



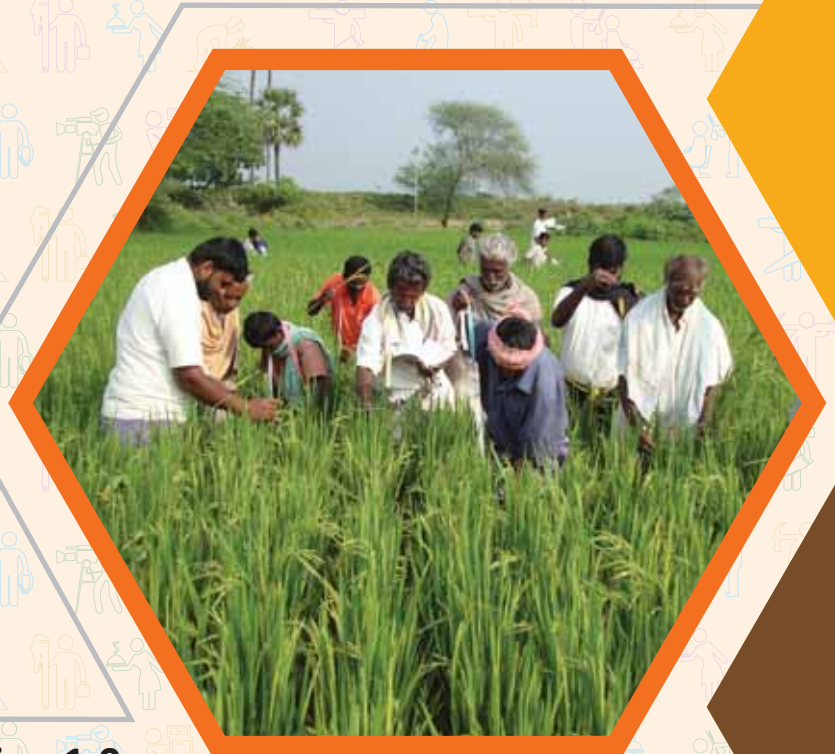
Participant Handbook

Sector
Agriculture and Allied

Sub-Sector
Agriculture Industries

Occupation
Information Management

Reference ID: **AGR/Q7601, Version 1.0**
NSQF level: 4



**Agriculture Extension
Service Provider**

Published by**Agriculture Skill Council of India**

6th Floor, GNG Building, Plot No. 10

Sector - 44, Gurugram - 122004, Haryana, India

Email: info@asci-india.com

Website: www.asci-india.com

Phone: 0124-4670029, 4814673, 4814659

All Rights Reserved

First Edition, March, 2019

Printed in India at**Mahendra Publication Pvt Ltd.**

Plot No. E-42/43/44, Sector - 7,

Noida - 201301, Uttar Pradesh, India

Email: mis.mahendrapublication@gmail.com

Website: www.mahendrapublication.org

Copyright © 2019**Agriculture Skill Council of India**

6th Floor, GNG Building, Plot No. 10

Sector - 44, Gurugram - 122004, Haryana, India

Email: info@asci-india.com

Website: www.asci-india.com

Phone: 0124-4670029, 4814673, 4814659

Disclaimer

The information contained herein has been obtained from sources reliable to Agriculture Skill Council of India. Agriculture Skill Council of India disclaims all warranties to the accuracy, completeness or adequacy of such information. Agriculture Skill Council of India shall have no liability for errors, omissions, or inadequacies, in the information contained herein, or for interpretations thereof. Every effort has been made to trace the owners of the copyright material included in the book. The publishers would be grateful for any omissions brought to their notice for acknowledgements in future editions of the book. No entity in Agriculture Skill Council of India shall be responsible for any loss whatsoever, sustained by any person who relies on this material. The material in this publication is copyrighted. No parts of this publication may be reproduced, stored or distributed in any form or by any means either on paper or electronic media, unless authorized by the Agriculture Skill Council of India.





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. ”



**Certificate
COMPLIANCE TO
QUALIFICATION PACK – NATIONAL OCCUPATIONAL
STANDARDS**

is hereby issued by the

AGRICULTURE SKILL COUNCIL OF INDIA

for

SKILLING CONTENT: PARTICIPANT HANDBOOK

Complying to National Occupational Standards of
Job Role/ Qualification Pack: 'Agriculture Extension Service Provider'
QP No. 'AGR/Q7601, NSQF Level 4'

Date of Issuance: June 14th, 2017

Valid up to: June 14th, 2021

* Valid up to the next review date of the Qualification Pack or the
Valid up to' date mentioned above (whichever is earlier)

Authorised Signatory
(Agriculture Skill Council of India)

Acknowledgements

Agriculture Skill Council of India(ASCI) would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “Participant Handbook”. Without their contribution it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules.

The preparation of this Participant Handbook would not have been possible without the Agriculture Extension Institutes. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the industry.

This Participant Handbook is dedicated to the aspiring youth who desire to serve the farming community by achieving special skills in the domain.

About this Book

This book is a knowledge and skill resource for those, who are willing to serve the farming community through latest information and technology dissemination for improving their profitability and sustainability. An Agriculture Extension Service Provider is accountable for reducing the time lag between generation of technology and its transfer to the farmers, in an effort to increase production, productivity and income from the agriculture and allied sectors on a sustained basis. The individual should be diligent, inclined to learn new things, logical and result-oriented. The AESP is required to give talks, guidance and actual demonstrations on the latest technologies associated with agriculture. He/she also needs to work with other experts in the agriculture and allied sectors to acquire more knowledge and even develop new methods that could advance production.

An individual in this position is required to continuously be equipped with the latest techniques and information related to agriculture. He/she should have sound knowledge of the subject and be able to instill motivation and self-confidence among the farmers.

This handbook will be facilitate trainee to enhance his/her knowledge under the trainer's guidance in the following skills:

- **Knowledge and Understanding:** Adequate operational knowledge and understanding to perform the required task
- **Performance Criteria:** Achieve the required skills via hands-on training and perform the required operations within the specified standards
- **Professional Skills:** Ability to make operational decisions related to the area of work

The Participant Handbook is thus a blend of well-defined responsibilities of an Agriculture Extension Service Provider like planning for the extension services, identifying location specific of agricultural technology, making front line demonstrations, providing training to farmers, assisting with backward and forward linkages.

Symbols Used



Key Learning
Outcomes



Unit
Objectives



Exercise



Tips



Notes



Activity



Summary

Table of Contents

S.No	Modules and Units	Page No
1.	Introduction	1
	Unit 1.1 - Overview of the Agriculture Extension System	3
	Unit 1.2 - Basic Skills of Communication	6
	Unit 1.3 - Organisational Policies	9
	Unit 1.4 - Farm Safety Signs	16
2.	Extension Services Plan (AGR/N7601)	23
	Unit 2.1 - Identification of the Extension Need Gaps	25
	Unit 2.2 - Information Resources	54
	Unit 2.3 - Tools and Equipment for the Extension Service	56
	Unit 2.4 - Action Plan for Extension Services	60
3.	Identification of Location Specificity of Agricultural Technology (AGR/N7602)	65
	Unit 3.1 - Farmer Representative Groups and Documentation Processes	67
	Unit 3.2 - Local Factors Influencing Agriculture	69
	Unit 3.3 - Irrigation, Farming and Post-Harvest Technology	85
4.	Frontline Demonstrations (AGR/N7603)	101
	Unit 4.1 - Preparation for Frontline Field Demonstrations	103
	Unit 4.2 - Conduct Frontline Field Demonstrations	110
	Unit 4.3 - Follow Up	121
	Unit 4.4 - Record Keeping	123
	Unit 4.5 - The Operational and Technical Interventions in Agriculture	126
	Unit 4.6 - Safety and Handling of Tools	136
5.	Training Farmers- Planning and Delivery (AGR/N7604)	149
	Unit 5.1 - Plan the Training Program	151
	Unit 5.2 - Deliver Training to the Farmers	161



S.No	Modules and Units	Page No
6.	Backward and Forward Linkages (AGR/N7605)	169
	Unit 6.1 - Backward Linkages with Input Suppliers	171
	Unit 6.2 - Establishing Forward Linkages with the Industry	173
7.	Employability & Entrepreneurship Skills	181
	Unit 7.1 - Personal Strengths & Value Systems	185
	Unit 7.2 - Digital Literacy: A Recap	201
	Unit 7.3 - Money Matters	206
	Unit 7.4 - Preparing for Employment & Self Employment	214
	Unit 7.5 - Understanding Entrepreneurship	222
	Unit 7.6 - Preparing to be an Entrepreneur	244
8.	Annexure(s)	259
	Annexure 8.1: Pesticides / Formulations Banned/ Restricted in India	260









1. Introduction

Unit 1.1 - Overview of the Agriculture Extension System

Unit 1.2 - Basic Skills of Communication

Unit 1.3 - Organisational Policies

Unit 1.4 - Farm Safety Signs



Key Learning Outcomes



At the end of this module, you will be able to:

1. Describe the Agriculture Extension System
2. Describe the role of an Agriculture Extension Service Provider
3. Develop basic communication skills
4. Recognize and abide by the organisational policies
5. Identify various signs, notices and/or cautions at the site

UNIT 1.1: Overview of the Agriculture Extension System

Unit Objectives

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

1. Describe about the Agriculture Extension System
2. Describe the role of an Agriculture Extension Service Provider

1.1.1 Overview

Agricultural extension can be considered as the implementation of scientific knowledge and research to agricultural operations by means of training farmers.

Agricultural Extension Services can be categorised into 3 aspects:

- **Advisory:** It gives farmers access to a team of experts from whom they can receive advice regarding specific problems that they may be facing.
- **Facilitation:** It allows farmers to obtain help from a team of experts to identify and define their own agricultural difficulties and formulate solutions on their own.
- **Technology transfer:** This allows for the transfer and spread of new agricultural discoveries and improved practices to farmers.
 - National extension service can be considered as the initial approach to agricultural development
 - The intervention of agriculture extension was felt necessary in post-Independence India, due to major economic problems- the grain bowls of East Bengal and West Punjab became part of Pakistan and mass evacuation of people across border areas.
 - This was a serious problem which the Indian Government needed to tackle quickly. As a quick solution, the 'Grow More Food Campaign' was initiated.
 - With the help of a CD (community development) programme, the Indian government attempted to bring an overall development throughout the rural community. Unfortunately, it did not yield positive results.
 - In the 1960s, the conditions surrounding agricultural production were extremely critical. To manage this issue, agricultural intensification was carried out by using high yielding varieties of seeds.
 - The programmes that gained momentum were:
 - ◆ Integrated Agriculture Development Programme (IADP)
 - ◆ Intensive Agriculture Area Programme (IAAP)
 - ◆ National Demonstration (ND)
 - ◆ High Yielding Variety Programme (HYVP)
 - Finally, Agriculture Extension which was initiated in the year 1952, took new leaps during 1970s and launch of Training and Visit System (T&V) Krishi Vigyan Kendras (KVKs) or Farm Science Centres, Lab-to-Land programmes, and Operational Research Programmes by Indian Council of Agriculture Research (ICAR) contributed in improving the financial and human resource capacity of the Agriculture extension system.

Who is an Agriculture Extension Service Provider (AESP)?

An Agriculture Extension Service Provider is an individual who ensures that relevant agriculture related information reaches the farming population. The details are mainly related to upgraded technology and information that can help the farmers to improve their productivity and production ratio.

He/she basically provides demonstrations and solutions to the farmers regarding correct agricultural methodologies.

Responsibilities of Agriculture Extension Service Provider (AESP)

- Work actively with local teams to identify the need gap
- Interact with the farmers of the selected area
 - Do research on the people and their culture in the area where demonstrations have to be made
 - Able to speak the local language used to communicate
 - Familiar with the problems and issues faced by the locals
- Help in the development and execution of agricultural educational programs through innovative methods
- Assist farmer empowerment via various demonstrations and training
- The service providers help in creating and assisting the impact of the learning programme (agriculture and farming)
- Resolve field level queries on issues like type of soil, crops fit for the soil, equipment fit for agriculture, types of fertiliser for different crops, etc.
- Take inputs on what technologies are appropriate for a particular area
 - Human resource development
 - Technology transfer
 - Advisory services
 - Facilitation

Attributes of an Agriculture Extension Service Provider:

- The AESP should be able to work freely with farmers and their families.
- He or she should have proper information regarding health and safety (agriculture related)
- The person should be fluent in conversation over telephone, email and face to face.
- The person should be comfortable to work in teams
- He or she should know how to write memos or letters.
- The person should be responsible to their work and offer the farmers accurate information. This is an important factor as any mistakes from their sides can prove to be a loss (monetary) to the farmers.



Fig. 1.1.1.1: Demonstration to Farmers

Professional competencies

- Knowledge of various scientific methods and technologies for increasing production
- Basic knowledge of the geographical area under consideration
- Hands-on knowledge about how to conduct soil tests
- Familiar of pests and diseases in the specific area
- Basic knowledge on various methods of irrigation
- Knowledge of various methods of harvesting

Exercise

A. Answer the following questions

1. Discuss the fundamental responsibilities of an Agriculture Extension Service Provider.
2. Explain the attributes of a prospective Agriculture Extension Service Provider

UNIT 1.2: Basic Skills of Communication

Unit Objectives

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

1. Describe the components of effective communication
2. Distinguish between and use various types of communication
3. Identify the barriers in communication
4. Identify the importance of active listening

1.2.1 Characteristics of Effective Communication

Effective Communication is a two-way information sharing process, which involves sending a message by one party that is easily understood by the receiving party. An AESP, with Effective Communication skills, would be able to work more efficiently and earn a lot appreciation.

The characteristics of effective communication include:

- Oral / Verbal Communication
- Clarity & Concision
- Confidence
- Respect
- Right Medium
- Empathy
- Politeness
- Precision
- Non-verbal Communication
- Active Listening
- Open to Feedback

1.2.2 Components of the Communication Cycle

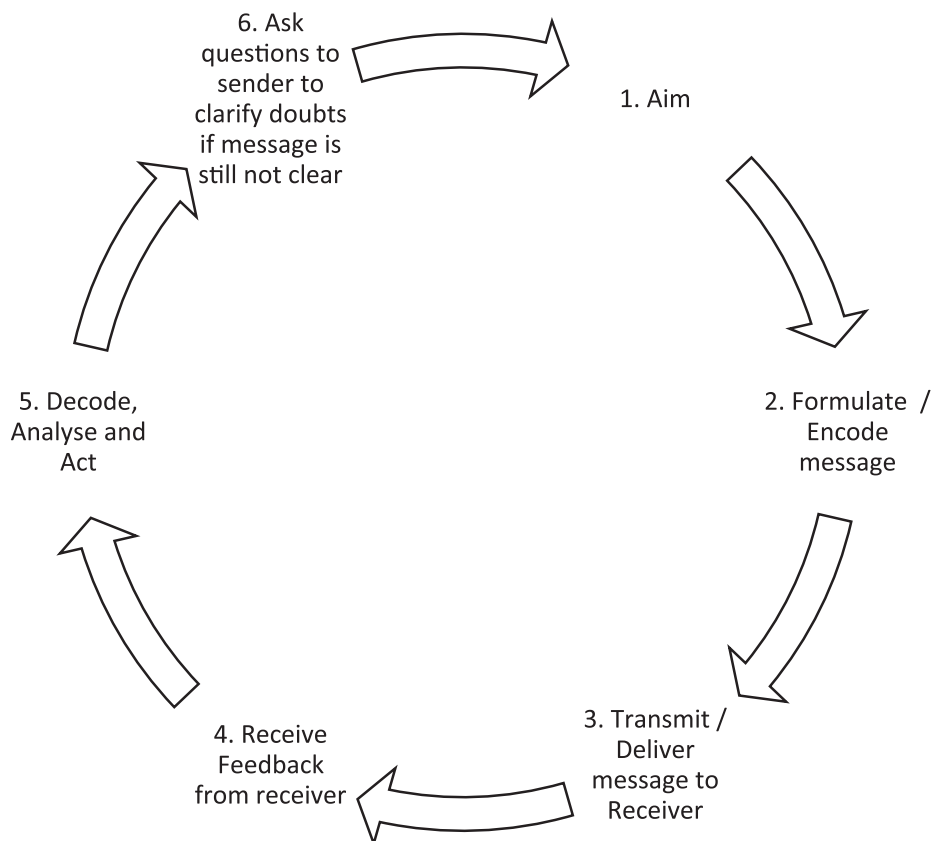


Fig. 1.2.2.1: Communication Cycle

1.2.3 Types of Communication

- **Verbal or Oral Communication:** Involves the use of language spoken verbally or orally to convey messages
- **Written Communication:** Involves the art of writing to convey messages. This includes letters, emails, reports, etc.
- **Non-verbal Communication:** Involves the use of body language and gestures to convey messages

1.2.4 Barriers to Communication

The following factors hinder Effective Communication and are hence called “Barriers”.

- Use of Jargon and Technical terms
- Lack of attention, interest, distractions, or irrelevance to the receiver
- Differences in perception
- Physical disabilities like Hearing Ailments or Impaired Speech
- Cultural and Language differences and unfamiliar accents
- Expectations and prejudices leading to false assumptions or stereotyping

1.2.5 Importance of Active Listening

Active Listening is the process by which an individual secures information from another individual or group. The steps involved in Effective and Active Listening are:

- Facing the speaker and maintaining eye contact
- Attentively listening and comprehending the information given by the speaker
- Staying attentive yet relaxed
- Keeping an open, receiving mind
- Listening to the words and trying to visualize what the speaker is saying
- Never interrupting or imposing your “solutions”
- Waiting for the speaker to pause to ask clarification questions
- Asking questions only to ensure understanding
- Communicating clearly on the issues being faced and clarifying your queries
- Trying to empathize with the speaker
- Providing the speaker with constructive feedback

The barriers in Active Listening are:

- Distractions
- Noise
- Interruptions
- Prejudice and preconceived Ideas
- Lack of interest in the conversation

Exercise

A. Fill in the blanks:

1. Effective communication is a two-way _____ sharing process.
2. _____ communication involves the use of body language and gestures to convey messages.
3. Cultural and language differences as well as unfamiliar accents can act as _____ to communication.
4. Facing the speaker and maintaining an eye contact is important for _____ listening.

B. Explain the following concepts in your own words:

1. Effective Communication
2. Barriers to Communication
3. Importance of Active Listening for an Agriculture Extension Service Provider
4. The difference between Verbal Communication and Non-verbal Communication

C. Answer the following questions:

1. Discuss the components of effective communication.
2. How can active listening influence effective communication process?
3. Explain the barriers to active listening.

UNIT 1.3: Organisational Policies

Unit Objectives

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

1. Recognise and demonstrate the relevant organisational policies and procedures

1.3.1 Relevant Organisational Policies and Procedures

- **Relevant legislation, standards, policies, and procedures in work:** The relevant legislation, standards, policies and procedures in the workplace can be summarised under “Organisational Context”. **Organizational Context**, as the name suggests, is defined as the knowledge of the organization and its processes. The various elements of organizational context are:
 - Mission
 - Vision
 - Organizational Structure
 - Standard Operating Procedures and Policies
 - Organizational Behaviour

Mission

- A formal summary of the aims, goals (long and short term) and values of an organization
- Describes the fundamental purpose (why it exists) behind running an organization, in terms of benefits to itself and the public

Vision

- An organization’s road map, which indicates its plans and directions for transformation and growth

Organizational Structure

- Defines how task allocation, coordination and supervision are routed towards achieving organizational goals and targets

Standard Operating Procedures and Policies

- Commonly known as SOP, this is a set of stepwise instructions to help workers in carrying out routine functions
- Before one works on any routine task, it is recommended that he / she refers to the relevant SOP first

Organizational Behaviour

- Defines the way people interact within teams
- This helps the management in getting maximum output from each worker within a team

Relevant health and safety requirements applicable in the work environment

- **Work safely at all times, complying with health and safety legislation, regulations and other relevant guidelines**
 - Ensure that all emergency route maps are on display, in publicly accessible places, on all floors of the workplace
 - Ensure that appropriate fire extinguishers are available on all the floors of the workplace
 - Ask your supervisor how you may retrieve PPE and how to maintain and store the same
 - Stay aware that confined spaces must bear appropriate signs, to restrict claustrophobic individuals from accessing them
 - Learn and abide by company policy and procedures for dealing with security risks in your workplace

- **Ensure that health and safety instructions applicable to the work place are being followed**
 - Ensure adequate light in all areas and replacement bulbs should be kept handy
 - Ensure that all manual cutting tools must be honed in advance, because blunt tools can slip and lead to deep cuts
 - Ensure that, while using cutting tools, the direction of cutting is always away from your body
 - Arrange for frequent Safety Drills and Training for employees to promote safety awareness
 - Learn and abide by the company policies and procedures for maintaining security while you work

- **Check the worksite for any possible health and safety hazards**
 - Appoint a Safety Supervisor in the workshop for checking the worksite for potential health and safety hazards
 - Develop a daily checklist for all areas, delegated to appropriate employees

- **Follow manufacturers' instructions and job specifications relating to safe use of materials specifically chemicals and power equipment**
 - Ensure that all Chemical Solutions, used on display shelves or for Housekeeping purposes, must be used only after referring to the relevant MSDS (Material Safety Data Sheets) or Instruction Manuals
 - Avoid loosely fitted clothes as the loose ends may get caught in powered machinery and tools and may prove fatal to the individual
 - Read the Instruction Manual thoroughly before handling powered tools and equipment

Follow electrical safety measures while working with electrically powered tools & equipment

- Inspect powered tools and equipment for any damage, before and after every use.
- Check the power cord carefully for any fraying, faults, cracks or loss of insulation.
- Report damaged switches for repair to supervisor
- Check plugs for missing or faulty prongs / pins.
- **Ensure safe handling and disposal of waste and debris**
 - Any spill should be cleared off immediately and 'Wet Floor' or 'Work in Progress' signs should be used in appropriate places.
 - Equipment, tools and chemicals should be stored appropriately, abiding by all instructions provided in the Instruction Manual and 'Directions for Use'.

- **Follow emergency and evacuation procedures in case of accidents, fires, natural calamities**

- **For Fire Outbreak:**

- ◆ Signage like escape routes should be clearly marked.
- ◆ Enough exits and routes must be there for all people to escape
- ◆ Emergency doors, that open easily, must be present.
- ◆ All people at the workplace must be given brief instructions about the positions of the escape routes.
- ◆ Brief instructions must also be given regarding the availability and use of fire extinguishers.
- ◆ The workplace must have a safe meeting point or assembly area for the staff.
- ◆ Nobody should use the elevator during a fire.

Responding to Fire

- ◆ The Fire Alarm System must be initiated and an alert must be raised.
- ◆ A safe evacuation path must be identified before dealing with the fire.
- ◆ The appropriate class of Fire Extinguisher must be chosen.
- ◆ The P.A.S.S technique must be adopted for extinguishing the fire.
- ◆ Immediate evacuation must be initiated if the extinguisher is exhausted and the fire still persists.
- ◆ Call the workplace security or the local emergency services.
- ◆ Cover your mouth and nose with a damp cloth to protect yourself. If possible, help your colleagues (those who are with you) to repeat the same.
- ◆ Look out for the nearest emergency exit routes and call out for people, who you can take along with you.
- ◆ While opening a door, first touch the door with the back side of your palm.
- ◆ Keep doors open, after you open them.
- ◆ Start moving out of the building and ask your colleagues to do so as well.
- ◆ Always use a staircase and not the elevator.
- ◆ Always move downstairs and avoid returning to the burning premises, till the fire fighters arrive.

Initiate Evacuation

- ◆ Stop your work safely and without spreading panic.
- ◆ Gather and carry only the most important items like your cell phone and handbag.
- ◆ Leave the workplace through the nearest door bearing an “Exit” sign.
- ◆ Report to the designated Assembly Area.
- ◆ Await instructions from the Safety Committee.
- ◆ Administer First Aid treatment to anyone in need.

For Natural Calamities / Disasters:

- **Earthquake**

The emergency and evacuation procedures are:

- Quickly shutdown any hazardous operations or processes and render them safe
- Notify others in the area by raising an alarm if they have not heard it, while you yourself are evacuating the premises

- Exit the room
- Take jackets or other clothing needed for protection from the weather
- If possible, close windows and doors as you leave, but do not lock the doors and emergency exit routes
- Exit the building, walk to the nearest safe exit route. Do not run. Do not use elevators

- **Flood and Storms**

The emergency and evacuation procedures are:

- Stay alert, avoid panic and monitor the surroundings with eyes and ears open.
- Move to an elevated location (higher ground) and help others move before the flood strikes.
- Accumulate disaster supplies like:
 - ◆ Canned, dry, ready-to-eat and packaged food, which do not require refrigeration or cooking
 - ◆ Liquid cash
 - ◆ Drinking water in clean containers
 - ◆ First Aid Kit
 - ◆ Essential clothing
 - ◆ Flashlights
 - ◆ Adequate batteries
- Instruct people around you not to drive
- Stay alert for evacuation calls and help people identify alternate routes of getting there

- **For Accidents:**

The emergency and evacuation procedures are:

- Call emergency medical help.
- Check and examine the site, to gather as much information (location, nature and severity of injuries, casualty if any, hazards present, etc.) as possible, so that the same can be provided to the emergency team, once they arrive.
- Inform the immediate supervisor about an injury or illness.
- If possible, workers may treat themselves to First Aid or ask colleagues to do so.
- One must extend help and assistance to others.

The general steps involved in carrying out an evacuation are:

- Stop your work safely and without spreading panic.
- Gather and carry only the most important items like handbag, cell phone etc.
- Leave the workplace through the nearest door bearing an “Exit” sign.
- Report to the designated assembly area.
- Await instructions from the safety committee.
- Incorporate First Aid treatment to anyone in need.

Evacuation and emergency procedures for the specially abled:

- The Visually Impaired
 - Announce the type of emergency
 - Offer your arm for help
- With Impaired Hearing
 - Turn lights on/off to gain the person’s attention, or indicate directions with gestures, or write a note with evacuation directions
- People with Prosthetic Limbs, Crutches, Canes, Walkers, etc.

- Evacuate these individuals along a route specially designated for injured persons.
- Assist and accompany them to the evacuation site, if possible.
- Use a sturdy chair, or a wheeled one, to move the person to an enclosed stairwell.
- Notify emergency crew of their location.

Hazard Report Form	
Name:	Date:
Location:	
Tool/Equipment:	
Description of the hazards:	
Suggested corrective action:	
Signature:	
Supervisor's remarks:	
Corrective action taken:	
Signature of Supervisor:	Date:

Fig. 1.3.1.1: Sample form for reporting hazards

- **Own job role and responsibilities and sources for information pertaining to work:** Apart from the responsibilities related to the job role, a person working or aspiring to work as an Agriculture Extension Service Provider has to fulfil few roles and responsibilities on a personal front. These are:
 - **Team Player:** One's personal objectives and aspirations align perfectly with those of the peers and the farmers
 - **Team Leader:** One's leadership skills, advice and instructions helps in understanding farmers' needs and making the trade profitable
- **Who to approach for support in order to obtain work related information, clarifications and support:** There are designated people in one's organisation, arranged in hierarchical levels, who can be approached for support and farmers' query resolution (if the Service Provider is unable to solve queries on his/her own). This arrangement is called the "Escalation Matrix". Here, apart from people in the Service Provider's organisation, government and semi-government officials, representing various agricultural bodies and authorities, are members of the Escalation Matrix.

- **Importance of following health, hygiene, safety and quality standards:**
 - A Service Provider must recognise and respect the importance of quality adherence in his/her field of work
 - Quality adherence makes a good impression on regulators and consumers alike
 - Regulators in the industry, are the Food Safety and Standards Authority of India (FSSAI) and the International Organisation for Standardisation (ISO)
 - FSSAI and ISO conduct periodic audits to ensure that these quality standards are adhered to

- **Documentation and related procedures applicable in the context of work**
 - Documentation involves a lot of paperwork related to availing the different government subsidies, loans, micro loans and Rural Development Schemes. It could be in Hindi, English or regional languages.
 - In remote areas of India, a Service Provider must also be skilled at speaking, reading and writing in tribal languages, to put the local farmers at ease.

Exercise

A. Choose the correct option:

- _____ is a set of stepwise instructions to help workers in carrying out routine functions
 - Standard Operating Procedures and Policies
 - Vision
 - Mission
- _____ solutions must be used only after referring to the relevant MSDS.
 - Fruit
 - Chemical
 - Water
- A safe evacuation _____ must be identified before dealing with the fire.
 - Friend
 - Cord
 - Path

B. Fill up the hazard report form based on the given situation.

Suppose, you are working as an Agriculture Extension Service Provider and you have encountered hazards at your work place. One of the farmers has fallen sick during pesticide application and he was immediately shifted to the local health centre. Now you will have to report the hazard to the authority.

Hazard Report Form	
Name:	Date:
Location:	
Tool/Equipment:	
Description of the hazards:	
Suggested corrective action:	
Signature:	
Supercisor's remarks:	
Corrective action taken:	
Signature of Supervisor:	Date:

C. Answer the following questions:

- Compare the mission and vision of any organisation.
- Explain how you will initiate evacuation if a fire burst out.

UNIT 1.4: Farm Safety Signs

Unit Objectives

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

1. Recognize the need for signs, notices and/or cautions at the site
2. Identify various signs, notices and/or cautions at the site

1.4.1 Various Signs, Notices and Cautions at the Site

Safety signs in a farm are a vital part of farm safety. Agricultural workers are exposed to several, health, safety, biological, environmental and respiratory hazards. Safety signs make the farm a safer place to work. It could save your life or the lives of others.

An Agriculture Extension Service Provider (AESP) must communicate to the farmers that members of the public do not have the same awareness of the potential dangers of the farming zones and equipment as the farmers.

Members of the public may not be aware of forklifts, tractors, sharp agricultural equipment, livestock or other dangers in the farm area. Safety signs with visible descriptions of the hazards serve to greatly increase the safety of the farm.

1. Warning signs regarding farm machinery at the worksite allows visitors and employees to move cautiously in that area.



Fig. 1.4.1.1: Warning sign for farm machinery being used at the worksite

2. These signs make employees and visitors aware of electrified fences.



Fig. 1.4.1.2: Danger sign for electric fence awareness

3. This sign makes your Hazmat message clear to employees and visitors.



Fig. 1.4.1.3: Caution sign for herbicide application

4. This sign restricts employees and visitors from entering hazardous areas where poisonous chemicals are being applied.



Fig. 1.4.1.4: Danger sign for hazardous areas

5. This sign makes visitors and employees cautious of potential contaminants that are released with the use of pesticides.



Fig. 1.4.1.5: Caution sign for pesticide application

Exercise

A. Answer the following questions:

1. Explain any two of warning signs regarding farm machinery.
2. What would be your reaction if you find the following signs at a farm?



Summary



- Agricultural extension can be considered as the implementation of scientific knowledge and research to agricultural operations by means of training farmers.
- An Agriculture Extension Service Provider is an individual who ensures that relevant agriculture related information reaches the farming population.
- AESPs resolve field level queries on issues like type of soil, crops fit for the soil, equipment fit for agriculture, types of fertiliser for different crops, etc.
- The AESP should be able to work freely with farmers and their families.
- The AESP should have basic knowledge of the geographical area under consideration
- Effective Communication is a two-way information sharing process.
- Active Listening is the process by which an individual secures information from another individual or group.
- Hazard is defined as a factor, which may cause harm to people and properties alike.
- Risk is defined as the likeliness or the chance that a hazard can actually cause harm to somebody. For example, smokers of cigarettes run the risk of developing Cancer.
- Occupational Hazard can be defined as “a risk accepted as a consequence of a particular occupation”.
- Safety Drills must be practised and followed at all times.
- Occupational Hazards can be broadly categorized into: Health and Safety Hazards.
- Personal Protective Equipment, commonly termed as PPE, is specialized clothing or equipment worn and used by employees for safeguarding themselves against Occupational Health and Safety hazards.
- Agricultural workers are exposed to several, health, safety, biological, environmental and respiratory hazards.
- Warning signs regarding farm machinery at the worksite allows visitors and employees to move cautiously in that area.

Activity 1



Name of the activity: Correct actions during a fire emergency

- **Scenario:** A fire has spread in the farm storage room. Farming operations are on-going, where electric machinery is being used.
 - List down the correct actions to be taken during a fire emergency at a farm
 - Write down the Dos and Don'ts to be followed in a fire emergency at a farm

Activity 2

Name of the activity: Identification of signs, notices and/or cautions at the farm site

Scenario: You are visiting a farm and you come across the signs pictured below. State the purpose behind the signs displayed below.



Notes



A large rectangular area with a thin orange border, containing 30 horizontal lines for writing notes.

Exercise

A. Choose the Correct Option:

1. Agricultural extension can be considered as the implementation of scientific knowledge and research to:
 - a) Transport operations
 - b) Laboratory operations
 - c) Agricultural operations
2. In which year was the Agriculture Extension program initiated in India?
 - a) 1982
 - b) 1952
 - c) 1932
3. An Agriculture Extension Service Provider should be comfortable:
 - a) To work in the middle of the night
 - b) To work in teams
 - c) To work in a hurry

B. Answer the following:

1. Explain the three aspects of Agriculture Extension Services in your own words.
2. List down the responsibilities of an AESP.
3. Explain importance of safety signs in a farm in your own words.