Community Training Manual
Community Training Manual
Contents

1 What is the Community Operations Manual (COM)? 1

2 Training the Trainer
   (please refer to pages 5-20 of the Village Resource Person Training Manual)
   A. How do Adults learn?
   B. Adult Learning
   C. Facilitation skills
   D. Essential Communication Skills for a Trainer
   E. Miscellaneous Training Tips
   F. Definition of Workshop and Sessions

3 Foundations Sessions
   (please refer to page 21-28 of the Village Resource Person Training Manual)
   A. Session: Welcome & Introduction
   B. Expectations
   C. Brief Introduction about ASA (optional)
   D. Sharing of the session plan
   E. Ground Rules

4 What is the Responsible Crop Initiative? 3
   A. Session Plan: What is RCI? 4

5 Why the need for RCI? - Lesson Plan 8

6 Characters of the two stories 14

7 Responsible Environmental Practices - Lesson Plan 15
   A. Day 1 - Land Documents and No burning Crop Residue 15

8 Responsible Environmental Practices - Lesson Plan 20
   A. Part 2 - Use, Handling and Disposal of Agro-Chemicals 20
   B. Summary and Recap 21
   C. Steps of Hand Washing 26
9  Responsible Environmental Practices - Lesson Plan  
   A. Day 3 - Keeping Records  
   B. Summary  

10 Responsible Environmental Practices - Lesson Plan  
   A. Day 4 - Use of homemade pesticides and bio pesticides and Use of compost using crop residues  
   B. Summary and Recap  

11 Responsible Environmental Practices - Lesson Plan  
   A. Day 5 - Minimum tillage practices, Chemical use only after ETL of pest population, Soil testing  
   B. Summary  

12 Responsible Social Practices for Crop Production - Lesson Plan  
   A. Day 1 - Proper land document, No Child Labor, Equal Wages for Equal Work, No use of Bonded Labor, Record of Labor Days  
   B. Summary  

13 Responsible Social Practices for Crop Production - Lesson Plan  
   A. Day 2 - Written agreement between Labor and Land Owner, Labor working hours  
   B. Summary
What is the Community Operations Manual (COM)?

The Community Operations Manual (COM) contains details of the Responsible Crop Initiative (RCI) program.

The manual contains the following:

1. Chapters for training the trainer
2. Foundation sessions for a workshop, and
3. Chapters and lesson plans on key concepts of the RCI

Who can use it?

This manual is meant for use by the field staff VRPs (Village Resource Persons) of the RCI program of ASA.

However, it can be used by any person wishing to learn how to communicate the key concepts of the RCI program to farmers.

How to use it?

The initial chapters are meant for training the trainer in the skill of training adults, and explaining what is a workshop, sessions, etc.

The foundation sessions are general sessions that are the starting point for any workshop.

After this are the Lesson Plans on all key concepts of the RCI program, with details of duration, material required, method and tips for trainers.

Most of the Methods described are in conversation format, so the trainer knows exactly what to say while taking the sessions.

For each Lesson Plan suggested background reading for the training is provided separately.

Reading these before delivering the lesson plan is important for the trainer.
Each lesson plan must be delivered on separate days.

E.g.,

What is RCI, and Why RCI are two separate chapters.

Both the topics must not be dealt with on the same day or time.

**Important:**

Background reading of the chapters preceding the lesson plan by the resource person before the delivery of the lesson plan is a **must**.

Although the lesson plans provided contain hands on activities, stories, demonstrations, etc. the resource person can modify them as per the cultural setting and need, while keeping to the time limit mentioned.

The ultimate aim of this manual is to make it a tool that makes it enjoyable and informative for the facilitator as well as the target audience.
What is the Responsible Crop Initiative?

Background Reading:
(1) Introduction to Responsible Crop Initiative (RCI)
(2) Brief profile of ASA
(3) One or two success stories of farmers practicing RCI program.
  - In case internet connectivity is available, any one of the videos prepared by ASA that is region appropriate can be used for session 8:
    - Seed Treatment of Green Gram [http://www.youtube.com/watch?v=Hjm9UXCQE9A](http://www.youtube.com/watch?v=Hjm9UXCQE9A)
    - Preparation of Jeevamrit [http://www.youtube.com/watch?v=4vcVAKkQ360](http://www.youtube.com/watch?v=4vcVAKkQ360)
  - **Note:** These videos are merely suggestive; the trainer must watch more videos on this subject.

The session must be taken on a single day, with the breaks as suggested in the session plan below, as the participants may not be used to sitting or listening for long stretches of time.

**Learning objectives:**
At the end of this session, participants will be able to:
- Explain the meaning of Responsible Crop Initiative by giving appropriate examples
- Identify the three main guiding principles of the initiative, namely:
  - Responsibility towards the environment
  - Responsibility towards society, and
  - Safety and Production of good quality crops
- Enumerate the benefits of adopting the Responsible Crop Initiative

**Duration:**
3 hours

**Materials required:**
Chart Paper, Pens, pencils, Safety pins (optional), Any one Video (optional), Access to the internet/or ASA video (optional)

**Overview of Session Plan:**
Foundation sessions (see Chapter on Foundation Sessions)
- Roles People Play: Matching roles with responsibilities
- A Farmer’s Responsibility
- What is RCI? Its benefits for farmers
- BREAK
- Recap
- Summary
A. Session Plan: What is RCI?

**Session**
Roles People Play: Matching roles with responsibilities

**Duration**
15 minutes

**Materials required**
Board/Flip Chart/Chart Paper

**Learning Methodology**
Board Work

### What to do

The trainer asks two or three participants to share the following family details with the group, while writing the answers on the blackboard/flip chart/Chart paper:

**Example:**
After filling in this table, the trainer asks the participants the following questions:

1. Can you remember any one responsibility that you were able to fulfil for your family?
2. What was the result of this action?
3. “What do understand by responsibility?”
4. Every participant is encouraged to share their thoughts
5. Then the trainer writes on the board/flipchart/chart paper the following words, “Responsibility means…..”,
6. And asks the participants to complete it

### Tips for trainers

In case a Flip Chart or Chart Paper is used, the trainer must take care to place it at a place and height from where it is visible to all participants as she writes on it.

The trainer must fill in the last column of the table on the left (Main Responsibilities) after discussion with the participants.

The trainer must help the group define responsibility in terms of acts that result in benefits for all involved.

Example: If a man fulfils his responsibility of providing nourishing food for his family, it will be healthy, and he will spend less money on medicines.
Session
A Farmer’s Responsibility

Duration
30 minutes

Materials required
Charts, Colour Sketch Pens/Crayons

Learning Methodology
Group Work; Chart Work

What to do
The trainer divides the participants into groups of four or five persons
She then distributes charts, sketch pens/pencils to all groups, and asks them to divide it into three parts, with the following labels:

<table>
<thead>
<tr>
<th>Things</th>
<th>People</th>
<th>Chemicals</th>
</tr>
</thead>
</table>

The participants are then asked to write down/draw the following after group consultation:

**Things-maximum 6** (e.g., good seeds, healthy soil, etc.) from the environment that help them grow good and healthy crops

**People** (e.g., vendors, family members, farm laborers, etc.) who help them in producing the crops

The man made (e.g., fertilizers, insecticides, etc.) things that help them grow good and healthy crops

Once all participants have finished the chart work, the trainer asks them to share it with the others

Once all participants have shared their chart work, the trainer asks all of them the following questions related to their chart work:

Do you think that **you** can make sure that the soil remains healthy year after year of your growing crops?

Do you think that **you** can ensure that children and women of your village remain healthy by working only as much as they can, according to their age and capability?

Do you think **you** can reduce the quantity of fertilizers and other chemicals to ensure healthy crops and healthy soil?

By emphasizing on the “**you**” aspect in this exercise, the trainer underlines the power the farmer has in impacting the following:
- Environment
- Society
- Production of health crops in a safe manner

Tips for trainers
See “Rules for group sharing” in Chapter on “Miscellaneous Training Tips.”
Session
What is RCI? Its benefits for farmers

Duration
10 minutes

Materials required
Stories (any one success story from BCI or RS can be shared here) videos/(optional)

Learning Methodology
Board work/Demonstration/Lecture

What to do
The trainer asks the farmers to recall from the previous session what responsibility means to them

She reminds them that they not only have a responsibility towards their present families, but also to their future generations

This, she shares, can be achieved by following a set of practices put together by ASA that are cost effective and improve the quality of their produce, while preserving the natural and human resources for their future

These practices are collectively termed RCI

There are many benefits of adopting RCI:

Financial: If certified as ‘Responsible’ after assessment, the market would value it as premium product

Social: Social advancement of the community social responsibility like no land encroachment, no child labor, equal wage rate for Man & women, etc.

Physical: Protection and that of other workers following good safety measures and abiding by rule of law like labor laws, labor rights etc.

Environmental: Retention of soil quality and fertility of land, and protection of natural vegetation and water resources

Tips for trainers
The trainer can share success stories from other regions practicing RCI program

BREAK - 15 minutes
Session Recap

Duration 30 minutes

Materials required Chart paper

Learning Methodology Board work, Group participation

What to do
The trainer points out to the session plan displayed and asks the participants to volunteer one by one and recap all the topics in the order they were facilitated. The trainer encourages the use of the charts made during the session, and prompts the participants readily, allowing others to do as well. In case any point is overlooked or forgotten, the trainer adds the same. After every correct point, the trainer repeats the same for the benefit of the rest.

Tips for trainers
The aim of the recap activity is to help the participants assimilate new information in a structured manner, and not to test them. Therefore, the trainer must encourage them to share, without any criticism or negative feedback.

Session Summary

Duration 5 minutes

Materials required Char Paper

What to do
The trainer asks all participants to choose any one thing that they liked about the session, and share it with all. At the end, she shares what she liked the most, the session where everyone shared their roles and matching responsibility. She ends the session by sharing that responsibility toward three things will ensure all round progress and improved lives, namely:
- Responsibility towards the environment
- Responsibility towards society, and
- Safety and Production of good quality crops
She then thanks everyone for attending the session, and takes their leave.

Tips for trainers
The trainer can share with the participants: “I appreciate how everyone showed “responsible behaviour” by attending the sessions, because of which you will benefit.”
## Why the need for RCI? - Lesson Plan

*The session must be taken on a single day, with the breaks as suggested in the session plan below*

### Before Training
Read preceding chapter “Why RCI”

### Learning objectives:
At the end of this session, participants will be able to:
- Explain the reasons for the importance of Responsible Crop Initiative
- Enumerate the benefits of adopting the Responsible Crop Initiative

### Duration:
2 hours

### Materials required:
**Chart Paper, at least seven to eight copies of**: “Story of two farmers, Ram Prasad and his son Hari Prasad, Part 1 and Part II”, case study of Mahimaram Thakur, from Jharolimal village in the Khargone district of Madhya Pradesh

### Overview of Session Plan:
Foundation sessions (see Chapter on Foundation Sessions)
- Story telling Session Part 1
- Story telling Session Part 2
- Farmers’ Observations
- Summary

<table>
<thead>
<tr>
<th>Session</th>
<th>Duration</th>
<th>Materials required</th>
<th>Learning Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story telling session 1</td>
<td>25 minutes</td>
<td>Copy of: “Story of two farmers, Ram Prasad and his son Hari Prasad, Part 1”</td>
<td>Question and answer</td>
</tr>
</tbody>
</table>
What to do

The trainer asks all participants if they would like to hear a story

(In case there are participants who can read, she distributes copies of Part 1 of the story to them)

She then places the chart showing the family tree in a clearly visible place, and says, “The Story I am about to tell you is of this family”

The trainer reads out the “Story of two farmers, Ram Prasad and his son Hari Prasad, Part 1”

At the end of the Part 1, the trainer asks the group the following questions:
1. Did Ram Prasad own the land he cultivated?
2. What crops did Ram Prasad grow?
3. What kind of method did Ram Prasad use for sowing?
4. How did Ram Prasad know when it would rain?
5. What did Ram Prasad know about insects and manure?
6. What method did Ram Prasad use to clear his fields?
7. Should Ram Prasad’s sons have worked for long hours in the fields?
8. In what way would Ram Prasad’s children have benefitted had they attended school?

Tips for trainers

The trainer can ask the participants to sit in a semi circle, and she herself sits in front of them before narrating the story

The coloured and bold font in the story is to be read out slowly and with emphasis

The trainer must not single out any one participant to answer the question but ask the whole group.

While asking the questions, the trainer must NOT provide any answers.

Instead, she must try and encourage a discussion around the questions, to get the different opinions

She can ask one or two participants to share their experiences

No one must be told that they are right or wrong

When the discussions have happened for 5 to 10 minutes, the trainer can tell them to listen to the rest of the story
Session
Story telling session 2

Duration
25 minutes

Materials required
Copy of: “Story of two farmers, Ram Prasad and his son Hari Prasad, Part 2”

Drawing of the family tree (as shown in the accompanying page) on a chart paper, with labels

Learning Methodology
Question and answer

**What to do**

The trainer now reads out the “Story of two farmers, Ram Prasad and his son Hari Prasad, Part 2”

At the end of the Part 2, the trainer asks the group the following questions:

1. What type of new farming practices had reached the village by the time Hari Prasad grew up?
2. What were the things which showed that the financial condition of the family had improved?
3. Although Hari Prasad had acquired a tractor, did he attach a seed drill to it for sowing seeds?
4. What was Hari Prasad’s reason for paying half wages to the women? Do you think it is acceptable to pay half wages to women? If yes, why? If no, why not?
5. What did he believe about the power of fertilizers?
6. What did Hari Prasad notice about the fertility of his fields over the years?
7. What was his experience with spraying pesticides? Do you think safety is important?

**Tips for trainers**

The trainer asks the questions after Part 2 of the story in the same manner as before

She encourages the participants to share their experiences

**BREAK**

Session
Farmers’ observations

Duration
30 minutes

Materials required
Chart paper
Learning Methodology

Board work

What to do

The trainer puts up a chart paper in a visible place, and divides it into two columns

In the first column she writes the heading: “Correct practices”

In the second column she writes the heading: ‘Incorrect Practices”

She then says this:

You have now heard both the stories.

Can you tell me what Ram Prasad and Hari Prasad were doing correctly, according to you?

Can you also tell me what they were doing incorrectly, according to you?

Thank you for sharing your valuable observations, which shows that you are experts in many things

Let me tell you what both of them were doing correctly:

✓ Ram Prasad had documentary proof that he owned the land he cultivated. This meant that he could make his own decisions regarding cultivation on his land

✓ He also knew that insects kept away from neem trees and cow dung was good manure, a practice that could have helped him save money on pesticides and labor

✓ Meanwhile, his son, Hari Prasad realized the importance of education for his children

Now, let me tell you what they were doing incorrectly:

✗ Ram Prasad’s technique of sowing by broadcast method was ineffective, as the quality of the plants was not assured. Also, it demanded higher input cost for weeding, fertilizers, harvesting, etc.

✗ Hari Prasad was not taking adequate precautions while spraying his fields

✗ Hari Prasad was not paying equal wages to the men and women who worked in his fields. Equal wages for both men and women was a right under the labor laws. It also gave recognition and dignity to the work done by women and helped the society become more progressive

Tips for trainers

The trainer must try and get answers from the participants, and not provide them the answers

The aim of this exercise should be to get a list of the farmers’ observations and perceptions regarding beneficial and harmful practices

In case the group is largely literate, the trainer can either have a pre prepared chart showing the correct and incorrect practices followed by Ram Prasad and Hari Prasad, or write the points one by one during the workshop, depending on how much time she has

The points must have a tick before them if they are correct practices and a cross before them if they are incorrect practices, for better emphasis

BREAK
Session
Summary: Why RCI

Duration
15 minutes

What to do
The trainer now says:
If you adopt such scientific farming methods, it will cut down your losses and multiply your benefits

By registering for the RCI program, you can:
- Take informed decisions based on scientific facts
- Know how to be financially self sufficient all year round
- Learn farming methods that reduce input costs and increase production
- Stay away from debt
- Get connected with the outside world for growth
- Ensure all members live with dignity and without exploitation
- Enjoy an increased yield and experience an improved lifestyle

Tips for trainers
The trainer can share the case study of Mahimaram Thakur, from Jharolimal village in the Khargone district of Madhya Pradesh
Case study of Mahimaram Thakur, from Jharolimal village in the Khargone district of Madhya Pradesh

The farmer had signed on with ASA for BCI (Better Cotton Initiative) program

He owns around 15 bighas (around 6 acres) of land.

In his words, “Most of this land is lying infertile. Out of the entire lot, four bighas (around 1.6 acres) is an overgrown jungle. I used to grow Moong dal (green gram), Jowar (sorghum) and Chaulai (cow pea), which did not give me much financial returns, but I had no choice, as my biggest problem was insufficient water.

When I first attended the ASA meetings, I decided to grow cotton in one bigha (around 0.4 acres) of land.

During the training sessions, I was advised to build a tank, and get it filled with water by a tanker for my crops. With this small change, I have been able to get a yield of four quintals of cotton this year!

With the money I earn, I plan to revitalize the infertile land, and grow more cotton this year.”
Characters of the two stories

Ram Prasad and his wife

Ram Prasad’s four other children (married and living in other towns)

Hari Prasad and his wife (youngest son-living with Ram Prasad)

Hari Prasad’s three children
Community Training Manual

Responsible Environmental Practices - Lesson Plan

Mandatory Environmental Practices

A. Day 1 - Land Documents and No burning Crop Residue

Before Training:
Read preceding chapter “Responsible Environmental Practices”
The sessions are spread out over three days:
Day 1: Land Documents, No Burning Crop Residue
Day 2: Use, Handling and Disposal of Agro Chemicals
Day 3: Keeping records
Each day’s sessions should be taken on a single day.
There can be a gap of two or three days in between. However, the intervening days should be devoted to demonstrations and revisions of the sessions already taken
The day wise order of the sessions should remain as is written in these lesson plans.
Timing: If the sessions are timed to coincide with corresponding activities, e.g. crop cutting, chemical spray of pesticides, etc., they will have a better impact on the participants

Day 1

Learning objectives:
The participants will be able to enumerate the mandatory responsible environmental practices concerning
- Ownership of Land documents, and
- Dealing with crop residue

Duration:
1 hour, 15 minutes

Materials required:
Access to nearby plot of land that has been burnt to clear it (optional), a shovel

Session Plan
a. Introduction: Meaning of Responsible Environment Practices
b. Mandatory Practice no. 1: Land Documents
c. Mandatory Practice no. 2: No burning of crop residue

Summary & Recap
Session
Introduction: Meaning of Responsible Environment Practices

Duration
10 minutes

Materials required
Chart Paper, Pen/Pencil

Learning Methodology
Chart Work

What to do
The Trainer asks the participants to sit in a circle around her, and asks:
What do you see around you?

or

(in case the workshop is held indoors) What are the natural things on our farms?

Then, as each one responds, she starts drawing and labelling the following things: Trees, rivers, fields, crops, lakes, etc. She can also draw 'soil' at the bottom of the page and label it

Once everyone has finished responding, she says,

“All these things form our environment.”

“Do you think we should take care of it?

“Why?”

What will happen if we do not take care of it?”

“Do you know that some of our farming methods may be harming this environment?”

Under the RCI program, all registered farmers have to follow a set of compulsory rules to preserve the environment

“If you remember, last time I had spoken about the RCI program and how it would help you get a better produce from your land.

Today I am going to tell you some important and compulsory steps that you must take to remain part of the RCI

Tips for trainers
The trainer must not provide any answers but allow the participants to come up with answers
**Session**
Mandatory Practice no. 1: Land Documents

**Duration**
20 minutes

**Learning Methodology**
Question and answer

**What to do**
The trainer says this:

“How many people present here own the land that they are cultivating?”

“Do you have the papers to prove it?”

“Do you know that it is illegal to cultivate land that is not yours?”

The trainer then explains that they cannot cultivate any Government owned Forest or Revenue or any common land for which the cultivator does not have any Patta (legal permission).

**Tips for trainers**
The trainer must ensure that the participants understand the importance of having proper land documents in their possession

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**Session**
Mandatory Practice no. 2: No burning of crop residue

**Duration**
20 minutes

**Materials required**
A shovel, access to a nearby field with crop residue still on it

**Learning Methodology**
Demonstration
What to do

This session can be taken on a nearby field with crop residue still on it

She asks, “What do you do with the crop residue after harvesting?”

In case the trainer has access to a nearby field with crop residue, she takes the entire group there and asks them to examine what thrives under the top soil

“What do you see?”

“There are some organisms that you can see and some that you cannot.

They have all been provided by nature to help the plants in the field.

What will happen to them if you burn the field?”

Also, do you experience difficulty in breathing when you burn the fields?

Why is that?

Can the crop residue be used in any way?

(It can be used as animal feed, preparation of compost during ploughing or can be mixed in the soil)

The trainer can mention that only in ONE situation crop residue can be burnt

*Crop residue can be burned ONLY if there is an endemic disease outbreak (as per scientific recommendation)*

Tips for trainers

The trainer can share the following case study:

**Ramashankar Pandey, Jasguwan village, Bijawar block**

“I never knew that burning of fields was not good for the soil. We villagers sometimes burn the fields to clear them of the remains after harvesting season. Now, after the ASA team told us that we were ending up destroying essential nutrients and helpful organisms in the process, I have stopped the practice.”

The trainer must keep questioning the participants to get the response that burning causes pollution which is harmful

In case some say, “...but we have been doing this for so many generations”, the trainer can give this reply: “The older generation did their best with the knowledge they had. Some of it like natural manure and pesticides is very helpful to us even today.

However, since they did not have access to science and technology like we have today, they did not know that some practices were harmful.”
Session
Summary and recap

Duration
10 minutes

Learning Methodology
Whole group

What to do
“Can anyone tell me the first compulsory requirement for a farmer who is registered with the RCI program?”

Why should we not burn our crops after harvesting?

How will it affect us if as RCI registered farmers, we continue to burn crop residue?

Tips for trainers
The trainer must ensure that all participants have understood that these two practices are compulsory under the RCI program

The trainer must thank everyone for coming and remind them to return on Day 2 to learn the other compulsory rules as a registered RCI farmer
Responsible Environmental Practices - Lesson Plan

Mandatory Environmental Practices

A. Part 2- Use, Handling and Disposal of Agro-Chemicals

Before training:
Background Reading: Responsible Environmental Practices, 'Safe Use of Pesticides'
Important: These sessions use demonstrations and charts, without which they will not have an impact. Therefore the trainer must carefully go over the list of materials required, and prepare them beforehand as suggested below.

Day 2

Learning objectives:
The participants will be able to enumerate the mandatory responsible environmental practices concerning
- Use of safe Agro Chemicals
- Safety Precautions while using chemicals
- Non employment of women and children while spraying chemicals
- Proper disposal of Agro Chemical Container

Duration:
1.5 hour

Materials required:
- Chart showing banned chemicals (the trainer can draw the same before the training),
- Empty containers of banned chemicals with big red crosses on them,
- Safety gear for spraying (gloves, mask, goggles, apron)
- Safety Chart (the trainer can prepare this from information given in the chapter on 'Safe Use of Pesticides' from the Village Resource Person Training Manual)
- Empty agro chemical container, chart showing proper disposal of agro chemical (the trainer can make this from information given in the chapter on "Responsible Environmental Practices" from the Village Resource Person Training Manual)
- Hand washing poster
Session Plan:
a. Recap of previous session on mandatory responsible environmental practices
b. Mandatory Practice no. 3: Use of safe agro chemicals
c. Mandatory Practice no. 4: safety precautions while using chemicals
d. Mandatory Practice no. 5: women and children not engaged in chemical spraying
e. Mandatory Practice no. 6: proper disposal of agro chemical containers

B. Summary and Recap

Session
Recap of previous two mandatory practices

Duration
10 minutes

Materials required
Copy of one set of Land Documents

Learning Methodology
Question and Answer

What to do
Say this:
Do you remember what we said about land ownership last time? Can anyone tell me?
Can you show me how the land documents should look like? (the trainer must ask the farmers to identify the stamp, registration number etc)
Do you remember what we said about why crop residue should not be burned? Can anyone tell me why?
Why is it especially important for RCI registered farmers to follow these practices?

Tips for trainers
The trainer should use simple and clear language to remind the participants of the first two mandatory practices

Session
Mandatory Practice no. 3: Use of safe agro chemicals

Duration
5 minutes

Materials required
Chart showing banned chemicals (crossed out), empty containers of banned chemicals with big red crosses on them
What to do

The trainer asks these questions:
“How many of you use chemical fertilizers and pesticides?
Do you know that there are some chemicals banned by the government?
Do you know why they are banned?
Can you tell me which ones?”

The trainer then points out to the empty containers of banned chemicals OR the chart on which they are drawn, with a big red cross over them
“Can you repeat after me the names of these banned chemicals?”
She asks them to repeat it three to four times
“What will you do if the shop in the village is selling these chemicals? (NOT buy them)’
What will you do if you have these chemicals at home left over from previous years?”
(Dispose them: The trainer must mention here that there is a proper way to dispose them, that they will be learning in a little while from now)

Tips for trainers

The trainer explains that the government has banned certain chemicals because they are considered unsafe for humans.
If used, they can cause skin, eye and respiratory problems, and even death in extreme cases
The trainer can have with her a list of the chemicals that are ALLOWED, in case someone from the audience asks which ones are not banned and safe to use

Session

Mandatory Practice no. 4: Safety precautions while using chemicals

Duration

45 minutes

Materials required

Chart showing safety precautions while using chemical spray, safety gear (gloves, mask, goggles, apron), spray tank with nozzle and pipe, bucket of water, soap, and clean towel/cloth to wipe hands with

Learning Methodology

Demonstration
What to do

Say this:

“How many of you have used this tank to spray chemicals?”

“Have you ever had any problem during spraying, or after spraying?”

“Why do you think you faced these problems?”

“Can anyone show me how to protect oneself from chemicals while spraying?”

Trainer asks for a volunteer, and clothes her or him with all the safety clothing (apron, gloves, mask and goggles)

“How can you hold the spray tank and show me how you will spray?”

The trainer asks all participants to try out the safety clothing turn by turn

“Why is there a mask?”

“Why are there gloves?”

Once everyone has had their turn at trying out the safety gear, the trainer asks them to pretend to spray a field

“Why should you consult the VRP before deciding to spray chemical in your field?”

“In which direction should you spray the chemical? Why?”

“Why should you check the hose and pipe before spraying?”

“Why should you wash your hands thoroughly after spraying?”

“What is the correct technique of washing hands properly?”

The trainer then demonstrates the 8 steps of hand washing from the hand washing poster

The trainer displays the chart showing safety precautions while spraying chemicals, and asks the participants to identify the action shown in the pictures

Tips for trainers

The trainer can share stories of farmers experiencing body rash, nausea, breathing difficulty, fainting and hospitalization at this point

The trainer must share with the participants that chemical spraying for pesticides must be done ONLY WHEN NECESSARY. The VRP can help them decide by calculating how many pests per square meter are present on the crop.

The trainer can mention here that the VRP can also share with them other techniques of getting rid of pests
Session
Mandatory Practice no. 5: Women and children not engaged in chemical spraying

Duration
15 minutes

Learning Methodology
Role play

What to do
The trainer asks a woman volunteer to come up to her (in case there is no woman in the group, or women do not feel comfortable coming up, the trainer can ask a male farmer to pretend he is a woman)

“Can you show us what work do you do at home?”

(The volunteer pretends to cook, clean, feed children, wash clothes, etc.)

“Do you think a man should spray chemicals in the field or you?”

“Why?”

The trainer mentions the following points:

weight of the spray tank, the fact that women might be pregnant at the time of spraying, that since they cook, clean and feed their children, there are more chances of them transferring harmful chemicals to them, etc.

“Why should children not be allowed to spray chemicals?”

Tips for trainers
The trainer must generate a conversation about women being more susceptible to fumes of chemicals, and their role at home as caregivers making them unsuitable for the act of spraying harmful chemicals

The trainer generates conversation about how harmful chemicals can stunt growth of children, and even poison them causing death

Session
Mandatory Practice no. 6: Proper disposal of agro chemical container

Duration
10 minutes

Materials required
Chart showing proper disposal of agro chemical, shovel

Learning Methodology
Demonstration
What to do
The trainer asks:

“How many of you have empty chemical containers at home?”

“What do you do with them?”

The trainer then asks several participants what they do with the empty containers

“Do you know that you or someone in your family can fall severely ill, and even die, because of storing things in these containers?”

“What should one do with empty chemical containers?”

The trainer then demonstrates the proper way to dispose of the containers from the chart

Tips for trainers
The trainer must stress on the fact that people can die because of using chemical containers, to begin the process of change in behaviour of participants immediately

Session
Summary and recap

Duration
15 minutes

Learning Methodology
Whole Group

What to do
The trainer now asks the participants what they have learnt that day

(The recap of Day 1 should also be done)

At the end, the trainer shares that these compulsory RCI practices will benefit them and their crops if followed properly

Tips for trainers
The trainer must ask as many participants as possible to ensure that all have understood the mandatory practice

The trainer must thank everyone for coming and remind them to return on Day 3 to learn the other compulsory rules as a registered RCI farmer
C. Steps of Hand Washing

1. Wash your palms
2. Scrub each finger and between fingers
3. Rub back of hands and between fingers
4. Rub the base of the thumbs
5. Back of Fingers
6. Scrub your nails on palms
7. Wash your wrist
8. Dry hands with clean towel
Mandatory Environmental Practices

A. Day 3 - Keeping Records

Before training:

Background Reading: Responsible Environmental Practices

Important: Although there is only one new session for this day, the time should be used to revise all previous sessions under this topic. Therefore all material used on previous days must be carried on this day as well

Day 3

Learning objectives:
The participants will be able to enumerate
- The mandatory responsible environmental practices concerning keeping records of fossil fuels
- All previously learnt mandatory practices under this topic

Duration:
1 hour

Materials required:
- Farmer’s Field Book showing record of usage of fossil fuel
- All other material used on previous days

Session Plan:
a. Recap of previous sessions on mandatory responsible environmental practices
b. Mandatory Practice no. 7: Keeping records of fossil fuels used
B. Summary

**Session**
Recap

**Duration**
40 minutes

**Materials required**
As on previous days

**Learning Methodology**
As on previous days

<table>
<thead>
<tr>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pls refer to Day 1 and Day 2</td>
</tr>
</tbody>
</table>

**Session**
Mandatory Practice no. 7: Keeping records of fossil fuels used

**Duration**
10 minutes

**Materials required**
Farmer’s Field Book

**Learning Methodology**
Question and answer

<table>
<thead>
<tr>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>The trainer asks:</td>
</tr>
<tr>
<td>“How much money did you spend this month on food?”</td>
</tr>
<tr>
<td>“How can you tell this?”</td>
</tr>
<tr>
<td>(By remembering)</td>
</tr>
<tr>
<td>“How much did you spend last month?”</td>
</tr>
<tr>
<td>“How much did you spend the month before that?”</td>
</tr>
<tr>
<td>“How much did you spend this month last year?”</td>
</tr>
<tr>
<td>“If you start writing down your expenditure on food every month, how will it help you?”</td>
</tr>
<tr>
<td>“Will you be able to see how much of your earnings are spent on food, and plan other expenses?”</td>
</tr>
<tr>
<td>“Suppose you want to buy seeds in the month of October, and you know that you spend Rs. 500 on food per month, then you know how much more money you need for seeds.”</td>
</tr>
</tbody>
</table>
What to do
Is it useful to keep records of important things?
The trainer then explains:
“Diesel or kerosene fumes pollute the atmosphere
They are also harmful for human beings to inhale
They are also harmful for the crops
Therefore, if farmers keep a record in the form provided or in their Farmer’s Field Book to see how much of fuel they are using, then they can control the pollution”

Tips for trainers
The trainer must use the example of writing down monthly expenses in many ways to explain the act of record keeping of usage of fossil fuel.

Session
Summary
Duration
10 minutes

What to do
The trainer summarizes all mandatory Responsible environmental practices, reminding the farmers that they are responsible for their environment. As it nurtures them, so must they nurture it
Optional Environmental Practices

A. Day 4 - Use of homemade pesticides and biopesticides and Use of compost using crop residues

Before training:
Read preceding chapter “Responsible Environmental Practices”, and Mulching and Compost

These sessions are in continuation after the Mandatory Responsible Environmental Practices Day 4: Use of homemade pesticides and biopesticides, Use of compost using crop residues
Day 5: Minimum tillage practices, Chemical use only after ETL of pest population, Soil Testing

Each day’s sessions should be taken on a single day. The remaining sessions should be taken on consecutive days. If that is not possible, then there should not be a gap of more than one day in between sessions

The day wise order of the sessions should remain as is written in these lesson plans
Timing: If the sessions are timed to coincide with corresponding activities, e.g. field preparation, chemical spray of pesticides, etc., they will have a better impact on the participants

Day 4

Learning objectives:
The participants will be able to enumerate the optional responsible environmental practices concerning
- Use of homemade pesticides and biopesticide, and
- Use of compost using crop residues

Duration:
2 hours

Materials required:
Leaves of pumpkin, dhatura, besharma and acauga, some water; hay, rice husk, wheat husk, weeds, etc.; videos (optional) access to a nearby field with small size crops

Session Plan
a. Introduction to “Optional Best Practices”
b. Optional Practice no. 1: Use of homemade pesticides and biopesticide
c. Optional Practice no. 2: Use of compost using crop residue
## B. Summary and Recap

### Session

**Introduction: Optional Responsible Environment Practices**

### Duration

10 minutes

### Learning Methodology

**Question and answer**

### What to do

The trainer asks:

“How much fertilizer did you use this season for your crops?”

“How much did you use two seasons ago?”

“How long do you think you can continue to spend increasing amounts on chemicals every year?”

“How would you feel if you learnt that your expense of growing crops could be reduced?”

“Although these practices are not compulsory under the RCI program, they are beneficial for the environment and cost almost nothing”

“In the long run, your land will also grow healthy and the quality of the produce will improve”

### Tips for trainers

The trainer must not provide any answers but allow the participants to come up with answers

### Session

**Optional Practice no. 1: Use of homemade pesticides, bio pesticide and manure**

### Duration

45 minutes

### Materials required

Leaves of neem, pumpkin, dhatura, besharma and acauga, some water

### Learning Methodology

Demonstration or video (optional)
**What to do**

The trainer asks:

“How much money did you spend on pesticides this season/last season?”

“What if I told you that you could save almost the entire money you spent?”

“Let me tell you what a farmer like you had to say before he used homemade pesticides, Ramashankar Pandey from Jasguwan village of Bijawar block in Chhattarpur district:

“The cost of pesticides was a big drain on our finances. Even worse, our cattle would sometimes eat the medicated crop and fall ill or die.

Then the ASA team showed us how to make the five leaf mixture by mixing leaves of neem, pumpkin, dhatura, besharma and acauga in some water, leaving them to rot for about 8 to 10 days. One litre of this mixture is sufficient for one or two sprays, causing us no harm while spraying, and not costing us a single naya paisa.”

The trainer then demonstrates how to make the bio pesticide mixture

“What are the advantages of using this mixture for

- Animals?
- Insects?
- Plants?
- Human beings?”

Would you like to know how to make a homemade pesticide?

In case there is time, the trainer can share how to make the homemade pesticide of rotted buttermilk, cow’s urine manure, etc.

How much money do you think you will save with this method?

How will these methods improve our environment?

---

**Tips for trainers**

The trainer explains how the mixture does not harm animals or insects but simply repels them.

Since it is natural, it is not harmful for human beings also.

Plants do not carry a coating of harmful chemicals as well.

The trainer encourages a discussion on how the environment gets healthier by using natural mixtures.

---

**Session**

Optional Practice no. 1: Use of compost using crop residues

**Duration**

30 minutes

**Materials required**

Hay, rice husk, wheat husk, weeds, etc.

Access to a nearby field with small size crops

**Learning Methodology**

Demonstration
### What to do

The trainer asks all participants to come close and take a look at the items she has in front of her.

- "What are these?"
- "What do you do with them?"
- "Do you know that all these can help your plants grow like how fertilizers help them?"
- "How much money do you spend on fertilizers?"
- "How much do these things shown here cost you?"
- "Do you think using these will help you?"
- "How do you think this helps your plants?"

The trainer explains in simple language how a layer of compost over their plants not only provide it nutrition, but also protect it from extreme cold or hot temperature.

The trainer then demonstrates how to spread the crop residue out as a mulch between plants.

### Tips for trainers

The trainer must emphasize that not only are the compost of crop residues free of cost, they are also safe for the plants as well as the consumers.

### Session

- **Summary and Recap**

### Duration

- **30 minutes**

### Materials required

- Chart Paper, Pen, Pencil

### Learning Methodology

- Group work

### What to do

The trainer divides the participants into groups of three or four.

Then she asks the participants to discuss and write down/draw any **ONE** thing that they have learnt that day, and how it will benefit their environment.

The groups are asked to come forward, hold up their charts and share their thoughts.

The trainer then summarizes the day’s learnings.

### Tips for trainers

The trainer must encourage the participants to think and come up with the one thing that has impressed them the most from that day’s sessions.

The trainer thanks everyone for coming and reminds them to return on Day 5 to learn some other optional practices.
Optional Environmental Practices

A. Day 5 - Minimum tillage practices, Chemical use only after Economic Threshold Limit (ETL) of pest population, Soil testing

Before Training:
Read preceding chapter “Responsible Environmental Practices” Integrated Pest Management
Timing: If the sessions are timed to coincide with corresponding activities, e.g. field preparation, chemical spray of pesticides, etc., they will have a better impact on the participants

Day 4

Learning objectives:
The participants will be able to enumerate the optional responsible environmental practices concerning
- Minimum tillage practices
- Chemical use only after ETL of pest population
- Soil Testing

Duration:

Materials required:

Session Plan
a. Recap of Day 4
b. Optional Practice no. 3: Minimum tillage practices
c. Optional Practice no. 4: Chemical use only after ETL of pest population
d. Optional Practice no. 5: Soil Testing
B. Summary

**Session**
Recap of Day 4

**Duration**
45 minutes

**Materials required**
As on Day 4

**Learning Methodology**
Question and answer, Demonstration

<table>
<thead>
<tr>
<th>What to do</th>
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</thead>
<tbody>
<tr>
<td>As on Day 4</td>
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</tbody>
</table>

**Tips for trainers**
The trainer can take the participants through Day 4’s learnings briefly, by asking them to share what they remember, and by filling in the gaps herself. She may repeat a demonstration if required, or else simply have them repeat the process orally.

**Session**
Optional Practice no. 3: Minimum tillage practices

**Duration**
25 minutes

**Materials required**
Access to a freshly tilled field, if possible

**Learning Methodology**
Demonstration, Question and answer

<table>
<thead>
<tr>
<th>What to do</th>
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</thead>
<tbody>
<tr>
<td>“How many times did you till your land this season?”</td>
</tr>
<tr>
<td>“Why?”</td>
</tr>
<tr>
<td>“Do you think that frequent tilling helps the land become more fertile?”</td>
</tr>
</tbody>
</table>

The trainer pokes some earth in a field that has been freshly ploughed and shows it to the farmers.

<table>
<thead>
<tr>
<th>What to do</th>
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</thead>
<tbody>
<tr>
<td>“Do you know what lies trapped in this soil?”</td>
</tr>
<tr>
<td>“Food for the plants”</td>
</tr>
<tr>
<td>“What is food for the plants?” (Water, Air, Soil, etc.)</td>
</tr>
<tr>
<td>“What will happen if you keep turning this earth upside down frequently?”</td>
</tr>
<tr>
<td>“The water will dry up, the air will escape, and the soil will lose its quality”</td>
</tr>
<tr>
<td>“So, now do you think that frequent tilling should be done?”</td>
</tr>
</tbody>
</table>
### Tips for trainers
The trainer waits for participants to answer instead of providing the answers.

### Session
Optional Practice no. 4: Chemical use only after ETL of pest population

### Duration
20 minutes

### Materials required
Access to a field with pest infested plants (e.g., semi looper on soya bean)

### Learning Methodology
Demonstration

#### What to do
The trainer takes the participants to a field that has pest infested plants and asks:

- "Do you think that chemical pesticides should always be used on plants to protect them from pests?"
- "What happens to the helpful insects that are also present in the field when we spray chemicals?"
- "Can we prevent this from happening?"
- "How do we come to know whether the pests are going to harm the entire crop or not?"
- "Just a few insects cannot be harmful for our entire crop"

**Example:**
For example, in a field of soya bean plants, if there are more than three to four garden beetles or semi loopers per square metre, then the farmer needs to spray his field with chemicals.

### Tips for trainers
The trainer stresses the point that when pesticides are sprayed in fields, they manage to eliminate the pests, but they also kill the helpful insects and organisms.

### Session
Optional Practice no. 5: Soil Testing

### Duration
30 minutes

### Materials required
Bags, Sticks, Videos (optional)

### Learning Methodology
Demonstration
What to do

The trainer asks:
“What do we need to grow healthy and strong?”
“How do we find out whether our body is getting the right nourishment?”
“Have you heard of tests like blood tests, eye tests, sugar tests, etc.?”
“What do these tests tell us about ourselves?”
“How do the results of these tests help us?”
“If we have to find out if a plant is getting proper nourishment, how do we do it?”
“What do you think a plant needs to become healthy and strong?”
“Where does a plant get its nourishment from?” (Soil, Water, Air, etc.)
“One of the ways to do so is to test the soil that the plant is growing in”
“What can a soil test tell us?”
“How do the results of the soil test help the farmer?”
The trainer then demonstrates how to bag soil for testing
She then asks participants to demonstrate how to do it

Tips for trainers

The trainer uses the example of blood tests, sugar tests, etc. to find out if we are healthy or not to explain how soil can be tested to see if the plant will be healthy or not

The trainer can share the following case study:

Ramashankar Pandey from Jasguwan village, Bijawar block, Chhattarpur district:

“Previously, I had never got a soil inspection done. The first time I got it done on the advice of the ASA team, I was told that the soil in my fields was low in sulphur content.

Then, once again, on the ASA team’s advice, I added 13 bags (of 50 kg each) of single super phosphate. The yield that I got after this activity was almost 7 quintals per acre, 5 quintals per acre more than earlier. I sold each lot for Rs. 2000 per quintal!”

Session
Summary

Duration
20 minutes

What to do

The trainer, with the help of the participants, summarizes all the learnings of the Days 4 and 5

Tips for trainers

The trainer must state that although these techniques were optional, they would help the farmer save money and help preserve his land

The trainer thanks everyone for coming and reminds them to remember the optional practices learnt
Responsible Social Practices for Crop Production - Lesson Plan

Mandatory Social Practices

A. Day 1 - Proper land document, No Child Labor, Equal Wages for Equal Work, No use of Bonded Labor, Record of Labor Days

Before Training:
Read preceding chapter “Responsible Social Practices.”

The sessions are spread out over two days:

Day 1: Proper land document, No Child Labor, Equal Wages for Equal Work, No use of Bonded Labor, Record of Labor Days

Day 2: Written agreement between Labor and Land Owner, Labor working hours

Each day’s sessions should be taken on a single day. There are no breaks mentioned. A small break can be taken after each session, if required

There can be a gap of two or three days in between. However, the intervening days should be devoted to demonstrations and revisions of the sessions already taken

The day wise order of the sessions should remain as is written in these lesson plans.

Timing: Many Responsible Social Practices are in direct conflict with the prevalent thinking in many societies. It is best if these sessions are taken during times of relaxation

Care must be taken not to let discussions and debates turn into arguments
Day 1

Learning objectives:
The participants will be able to enumerate the mandatory responsible social practices concerning:

- Proper land document
- No Child Labor
- Equal Wage for equal work
- No use of Bonded Labor
- Record of labor days

Duration:
2 hours

Materials required:
Copy of set of Land documents, Story of two farmers, Part 1 and 2, Story Card, Chart on International Labor Organization Standards for Child Labor (this can be made by the trainer from information given in the Chapter Responsible Social Practices)

Session Plan:
- Introduction to Responsible Social Practices
- Mandatory Practice no. 1: Proper land document
- Mandatory Practice no. 2: No Child Labor
- Mandatory Practice no. 3: Equal Wage for equal work
- Mandatory Practice no. 4: No use of Bonded Labor
- Mandatory Practice no. 5: Record of labor days

B. Summary

Session
Introduction to Responsible Social Practices

Duration
30 minutes

Materials required
Chart Paper, Pen/Pencil

Learning Methodology
Role play

What to do
The trainer invites all the participants to make a circle around her

Role Play 1:
She invites two participants to come forward and assume the following roles:
1. Father of a girl
2. Prospective father in law of the same girl

She asks the rest of the participants to become villagers

The situation is like this: The father-in-law of the girl is demanding dowry from her father. The father is poor and cannot afford to give it
What to do

The role play: The father of the girl and the villagers have to convince the father in law not to take dowry as it is not a good social practice

The trainer gives the two participants 5 minutes to discuss their roles, and she gives 10 minutes for the role play

After the role play, she asks the following questions:

“Do you think the father-in-law was right to demand dowry for his son?”

“Do you think the father should have paid the dowry?”

“Why is the payment of dowry considered wrong?”

The trainer notes down the answers on a chart paper

Role Play 2:

The trainer asks two more participants to come forward and assume the following roles:

1. A Farmer
2. A Laborer

The rest of the participants are supposed to carefully observe the conversation between the two

The situation is like this: The farmer has to get his entire field cleaned and weeded. He wants it done in one day. The laborer says he cannot as he will have to miss his meals and work for 10 hours a day in order to do so

The Role Play: The Farmer insists that the laborer finish the work in one day, while the laborer pleads that he is poor, so he has to work, but cannot finish the entire work in one day

After the role play, the trainer asks:

“Does this happen at times in your village too?”

“Do you think the laborer was making excuses?”

“Do you think he deserves a rest?”

The trainer writes down the answers on the chart paper.

Then she shares that although some people may disagree with some things that she is going to tell them today, in the years to come, it will benefit their whole community

The responsibility of having a healthy and progressive society lies on its members

Then the trainer explains that the RCI program not only includes responsible environmental practices, but also socially responsible practices

Today, they will learn about the compulsory socially responsible practices under the RCI program

Tips for trainers

The trainer must encourage participants to either take part (in Role Play1), or to observe carefully (in Role Play 2)
**Session**
Mandatory Practice no. 1: Proper land document

**Duration**
15 minutes

**Materials required**
Copy of any one set of Land Documents

**Learning Methodology**
Demonstration

<table>
<thead>
<tr>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>The trainer asks,</td>
</tr>
<tr>
<td>“Does anyone have a set of land documents?”</td>
</tr>
<tr>
<td>“Do you know what they look like?”</td>
</tr>
<tr>
<td>She then passes around the set of Land documents that she has.</td>
</tr>
<tr>
<td>“Notice the stamp and the registration number.”</td>
</tr>
<tr>
<td>“Why does each farmer need to have land documents?”</td>
</tr>
<tr>
<td>Following the laws of the land is a socially responsible practice</td>
</tr>
</tbody>
</table>

**Tips for trainers**
The trainer explains that the land documents should include any or all of the following:

Ownership document / Rental agreement (formal and informal) / Court or Panchayat order of the land under cultivation

Along with this, the cultivator must be aware of existing National, State and local laws related to land, revenue and forest.

**Session**
Mandatory Practice no. 2: No child labor

**Duration**
20 minutes

**Materials required**
Story card, story of two farmers Part 1 and 2, Chart on International Labor Organization Standards for Child Labor

**Learning Methodology**
Narration
**What to do**

The trainer reminds them of the story of two farmers, Ram Prasad and Hari Prasad, and asks them the following questions:

“Did Ram Prasad’s children go to school?”

“Why not?”

“Hari Prasad, the son of Ram Prasad had studied up to the 5th standard. Why did he not study after that?”

“Do you think his life would have been different if he had?”

“Why should children not work for more than a certain number of hours per day?”

The trainer then asks the group to imagine the time when they were children.

“What would you have rather done? Worked in the fields or gone to school?

The trainer then asks each participant to share:

“How would life have changed for you if you had gone to school?”

“What does the law say about child labor?”

The trainer shares the information on the chart on the age wise International Labor Standards.

---

**Tips for trainers**

The trainer should direct the discussions to a point where the participants realize how their children would lead the same life as them, and miss out on their childhood like they did, if made to work for extra hours.

---

**Session**

Mandatory Practice no. 3: Equal wage for equal work

**Duration**

15 minutes

**Learning Methodology**

Case study
What to do

The trainer reads out an imagined case study of Savita, a mother of three children:

“Savita, a village woman in Madhya Pradesh, gets Rs. 120 for a day’s work, whereas men in her village get paid Rs. 150 for the same amount of work. Earlier, she was given jobs like weeding, handling and plucking fruits. However, in recent years, the number of men working on farms has come down. So, employers ask her and other women like her to do all work that men used to do, such as spraying pesticides, handling sprinklers and digging.”

The trainer asks:

“Do you think Savita is doing less or equal work than men?”

“Is the pay she is getting justified?”

“Should she get paid more? Why?”

“Should she get paid less? Why?”

The trainer initiates a discussion on the topic using several examples:

“Why can’t wages be fixed as per task, and not as per who does it?”

“Do you pay women less or more than men for the same work on your farm?”

“Why?”

The trainer shares that since the law states that equal wages for equal work have to be paid, the RCI program also has this as a compulsory social practice.

Tips for trainers

The aim of this exercise is to make participants realize that the task should dictate the wages, and not who does it.

Session

Mandatory Practice no. 4: No use of Bonded Labor

Duration

5 minutes

What to do

The trainer shares that the law of the country does not allow people to keep anyone as a bonded labor, and it is a crime.

Session

Mandatory Practice no. 5: Record of labor days

Duration

10 minutes

Materials required

Form for Recording number of days
What to do

Since record keeping is encouraged as a way of documentation, Farmers are encouraged to record the number of labor days

“Under the RCI program, you will find that the number of labor days has reduced, thereby reducing your financial input”

“Therefore it is necessary to keep a record of labor days, as per the form provided to you”

The trainer then explains how to fill the form

<table>
<thead>
<tr>
<th>Session</th>
<th>Recap and Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

What to do

The trainer asks the participants to recap all the main points of the sessions, and fills in the gaps where they forget

The trainer thanks everyone for coming and reminds them to remember the optional practices learnt
Optional Social Practices

A. Day 2 - Written agreement between Labor and Land Owner, Labor working hours

Before Training:
Read preceding chapter “Responsible Social Practices”

Day 1

Learning objectives:
The participants will be able to enumerate the optional responsible social practices concerning:
- Written agreement between Labor and Land Owner
- Labor working hours

Duration:
5 minutes

Materials required:

Session Plan:
- Recap of Mandatory Responsible Social Practices
- Optional Responsible Social Practice no. 1: Written agreement between Labor and Land Owner
- Optional Responsible Social Practice no. 2: Labor working hours
# B. Summary

**Session**
- Recap

**Duration**
- 30 minutes

**Materials required**
- As on Day 1

**Learning Methodology**
- As on Day 1

**What to do**
- The trainer briefly recaps the learnings of the previous session

**Session**
- Optional Responsible Social Practice no. 1: Written agreement between labor and land owner

**Duration**
- 15 minutes

**Materials required**
- Sample of a written agreement between labor and land owner

**Learning Methodology**
- Demonstration

**What to do**
- The trainer circulates the sample document, and reads out and explains each and every line
- The RCI program is a systematic program favouring appropriate and legal documentation
- The practice of having everything in writing will benefit both employer and employee

**Session**
- Optional Responsible Social Practice no. 2: Labor working hours

**Duration**
- 5 minutes

**Learning Methodology**
- Lecture
What to do

The trainer divides the participants in groups of four or five and asks them to brainstorm on the following questions:

“How many hours can a grown person work productively?”
“What are the consequences of overworking the labor?”
“What are the disadvantages for the employer if he overworks the labor?”
“What are the benefits of sticking to proper working hours for labor?”
“What liabilities will the employer face for overworking the labor?”

The trainer explains that the law of the country should not be broken as far as the number of working hours are concerned.

Also, the health of the work force could suffer if overworked, which could be a liability for the employer.

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<th>Session</th>
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<tbody>
<tr>
<td>Duration</td>
<td>5 minutes</td>
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</table>

What to do

The trainer summarizes the main points of Day One and Two of Responsible Social Practices.

The trainer thanks everyone for coming and reminds them to remember the optional practices learnt.