Model Curriculum for Recognition of Prior Learning (RPL)

Pulses Cultivator

Sector: Agriculture Sub Sector: Agriculture Crop Production Occupation: Field Crops Cultivation (Food Crops) QP Code: AGR/Q0104 Version: 4.0 NSQF Level: 3

Pulses Cultivator

CURRICULUM / SYLLABUS

This program is aimed at training to Recognition of Prior Learning (RPL) candidates for the job ofa "Pulses Cultivator", in the "Agriculture" Sector/Industry and aims at building the following key competencies amongst the learners

Program Name	**Pulses Cultivator**
Qualification Pack Name & Reference ID.	AGR/Q0104
Version No.	4.0
Pre-requisites to Training	**Min. Educational Qualification:** 10th or equivalent OR 8th Class with 3 years of relevant experience in agriculture and allied sectors OR Previous NSQF Level 3.5 with 1.5 years of relevant experience in agriculture and allied sectors OR Previous NSQF Level 3 with 3 years of relevant experience in agriculture and allied sectors Age: 18 Years
Training Outcomes: Orientation and Soft Skill	**After completing this programme, participants will be able to:** • Identify personal strengths and value systems: safe work habits, achievement motivation, time management, anger management, stress management. • Prepare for employment and self-employment: preparing for an interview, effective resume writing, basic workplace terminology. • Illustrate the basics of entrepreneurship and identify new business opportunities • Develop personality and learn general ethics and discipline • Learn about health and safety hazards and hygiene at work place • Learn effective communication skills • Learn about importance of RPL certification and process of assessment

Training Outcomes: Bridge Course	**After completing this programme, participants will be able to:** ● Demonstrate the process of selecting and preparing the site and sowing the pulse seed. ● Demonstrate the process of carrying out macro and micronutrient management of field crops. ● Describe the process of Process of managing the weed growth in crop field. ● Demonstrate the Process of performing integrated pest and disease management for pulses. ● Demonstrate the Process of performing irrigation management for field crops. ● Demonstrate the process of carrying out harvesting, post-harvest processing and marketing of pulses. ● Explain the basic entrepreneurial activities for small enterprise. ● Describe the process of undertaking employability and entrepreneurial practices. ● Describe the process of engaging in collective farming/activity. ● Demonstrate various practices to maintain personal hygiene, cleanliness, and safety at the workplace.

Orientation and Soft Skill Details

Sr. No.	Module	Key Learning Outcomes	Equipment Required
A.	**Orientation, General Discipline, doubts/gaps in Domain Training and Health and Safety**		
1.	**Orientation, General Discipline, doubts/gaps in Domain Training and Health and Safety** **Theory Duration** **(hh:mm)** **06:00** **Practical Duration** **(hh:mm)** **00:00**	• Domain Training (clarifying any doubts/gaps regarding Job Role) • Understanding Qualification Packs, NOS • Understanding about NSQF framework and applied level descriptors • Understand skill development ecosystem, roles of various stakeholders • Recognize the importance of general discipline in the classroom (dos and don'ts) • List expectations from the program • Outline the objectives of the RPL and importance of skill and certification • Identify risks to health and safety at the workplace and measures to be taken to control them	White Board, Marker, Laptop, projector,
B.	**Soft Skills and Entrepreneurship Tips specific to the Job Role**		
1.	**Entrepreneurship** **Theory Duration** **(hh:mm)** **02:00**	• Discuss the concept and significance of entrepreneurship and the characteristics of an entrepreneur • List the traits of an effective team and team dynamics • Resolve problems by identifying important problem-solving traits • Discuss how to identify new business opportunities within your business • Follow the entrepreneurial process and explain the entrepreneurship ecosystem • Identify key schemes of the govt. and banks to promote entrepreneurship • Define the relationship between entrepreneurship and risk appetite and entrepreneurship and resilience • Importance of book keeping and accounts management. • Understand market dynamics and value chain of agri products. • Understanding formation of cooperatives, FPO, FPC and enterprise creation	Laptop, white board, marker and projector, SWOT activity: pen and paper individual exercise, charts, coloured pens, Group Activity: poster making on entrepreneurship ecosystem. Activity: SMART Goal writing

2	**Personal Strengths and Value Systems** **Theory Duration** **(hh:mm)** **01:00** **Practical Duration** **(hh:mm)** **00:00**	• Self- Improvement, inculcate leadership qualities. • Importance of Discipline in managing small business. • Discuss how to maintain a positive attitude • List your strengths and weaknesses • Describe the importance of honesty in entrepreneurs • Discuss the benefits of time management and applied techniques • Apply tips for anger management and stress management • Effective interpersonal skills, listening and speaking skills.	Workbook exercises on health standards, Laptop, activity on strengths and weaknesses, white board, marker, projector
3	**Preparing for Employment and Self-Employment** **Theory Duration** **(hh:mm)** **01:00** **Practical Duration** **(hh:mm)** **00:00**	• Follow the steps to prepare for an interview • Create an effective Resume • Conduct mock interviews • Identify the most frequently asked interview questions and how to answer them	Laptop, white board, marker, projector, sample CVs, Mock interviews, role plays, role play briefs, FAQs, quiz on basic workplace technologies.
C.	**Familiarization with Assessment Process and Terms**		
1	**Familiarization with Assessment Process and Terms** **(hh:mm)** **02:00**	• Familiarization about assessment process • Understanding the need of assessment • Preparation tips for assessment • Doubt clearance session	
	Total Duration: **Theory Duration** **(hh:mm)** **12:00** **Practical Duration** **(hh:mm)** **00:00**	Laptop, white board, marker and projector, SWOT activity: pen and paper individual exercise, charts, coloured pens, Group Activity: poster making on entrepreneurship ecosystem.Activity: SMART Goal writing	

Bridge Course Details

This course encompasses 09 out of 09 National Occupational Standards (NOS) of “Pulses Cultivator” Qualification Pack issued by “Agriculture Skill Council of India”.

Module 1: Introduction to the role of a Pulses Cultivator

Mapped to AGR/N0118 v4.0

Terminal Outcomes:

- Discuss the job role of a Pulses Cultivator.

Duration: 01:00	**Duration: 0:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the size and scope of the agriculture industry and its sub-sectors. • Discuss the role and responsibilities of a Pulses Cultivator. • Identify various employment opportunities for a Pulses Cultivator.	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 2: Process of selecting and preparing the site and sowing the pulse seeds

Mapped to AGR/N0118 v4.0

Terminal Outcomes:

- Describe the process of selecting and preparing the site for the cultivation of pulses.
- Describe the process of procuring and preparing the pulse seeds for sowing.
- Demonstrate the process of preparing the field and sowing the pulse seeds.
- Demonstrate various practices for effective resource optimisation.
- Demonstrate various waste management practices.
- Discuss ways to promote diversity and inclusion at the workplace.

Duration: 03:00	**Duration: 04:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain various pulse varieties and hybrids such as green gram, red gram, Bengal gram, beans, peas, etc. • Explain the criteria for selecting a site for the cultivation of pulses. • List various agro-climatic zones in India suitable for the cultivation of pulses. • State the site, climate, soil type, soil fertility, nature of subsoil and soil depth suited for growing pulses. • Describe the process of getting the soil sample tested through an authorised lab to determine the soil's suitability for the cultivation of pulses. • List various inputs required for the cultivation of pulses such as water, fertilisers, pesticides, labour, etc. • Explain the use of various tools and implements for the preparation of the field for pulses cultivation such as chisel plough, disc plough, subsoiler, tiller, harrow, cultivator, etc. • Explain the importance of preparing the field according to the soil type. • State the appropriate tilth required for sowing pulse seeds. • Explain the benefits of creating ridges and furrows.	• Demonstrate the process of treating the seeds using the recommended biofertlizer, insecticide, pesticide or fungicide in the prescribed dose. • Show how to remove and dispose the damaged/ diseased seeds. • Show how to remove all the weeds and waste materials from the field. • Show how to procure high quality certified pulse seeds from a government approved source as per requirement • Demonstrate the process of carrying out ploughing in the field to achieve the required tilt. • Demonstrate how to level the field appropriately to ensure a uniformly graded field. • Show how to create ridges and furrows in the field to avoid waterlogging. • Demonstrate the process of applying the recommended organic manure in the field in an appropriate quantity. • Demonstrate the process of using the pH meter to check the soil's pH levels and applying lime, gypsum or other relevant treatment in an appropriate quantity to adjust the pH. • Demonstrate the process of sowing the pulse seeds at the appropriate

● Explain the criteria for selecting pulses varieties to cultivate such as yield quantity and period, climate along with resistance to various pests, diseases and abiotic stress, etc. ● State the appropriate time for sowing pulse seeds based on the moisture content in the soil, precipitation, humidity, etc. ● Explain the importance of procuring seeds from a government-approved source and the prevalent market prices for different varieties. ● State the appropriate temperature and humidity for storing the pulse seeds before and after treatment. ● Explain how to recognise hard and diseased pulse seeds. ● State the recommended seed rate for different varieties of the pulse. ● Describe different methods for sowing pulse seeds such as broadcasting and mechanised sowing. ● State the recommended planting density to maintain while sowing pulse seeds. ● List different crops suitable for intercropping with pulses. ● Explain the benefits of resource optimisation. ● Explain the importance of inclusion of all genders and People with Disability (PwD) at the workplace. Discuss sowing dates/season based on crop and climatic condition ● Discuss the recommended planting depth & density ● Discuss crop rotations to enhance soil fertility	seed rate using the relevant tools and implements. ● Demonstrate various practices to optimise the usage of various resources such as water and electricity. ● Demonstrate the process of recycling and disposing different types of waste appropriately. ● Demonstrate appropriate verbal and non-verbal communication that is respectful of genders and disability. ● Demonstrate zero tillage or minimum tillage practices to conserve soil moisture
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Plough, Disc Harrow, Sub-Soiler, Tiller, Land Leveller, Cultivator	

Module 3: Process of carrying out macro and micronutrient management for field crops

Mapped to ARG/N0108 v4.0

Terminal Outcomes:

- Explain how to determine the macro and micronutrients requirements.
- Demonstrate the process of applying fertilisers to the soil.
- Demonstrate the process of performing soil conservation.

Duration: 03:00	**Duration: 04:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the basic concepts of plant nutrition and soil fertility. • Explain different types of macro and micronutrients, their properties and their functions. • List common symptoms of nutrient deficiency in plants. • Explain different types of green manure and nitrogen-fixing crops. • Describe the process of soil sampling and testing. • Explain the importance of getting the soil tested through a government-approved lab. • Explain how to interpret the soil analysis report to determine the macro and micronutrient requirements of the soil. • Explain different soil types, their advantages and disadvantages with reference to the presence of various nutrients. • State the appropriate time and methods for the application of different types of fertilisers. • Explain the importance of regulating the dose of fertiliser according to the crop cycle. • State the recommended dosage and application time of fertiliser for different types of crops. • Explain the importance of soil conservation and various soil	• Demonstrate the process of preparing organic fertilisers such as farmyard manure, vermicompost and inorganic fertiliser solutions. • Demonstrate the process of preparing the mixture of liquid fertilisers for application in the field, using them in the recommended quantity. • Show how to prepare the field for the application of fertilisers. • Demonstrate the process of applying organic and inorganic fertilisers containing the required macro and micronutrients to the soil in the recommended dose. • Show how to regulate the dose of fertiliser according to the crop cycle. • Prepare a sample record of fertilisers used in the field. • Prepare a sample soil nutrition supplementation calendar based on the stages of the crop's growth. • Demonstrate the process of applying mulch and organic fertilisers to conserve soil moisture. • Demonstrate use of nitrogen fixing bacteria to improve nitrogen availability • Demonstrate soil conservation practices and regenerative practices wherever applicable

conservation practices. ● Explain various varieties of organic and inorganic fertilisers to be applied to the soil to improve its fertility, and nutrient content. ● Explain the harmful effects of the over-dosage of fertilizers. ● Describe the process of preparing a soil nutrition supplementation calendar based on the stages of the crop's growth.	
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Sprayer, Fertilisers, Bio Fertilisers, Cloth Bags for Soil Sample, Khurpa	

Module 4: Process of managing the weed growth in the crop field

Mapped to AGR/N0109 v4.0

Terminal Outcomes:

- Describe the process of identifying weed growth.
- Demonstrate the process of performing weed management.

Duration: 03:00	**Duration: 04:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the critical period for organic weed control, reducing the dependence on herbicides and weedicides. • Explain the adverse effect of different types of weed such as grass, broad leaves, sedges on crop growth. • Describe different weed control methods such as preventative, intercultural, mechanical, biological and chemicals. • Explain the advantages and disadvantages of different weeding methods. • State the critical period of crop-weed competition. • Describe different manual weeding techniques. • Explain the use of relevant weeding equipment such as hoe and spade. • Explain the use of pre-emergent and post-emergent herbicides. • Explain the difference between blanket and spot application of herbicides. • Describe the process of soil solarisation and pasteurisation. • Explain various environmental norms to be adhered to during herbicide application. • Explain the effects of herbicide residue on the crop. • Explain different ways to minimize pollution caused due to overuse of herbicides.	• Demonstrate how to maintain the record of observations with respect to weed identification and their growth. • Demonstrate the process of preparing the recommended herbicide/ bio-herbicide solution suitable to the crop. • Show how to spray the herbicide/ bio-herbicide safely in the recommended dose. • Demonstrate the process of removing weeds manually using the appropriate hand tools and implements, as required.

● Explain the importance of inspecting the field regularly to identify weed growth. ● Explain the appropriate combination of different types of intercultural and mechanical methods for effective weed control such as solarisation and pasteurisation. ● Describe the process of selecting and preparing the recommended herbicide/ bio-herbicide solution suitable to the crop. ● Explain the importance of retaining the weeds during the weeding process. ● Explain the importance of maintaining the herbicides and herbicide application equipment separately to prevent cross-contamination with other chemicals.	
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Chemicals, Sprayer, Weeder, Hoe, Sickle	

Module 5: Process of performing integrated pest and disease management for pulses

Mapped to NOS AGR/N0110 v3.0

Terminal Outcomes:

- Explain the importance of following the relevant preventive measures.
- Describe the process of identifying pests and diseases in pulses.
- Demonstrate the process of identifying and applying the necessary treatment.

Duration: 03:00	**Duration: 04:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain various types of diseases found in pulses and their symptoms. • Explain different biotic and abiotic factors causing diseases and disorders in plants. • Explain different modes of transmission of disease such as implements, vectors, rain, wind. • Explain the importance of adopting safe production methods for safe produce. • Explain the advantages of biological control of insects, pests & diseases, bio-pesticides and pheromones used in IPM (Integrated Pest Management). • State the minimum residue levels and Protected Health Information (PHI) for different types of pesticides. • Explain the use of the pesticide spraying tools and equipment. • Describe various national and international standards on pesticide residues. • Explain the benefits of using pest and disease-resistant varieties of pulses. • State the recommended practices to restrict the entry of pathogens into the field through planting material, irrigation water, workers, tools and equipment, and vectors such as whitefly. • Explain the practice of crop rotation	• Demonstrate the process of removing the diseased crop to prevent the spread of pests and disease to healthy crops. • Demonstrate the use of light and pheromone traps to identify the presence and population of pests, insects and vectors. • Demonstrate the process of applying the recommended treatment as per the prescription to remove pests and diseases. • Demonstrate the use of relevant PPE. • Prepare a sample record of the use of any pesticides, insecticides and any other treatment.

with suitable crops. ● Explain the importance of identifying and removing the diseased crop to prevent the spread of pests and disease to the healthy crop. ● Explain the use of the recommended combination of biological, mechanical and chemical control methods for effective pest and disease prevention such as traps, sticky plates etc. ● Explain how to identify different types of pests in pulses pod borers, hairy caterpillar, aphids, stem fly, whitefly, thrips, beetles, nematodes, etc. ● Explain how to identify plant disease vectors and major pulses diseases such as leaf spot, leaf blight, anthracnose, Powdery mildew, root rot, rust, yellow mosaic, etc. ● Describe the process of determining the causal organism for the disease and its treatment. ● List various natural enemies of the pest and explain the benefits of adopting them for pest control. ● Explain the importance of applying the recommended treatment as per the prescription and maintaining the record of their use. ● State different ways to minimise pollution caused due to overuse of pesticides. ● Describe the process of preparing various bio-pesticides. ● Explain the use of appropriate tools and equipment for pest and disease management.	
Classroom Aids:	
Training Kit (Trainer **G**uide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Chemicals, Sprayer, Face Mask, Rubber Gloves, Pheromone Traps, Light Traps, Bird Perches, Sticky Traps	

Module 6: Process of performing irrigation management for field crops

Mapped to NOS AGR/N0111 v4.0

Terminal Outcomes:

- Describe the process of preparing for field irrigation.
- Demonstrate the process of irrigating the field.
- Describe the process of managing water usage.

Duration: 03:00	**Duration: 04:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the timing and method of irrigation appropriate for a given soil type and climatic conditions. • State the quantity of water required for the specific crop and its effect on the yield. • Explain the importance of sampling irrigation water through an authorised lab to determine its quality. • Describe the process of setting up different types of irrigation systems such as surface irrigation, drip irrigation, sub-surface irrigation system. • Explain the advantages and disadvantages of different types of irrigation systems. • Explain the recommended practices to prevent over and under irrigation. • Explain the recommended practices for effective drainage of excess water from the field. • Explain the importance of maintaining the recommended level of water in the soil to prevent the harmful effects of inappropriate levels of moisture in it.	• Demonstrate the process of setting up the appropriate irrigation system such as surface irrigation, drip irrigation, sub-surface irrigation system based on the requirement of the specific field crop. • Demonstrate the process of irrigating the field according to the recommended irrigation schedule for the crop. • Prepare a sample record of field irrigation to ensure irrigation as per the schedule. • Demonstrate how to plug water spills and leakages to prevent its wastage. • Demonstrate water-saving irrigation practices/efficient irrigation practices like drip irrigation and rainwater harvesting, if necessary
Classroom Aids:	
Training Kit (Trainer **G**uide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
NA	

Module 7: Process of carrying out harvesting, post-harvest processing and marketing of pulses

Mapped to NOS AGR/N0120 v3.0

Terminal Outcomes:

- Demonstrate the process of harvesting the pulses.
- Demonstrate the process of threshing and packing the pulses.
- Describe the process of marketing the pulses.

Duration: 03:00	**Duration: 04:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the ideal climate and conditions for harvesting pulses. • Explain how to assess the maturity of pulses to ensure their readiness for being harvested. • Describe the manual and mechanical methods of harvesting pulses and the use of relevant tools and equipment. • Explain the importance and ways of protecting the harvested pulses from catching moisture. • Explain different crop cleaning and threshing techniques. • Describe the process of threshing harvested pulses to obtain the seeds. • State the appropriate temperature and humidity to store the harvested pulses. • Explain the criteria for sorting and grading pulses. • Describe the relevant methods to avoid crop loss due to moisture. • Describe various methods of storage, their cost dynamics and their influence on the quality of pulses. • Describe chemicals and other relevant methods to prevent losses from pests and rodents in the storage. • State the appropriate packing material to pack the pulses such as jute bags, Polypropylene (PP) pouches High-Density Polyethylene	• Demonstrate the process of preparing the necessary tools, equipment and machinery for harvesting pulses. • Demonstrate how to treat the crop with the appropriate chemicals such as defoliants before harvesting. • Demonstrate the process of harvesting the pulses crop at the appropriate stage and time. • Show how to thresh the harvested pulses to obtain the seeds and ensure pulses don't catch moisture. • Demonstrate the process of carrying out cleaning of the harvested pulses using appropriate methods and drying them mechanically. • Demonstrate the process of sorting and grading the cleaned pulses on the basis of applicable parameters. • Demonstrate the process of preparing the storage area, ensuring it is hygienic, pest and rodent-free. • Show how to pack pulses following the recommended measures to prevent the absorption of moisture. • Demonstrate how to process the payment using an e-payment method. • Show how to calculate the benefit-cost (B:C) ratio. • Prepare a sample manual and/ or electronic record of the sales and

(HDPE) packaging, etc. ● Describe the process of identifying and negotiating with potential buyers. ● State the appropriate mode of transport for transporting pulses.	payments. ● Demonstrate the process of drying harvested pulses under sunlight
Classroom Aids:	
Training Kit (Trainer **G**uide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Sickle, Harvester, Thresher, Sprayer, Fumigants, Storage Bags, Bag Sealing Machine/ Tools, Weighing Machine	

Module 8: Participate in collective farming activities

Mapped to NOS AGR/N9933 v1.0

Terminal Outcomes:

- Describe the process of creating PGs/ FIGs/ SHGs and preparing for its operations.
- Demonstrate the process of conducting group meetings and training sessions.
- Demonstrate the process of carrying out collective farming/activities.

Duration: 02:00	**Duration: 02:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the process of preparing for the Producer Groups (PGs)/Farmers Interest Groups (FIGs)/ Self-Help Groups (SHGs) operations such as fundraising, induction of Subject Matter Experts (SMEs), investing in Information and Communication Technology (ICT) products, etc. • Explain how to obtain access to the relevant government development programmes and funds. • Describe the process of commodity convergence with the relevant developmental programmes. • Explain the importance of planning optimal production to meet the market and household food security needs. • Explain the importance of setting the group objectives and deciding the group income-generating enterprises/ activities, methods of operation, benefits, etc. • Explain the importance of organising the PG/FIG/ SHG meetings and training sessions to resolve common concerns and get information about the latest developments in the field of work. • Explain the benefits of various capacity building exercises such as skill development and training programmes. • Explain the importance and process of conducting field trials to identify and resolve problems encountered	• Roleplay to illustrate how to conduct the initial group meetings to introduce the members, discuss the group objectives, group income-generating enterprises/ activities, methods of operation, etc. • Roleplay to illustrate how to organise field trials to identify and resolve problems encountered by group members in the field operations.

by farmers in the field operations. ● Explain the concept of the group-owned bank to provide quality seeds, fertilisers, pesticides, tools and equipment to the member farmers. ● Describe the process of using the group's credit facility. ● Explain various core collective farming activities such as procuring inputs in bulk, large-scale farming, etc. ● Explain the concept and benefits of forming forward and backward linkages. ● State the relevant value addition practices such as processing, packing, upgrading the quality, etc. ● Explain the benefits of connecting with similar groups to address common problems on a large scale.	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
NA	

Module 9: Hygiene and cleanliness

Mapped to NOS AGR/N9932 v1.0

Terminal Outcomes:

- Discuss how to adhere to personal hygiene practices.
- Demonstrate ways to ensure cleanliness around the workplace.

Duration: 00:30	**Duration: 00:30**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the requirements of personal health, hygiene and fitness at work. • Describe common health-related guidelines laid down by the organizations/ Government at the workplace. • Explain the importance of good housekeeping at the workplace. • Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases.	• Demonstrate personal hygiene practices to be followed at the workplace. • Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs. • Demonstrate the steps to follow to put on and take off a mask safely. • Show how to sanitize and disinfect one's work area regularly. • Demonstrate adherence to the workplace sanitization norms.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Personal Protective Equipment, Cleaning Equipment and Materials, Sanitizer, Soap, Mask	

Total Duration: **Theory Duration:** **(hh:mm): 21:30** **Practical Duration:** **(hh:mm): 26:30** **Grand Total Bridge Course Duration:** **(hh:mm): 48:00**	**Unique equipment required:** Video Recording Equipment, MOP, Gumboots, Sickle, Fawda/ Kudal, Face Masks, Weeder, Bags for storage, Compost, UREA, Pesticide, Fumigation agent, Rubber gloves, Rakes, Khurpi, Zinc (MICRONUTRIENTS), Red Gram/ Greengram/ Blackgram seed, SSP, Knapsack sprayer, Plastic tub for harvesting

Grand Total Course Duration: 12 (Orientation session) + 48 (Bridge Course) = 60 Hours, 0 Minutes