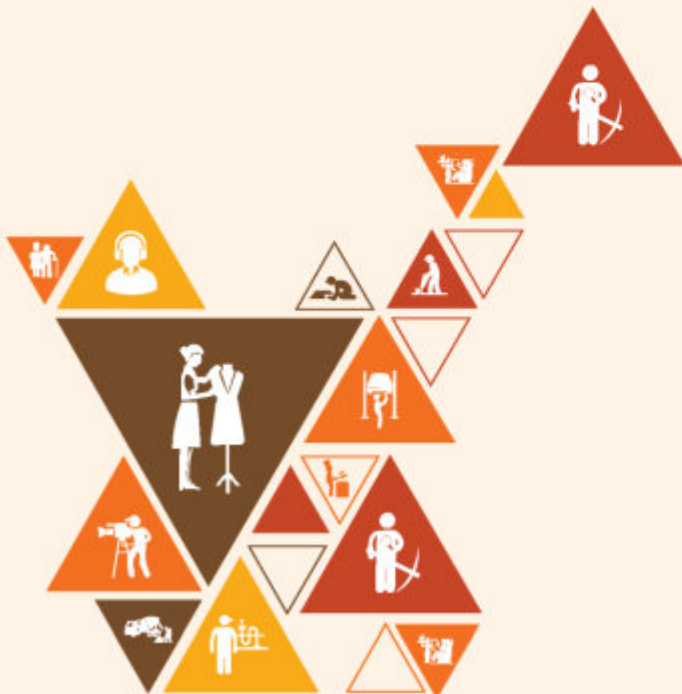


8. Annexures

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:	Farm Workshop Foreman/Supervisor		
Qualification Pack Name & Ref. ID	AGR/Q1109		
Version No.	3.0	Version Update Date	17/11/2022
Pre-requisites to Training (if any)	12th grade pass with 2-year relevant experience OR 10th grade pass with 4-year relevant experience OR Previous relevant qualification of NSQF Level 4 and with minimum education as 8th grade pass with 3 Years of relevant experience		
Training Outcomes	<p>After completing this programme, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the process of repair and maintenance of various farm machineries, tools and equipment. • Identify the common farm workshop infrastructure maintenance needs and address them. • Describe the process of identifying and organizing various resources required at the farm workshop. • Describe the process of assigning and ensuring the completion of tasks to farm workshop staff. • Explain the importance of practicing inclusion and gender equality at the workplace. • Demonstrate various practices to maintain personal hygiene, cleanliness, and safety at the workplace. 		

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
1	Introduction T: 5:00 (HH:MM)	1. Orientation	<ul style="list-style-type: none"> • Introduce fellow participants • Build rapport with fellow students and their trainer • Explain the overall training outcomes of the programme 	NA	Team activity: Introduction	Chairs, round table in U shape sitting shape	T: 1:30
		2. Concept, function and scope of warehouses in India	<ul style="list-style-type: none"> • Explain the Scope and Importance of farm mechanization industry in India. • Familiarize with different farm machineries manufacturers.. • Identify the role of a Farm Workshop Foreman/Supervisor and the progression pathways. 		Lecture, stage presentation, group presentations and discussion	Participant handbook (PHB) Projector, system facilitating power point presentations, microphone, camera, round tables arranged in U shape for healthy discussion, white board, marker pen of different colors	T: 3:30

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
2	Supervision of the maintenance of farm machineries, tools, equipment and workshop infrastructure. T: 25.00 P: 60:00 (HH:MM)	1. Maintenance of farm machineries.	<ul style="list-style-type: none"> Describe the importance of regular maintenance of farm machineries, tools and equipment. 	AGR/N1131 PC1, PC4, PC7, PC9, PC10, PC11, PC14, KU1-KU4, KU7, KU8, KU11, GS1-GS5, GS8	Lecture, stage presentation, role plays, group presentations and discussion	PHB, Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Tractors, power tillers, disc harrows, cultivators, seed drills, planters, reapers, threshers, Winnowers.	T: 4:00 P: 4:00
		2. Use of relevant tools	<ul style="list-style-type: none"> Demonstrate the process of preparing and using the relevant repair and maintenance tools and equipment 		Lecture, role plays, group presentations and discussion	PHB, White board, duster, flip chart board/paper etc. s, tools such as screwdriver set, pliers set, hammer set, set of chisels, set of files, hand hacksaw	T: 3:30 P: 4:30
		3. Inspection of tools and machineries	<ul style="list-style-type: none"> Explain the applicable quality standards and critical things to check during the inspection of farm machineries, tools, and equipment. 		Lecture, role plays, group presentations and discussion	PHB, available objects such as a white board, duster, flip chart, paper, pen, marker etc. PPT showing relevant images of tools and machineries.	T: 3:00 P: 5:00
		4. Repair and maintenance of tools and engines.	<ul style="list-style-type: none"> Describe the process of carrying out the repair and maintenance of farm machineries, tools and equipment. 		Lecture ,group presentations and discussion	PHB, Chart papers, pencil, eraser, sharpener, scale, Projector, system facilitating power point presentations, microphone, camera, round tables arranged in U shape for discussion,	T: 2:30 P: 5:30
		5. Repair and maintenance of tools and engines- demonstration	<ul style="list-style-type: none"> Show the process of carrying out repair and maintenance of farm machineries, tools, equipment and engines with the common rail fuel system 		Demonstration , group presentations and discussion, field visits	PHB, White board, duster, flip chart board/paper etc., PPT showing relevant images, Pen/Pencil, Notebook, Checklist for field visit	T: 4:00 P: 4:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
		6. Scheduling maintenance of tools.	<ul style="list-style-type: none"> Explain the periodic maintenance schedule of various farm machineries, tools and equipment. 	AGR/N1131 PC1, PC4, PC7, PC9, PC10, PC11, PC14, KU1-KU4, KU7, KU8, KU11, GS1-GS5, GS8	Lecture, role plays, group presentations and discussion, field visits	PHB, Projector, display screen, round table sitting arrangement, white board, duster, flip chart board/paper etc., PPT and relevant audio visual aids	T: 3:00 P: 4:00
		7. Record of maintenance activities- Practical	<ul style="list-style-type: none"> Prepare a sample record of the repair and maintenance activities using a physical register and/ or the relevant computer application. 		Practical, role plays, group presentations and discussion, field visits	PHB, Projector, display screen, round table sitting arrangement, white board, duster, flip chart board/paper	T: 2:00 P: 6:00
		8. Effective maintenance of tools	<ul style="list-style-type: none"> Describe how to effectively maintain farm tools and equipment 		Lecture, role plays, group presentations and discussion, field visits	PHB, Projector, display screen, round table sitting arrangement, white board, duster, flip chart board/paper etc., PPT and relevant audio visual aids	T: 3:30 P: 4:30
		9. Machines act 1983	<ul style="list-style-type: none"> Explain Dangerous Machines Act 1983 and which machines are dangerous machines as per this act. 		Lecture, role plays, group presentations and discussion, field visits	PHB, Projector, display screen, round table sitting arrangement, white board, duster, flip chart board/paper etc., PPT and relevant audio visual aids	T: 2:30 P: 4:30
		10. Waste management practices	<ul style="list-style-type: none"> Waste management practices, composting and methods of composting used in India. 		Lecture, role plays, group presentations and discussion, field visits	PHB, Projector, display screen, round table sitting arrangement, white board, duster, flip chart board/paper etc., PPT and relevant audio visual aids	T: 3:00 P: 5:00
		11. Recap	<ul style="list-style-type: none"> Recapitulate complete module learning 		Lecture, activities, role plays, group presentations and discussion, field visits, demonstrations etc.	PHB, Projector, display screen, white board, marker, duster, paper, pen PPT and relevant audio-visual aids	T: 5:00 P: 3:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
3	Resource management at a farm workshop T: 30:00 P: 60:00 (HH:MM)	1. Resource maintenance and requirement- I	<ul style="list-style-type: none"> State importance of routine maintenance of farm machinery. 	AGR/N1133 PC1,PC2, PC7, PC8, KU1, KU3, KU4, KU5, GS1-GS3, GS5-GS7	Lecture, role plays, group presentations and discussion	PHB, Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, tools such as screwdriver set, pliers set, hammer set, set of chisels, set of files, hand hacksaw, set of spanners, set of sockets	T: 3:30 P: 4:00
		2. Resource maintenance and requirement- II	<ul style="list-style-type: none"> Select and identify fast wearing out parts of tractors and engines and other equipment. 		Lecture, role plays, group presentations and discussion	PHB, White board, duster, flip chart board/paper etc. PPT with relevant images, Power cutter, Drill machine	T: 2:30 P: 4:30
		3. Identification of parts required.	<ul style="list-style-type: none"> Identify the requirement of farm machinery depending on wear and tear and breakage. 		Lecture, role plays, group presentations and discussion	PHB, available objects such as a white board, duster, flip chart, paper, pen, marker etc. chisel set, tongs, hand grease gun, bench vice, micrometre, vernier callipers	T: 3:00 P: 5:00
		4. Negotiation with vendors	<ul style="list-style-type: none"> Describe the process of identifying and negotiating with the relevant third-party vendors. 		Lecture ,group presentations and discussion	PHB, Chart papers, pencil, eraser, sharpener, scale, Projector, system facilitating power point presentations, microphone, camera, round tables arranged in U shape for discussion,	T: 2:30 P: 5:00
		5. Resources management	<ul style="list-style-type: none"> Explain how to minimize operating cost and plan better resource management to maximize profit. 		Lecture, group presentations and discussion, field visits	PHB, White board, duster, flip chart board/paper etc., PPT showing relevant images and videos	T: 3:00 P: 5:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
		6. Resources management- Demonstration	<ul style="list-style-type: none"> Demonstrate farm machinery resource management practices. 	AGR/N1133P C1,PC2, PC7, PC8, KU1, KU3, KU4, KU5, GS1-GS3, GS5-GS7	Lecture ,group presentations and discussion	PHB, Projector, display screen, round table sitting arrangement, white board, duster, flip chart board/paper	T: 3:00 P: 5:00
		7. Procurement of equipment- Practical	<ul style="list-style-type: none"> Prepare a sample list of spare parts, tools, equipment and other resources required at the workshop. Prepare a sample record of procurements. 		Lecture, role plays, group presentations and discussion, field visits	PHB, Projector, display screen, round table sitting arrangement, white board, duster, flip chart board/paper etc., PPT and relevant audio visual aids	T: 1:00 P: 7:00
		8. Quotation- I	<ul style="list-style-type: none"> Explain quotation, its types and filling of quotation. 		Lecture ,group presentations and discussion	PHB, Projector, display screen, round table sitting arrangement, white board, duster, flip chart board/paper	T: 3:00 P: 5:00
		9. Quotation- II	<ul style="list-style-type: none"> Information included in quotation such as quality details, quantity, sale price, mode, time, delivery etc. 		Lecture ,group presentations and discussion	PHB, Projector, display screen, round table sitting arrangement, white board, duster, flip chart board/paper etc., PPT and relevant audio visual aids	T: 2:30 P: 4:30
		10. Quotation- Practical	<ul style="list-style-type: none"> Prepare a quotation sample which include all the information required 		Lecture, role plays, group presentations and discussion, field visits Demonstration, practical	PHB, Projector, display screen, round table sitting arrangement, white board, duster, flip chart board/paper etc., PPT and relevant audio visual aids	T: 1:00 P: 6:00
		11. Finalising list of resources required.	<ul style="list-style-type: none"> How to store and assign codes to procured parts and tools. How to maintain stock record. 		Lecture, role plays, group presentations and discussion, field visits	Flip chart board/paper, round table sitting arrangement, white board	T: 1:00 P: 5:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
		12. Recap	<ul style="list-style-type: none"> Recapitulate complete module learning 		Lecture, stage presentation, role plays, group presentations and discussion, field visits	PHB, projector, display screen, white board, duster, flip chart board/paper etc., Slides in power point presentation showing relevant images	T: 4:00 P: 4:00
4	Task management at a farm workshop T: 10:00 P: 20:00 (HH:MM)	1. Task prioritization	<ul style="list-style-type: none"> Identify the tasks to be prioritized. Explain the note down the work and activities to be done for the day 	AGR/N113 2 PC1, PC2, PC6, PC9, PC12, KU1-KU3, KU6, KU7, KU9, GS1, GS3-GS7	Classroom lecture, discussion, demonstration activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 2:00 P: 3:30
		2. Activity plan and scheduling	<ul style="list-style-type: none"> Plan activity to be carried out in a season. Design daily schedule, weekly and monthly schedule of work 		Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 1:00 P: 4:00
		3. Work of technician and operators	<ul style="list-style-type: none"> Plan the work schedule of operators based on requirements. Discuss and explain the work to be done by technician and operators 		Lecture ,group presentations and discussion	PHB, Training kit (Trainer guide, Presentations). Whiteboard, Marker, projector, laptop	T: 2:00 P: 3:30
		4. Maintaining job card and problems reporting	<ul style="list-style-type: none"> Maintain Job cards Monitor the progress of work Carry out troubleshooting of equipment. Report problems to workshop manager. 		Lecture ,group presentations and discussion	PHB, Training kit (Trainer guide, Presentations). Whiteboard, Marker, projector, laptop	T: 2:00 P: 4:00
		5. Recap	<ul style="list-style-type: none"> Recapitulate complete module learning 		Lecture, stage presentation, role plays, group presentations and discussion, field visits	PHB, projector, display screen, white board, duster, flip chart board/paper etc., Slides in power point presentation showing relevant images	T: 3:00 P: 5:00

S.No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools / Aids	Duration
5.	Hygiene and cleanliness T: 03:00 P: 03:00 (HH:MM)	1. Personal hygiene practices	<ul style="list-style-type: none"> Describe the process for maintaining good hygienic practices at workplace. Explain the follow the workplace sanitization norms including distancing from sick people 	AGR/N9903 PC1,PC4,PC6,PC7, KU2, 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
		2. Cleanliness Around the Workplace	<ul style="list-style-type: none"> Importance of workplace safety. Explain the know abouts of PPE kit. Explain cleaning, disinfection and pest control measures 		Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 1:00 P: 2:00
6.	Safety and Emergency Procedures T: 17:00 P: 07:00 (HH:MM)	1. Safety at the Workplace-I	<ul style="list-style-type: none"> Explain basic safety checks before operating all machinery and vehicles Identifying work that requires plant protection equipment Explain the dangers of insecticides/fumigants and their safety measures 	AGR/N9903 PC5, PC7, PC9PC11, PC12, PC13, PC14, PC16, PC20, KU12, KU11, KU13, KU17, GS1-GS9	Classroom lecture, discussion, demonstration, activity	Whiteboard, marker, pen, note pad, participant handbook, related power point presentation, etc.	T: 5:00 P: 1:00
		2. Safety at the Workplace-II	<ul style="list-style-type: none"> Explain the dispose of waste safely and correctly in a designated area Explain acts in a way that minimizes environmental damage 			White board, PHB, laptop, projector, flip charts/paper, audio-visual aids	T: 3:00 P: 3:00
		3. Safety at the Workplace-III	<ul style="list-style-type: none"> Explain the use of emergency procedures according to Company standards Informs administration about first aid as per workplace procedure 			PHB, audio-visual aids, ppt slides with related images	T: 4:00 P: 2:00
		5. Recap	<ul style="list-style-type: none"> Recapitulate complete module learning 		Lecture, stage presentation, role plays, group presentations and discussion, field visits	PHB, projector, display screen, white board, duster, flip chart board/paper etc., Slides in power point presentation showing relevant images	T: 5:00 P: 1:00

7.	Employability Skills (90 hours)	Introduction to Employability Skills	<ul style="list-style-type: none"> • Outline the importance of Employability Skills for the current job market and future of work • List different learning and employability related GOI and private portals and their usage • Research and prepare a note on different industries, trends, required skills and the available opportunities 	DGT/VSQ/N0103	Classroom lecture, activity, group discussion, practical	White-board and Markers Chart paper and sketch pens LCD Projector, Laptop for Presentation, audio visual aids, note pad, paper, pen, computers etc.	3 hrs
		Constitutional values - Citizenship	<ul style="list-style-type: none"> • Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen • Demonstrate how to practice different environmentally sustainable practices 		Classroom lecture, activity, group discussion, practical	PHB, pens, laptop, projector, white board, marker, duster	1.5 hrs

		Becoming a Professional in the 21st Century	<ul style="list-style-type: none"> • Discuss relevant 21st century skills required for employment • Highlight the importance of practicing 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative 	DGT/VSQ/N0103	Classroom lecture, audio-visual presentations, group activity, expert-led session, Q/A session	Computer, fast internet connection, projector, whiteboard, pen, marker, flipchart notepad, etc.	5 hrs
			<p>thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life</p> <ul style="list-style-type: none"> • Create a pathway for adopting a continuous learning mindset for personal and professional development 				
		Basic English Skills	<ul style="list-style-type: none"> • Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone • Read and understand text written in basic English • Write a short note/paragraph / letter/e-mail using correct basic English 	DGT/VSQ/N0103	Classroom lecture, audio-visual presentations, group activity, expert-led session, Q/A session	Computer, fast internet connection, projector, whiteboard, pen, marker, flipchart notepad, etc.	10 hrs
		Career Development & Goal Setting	<ul style="list-style-type: none"> • Create a career development plan • Identify well-defined short- and long-term goals 	DGT/VSQ/N0103			4 hrs
		Communication Skills	<ul style="list-style-type: none"> • Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette • Write a brief note/paragraph on a familiar topic • Explain the importance of communication etiquette including active listening for effective communication 	DGT/VSQ/N0103	Classroom lecture, audio-visual presentations, group activity, expert-led session, Q/A session	Computer, fast internet connection, projector, whiteboard, pen, marker, flipchart notepad, etc.	10 hrs

			<ul style="list-style-type: none"> • Role play a situation on how to work collaboratively with others in a team 				
	Diversity & Inclusion		<ul style="list-style-type: none"> • Demonstrate how to behave, communicate, and conduct appropriately with all genders and PwD • Discuss the significance of escalating sexual harassment issues as per POSH act 	DGT/VSQ/ N0103	Classroom lecture, audio-visual presentations, group activity, expert-led session, Q/A session	Computer, fast internet connection, projector, whiteboard, pen, marker, flipchart notepad, etc.	2.5 hrs
	Financial and Legal Literacy		<ul style="list-style-type: none"> • Discuss various financial institutions, products, and services • Demonstrate how to conduct offline and online financial transactions, safely and securely and check passbook/statement • Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions • Calculate income and expenditure for budgeting • Discuss the legal rights, laws, and aids 	DGT/VSQ/ N0103	Classroom lecture, audio-visual presentations, group activity, expert-led session, Q/A session	Computer, fast internet connection, projector, whiteboard, pen, marker, flipchart notepad, etc.	10 hrs
	Essential Digital Skills		<ul style="list-style-type: none"> • Describe the role of digital technology in day-to-day life and the workplace • Demonstrate how to operate digital devices and use the associated applications and features, safely and securely 	DGT/VSQ/ N0103	Classroom lecture, audio-visual presentations, group activity, expert-led session,	Computer, fast internet connection, projector, whiteboard, pen, marker, flipchart	20 hrs

			<ul style="list-style-type: none"> • Demonstrate how to connect devices securely to internet using different means • Follow the dos and don'ts of cyber security to protect against cyber crimes • Discuss the significance of displaying responsible online behavior while using various social media platforms • Create an e-mail id and follow e- mail etiquette to exchange e -mails • Show how to create documents, spreadsheets and presentations using appropriate applications • utilize virtual collaboration tools to work effectively 		Q/A session	notepad, etc.	
		Entrepreneurship	<ul style="list-style-type: none"> • Explain the types of entrepreneurship and enterprises • Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan • Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement • Create a sample business plan, for the selected business opportunity 	DGT/VSQ/ N0103	Classroom lecture, audio-visual presentations, group activity, expert-led session, Q/A session	Computer, fast internet connection , projector, whiteboard, pen, marker, flipchart notepad, etc.	7 hrs

	Customer Service Duration	<ul style="list-style-type: none"> • Classify different types of customers • Demonstrate how to identify customer needs and respond to them in a professional manner • Discuss various tools used to collect customer feedback • Discuss the significance of maintaining hygiene and dressing appropriately 	DGT/VSQ/N0103	Classroom lecture, audio-visual presentations, group activity, expert-led session, Q/A session	Computer, fast internet connection, projector, whiteboard, pen, marker, flipchart notepad, etc.	9 hrs
	Getting Ready for apprenticeship & Jobs	<ul style="list-style-type: none"> • Draft a professional Curriculum Vitae (CV) • Use various offline and online job search sources to find and apply for jobs • Discuss the significance of maintaining hygiene and dressing appropriately for an interview • Role play a mock interview • List the steps for searching and registering for apprenticeship opportunities 	DGT/VSQ/N0103	Classroom lecture, audio-visual presentations, group activity, expert-led session, Q/A session	Computer, fast internet connection, projector, whiteboard, pen, marker, flipchart notepad, etc.	8 hrs

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- Farm Workshop Foreman / Supervisor	
Job Role	Farm Workshop Foreman / Supervisor
Qualification Pack	AGR/Q1109
Sector Skill Council	Agriculture

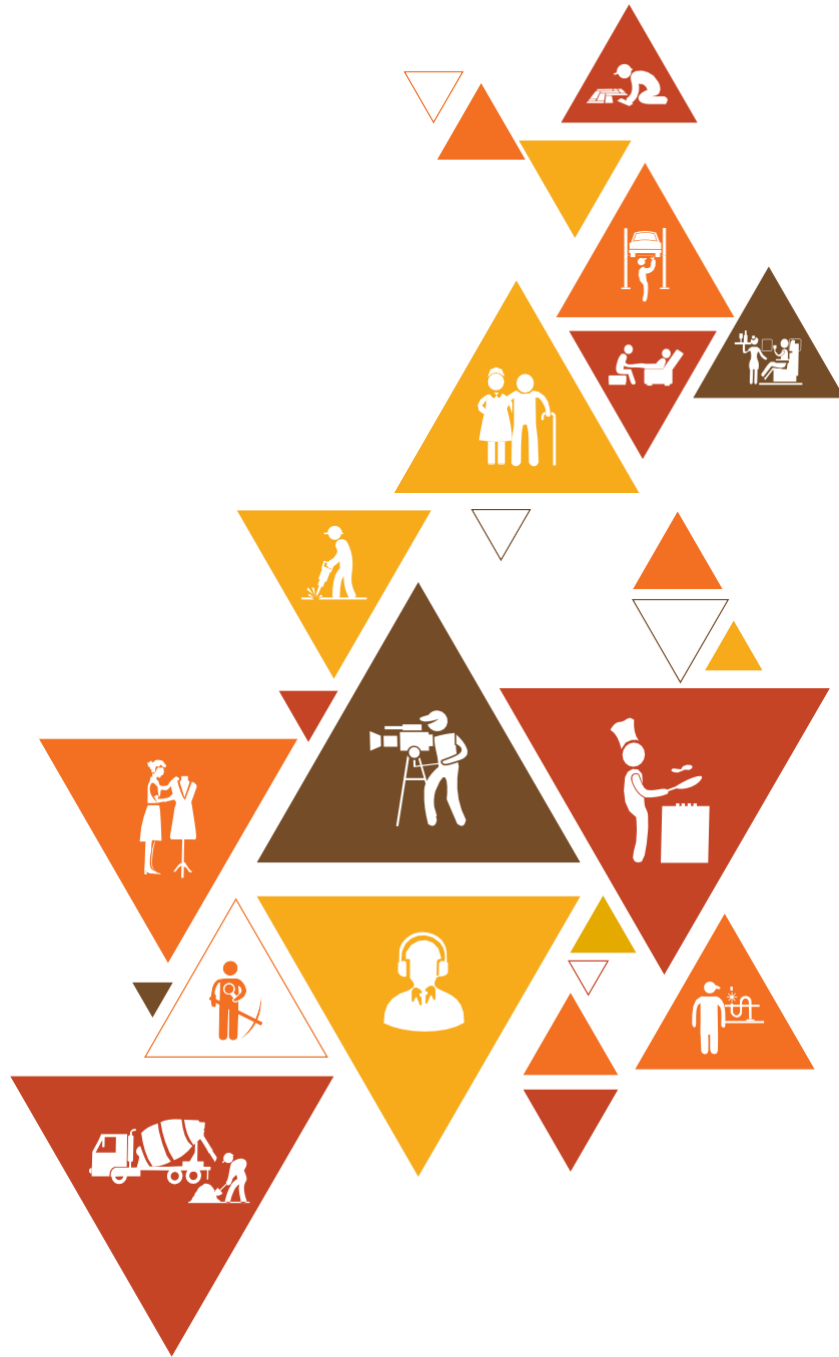
S.No.	Guidelines for Assessment
1.	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for 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 50% 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/N1131.Ensure the maintenance of farm machineries, tools, equipment and workshop infrastructure	30	40	-	30	100	30
AGR/N1133.Organise resources for the maintenance of farm machineries	30	40	-	30	100	25
AGR/N1132.Assign tasks and monitor their completion	30	40	-	30	100	25
AGR/N9903.Maintain health and safety at the workplace	40	25	-	35	100	10
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	10
Total	150	175	-	125	450	100

Annexure-III

QR Codes –Video Links

Chapter No.	Unit No.	Topic	QR Code Links	QR code (s)
Chapter -1 Introduction to the Role of a Farm Workshop Foreman / Supervisor	Unit 1.1 - Introduction	Farm Mechanization	https://www.youtube.com/watch?v=rcdmm_WhlVk	 Farm mechanization
		Importance of Farm Machinery	https://www.youtube.com/watch?v=yTrBEUvlqxl&list=RDQMrTOT3EED8XY&index=4	 Importance of farm machinery
Chapter -2 Supervision of the Maintenance of Farm Machineries, Tools, Equipment and Workshop Infrastructure	Unit 2.1 - Timely Repair and Maintenance of Farm Equipment	Demonstration of tillage implements	https://www.youtube.com/watch?v=1yM6UOd8hNs	 Demonstration of tillage implements
		Tillage implements	https://www.youtube.com/watch?v=DsipD8fljuU&list=RDQMrTOT3EED8XY&index=2	 Tillage implements
		Combination tillage implements	https://www.youtube.com/watch?v=ib3ddiCgvEk&list=RDCMUCgp23vdLNauitOkCxxVnRrg&start_radio=1&t=26s	 Combination tillage implements
	Unit 2.2 - Maintenance of Physical Infrastructure of the Workshop	Dangerous machines regulation Act	https://www.youtube.com/watch?v=opYilrcN-jE	 Dangerous machines regulation Act
Agriculture Waste Management		https://www.youtube.com/watch?v=2YLPB52zVX8	 Agriculture waste management	
Chapter -3 Resource Management at a Farm Workshop	Unit 3.1- Estimate Resource Requirement & Procurement	Material Requirement Planning	https://www.youtube.com/watch?v=u3P6YMI5Ah0	 Material Requirement Planning
Chapter -6 Safety and Emergency Procedures	Unit 6.1 - Emergency Procedures and First Aid	First aid for burns	https://www.youtube.com/watch?v=yfoLgUxh474	 First aid for burns
		Hazard Identification and Risk Assessment (HIRA)	https://www.youtube.com/watch?v=spgAeV9wPFo	 Hazard Identification and Risk Assessment (HIRA)





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MINISTRY OF SKILL DEVELOPMENT
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