

## Qualification Pack

# Carbon Farming Practitioner

QP Code: AGR/Q6112

Version: 1.0

NSQF Level: 4.5

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## Qualification Pack

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## Qualification Pack

### AGR/Q6112: Carbon Farming Practitioner

#### Brief Job Description

The individual is responsible for adopting a whole farm approach to enhance the storage of carbon into soil/trees and or reduce CO<sub>2</sub> and other greenhouse gas emissions using various land, water and crop management practices.

#### Personal Attributes

The individual should have problem-solving and coordination skills. The person should have basic verbal and written communication skills.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [AGR/N6146: Ascertain the effects of climate change as a factor in farm/land management](#)
2. [AGR/N6147: Analyse opportunities and risks in undertaking carbon farming](#)
3. [AGR/N6148: Increase Carbon sequestration using vegetation and/or agricultural methods](#)
4. [AGR/N6149: Enhance soil organic carbon using land management and crop residue management practices](#)
5. [AGR/N6150: Comply with measuring and regulatory/audit requirements of carbon farming methods](#)
6. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Forestry, Environment and Renewable Energy Management
<b>Occupation</b>	Agro-Forestry Management
<b>Country</b>	India
<b>NSQF Level</b>	4.5
<b>Credits</b>	16

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<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/6111
<b>Minimum Educational Qualification &amp; Experience</b>	Completed 1st year of UG (UG Certificate) ( or equivalent) OR Completed 1st year of diploma (after 12th) OR Completed 3 year diploma after 10th OR 12th grade Pass OR 10th grade pass OR Previous relevant Qualification of NSQF Level (4)
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	NA Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	30/04/2027
<b>NSQC Approval Date</b>	30/04/2024
<b>Version</b>	1.0
<b>Reference code on NQR</b>	QG-4.5-AG-02424-2024-V1-ASCI
<b>NQR Version</b>	1

## Qualification Pack

### AGR/N6146: Ascertain the effects of climate change as a factor in farm/land management

#### Description

This OS unit is about identifying the effects of climate change as a factor in farm/land management.

#### Scope

The scope covers the following :

- Identify the climate system and climate change as they relate to agriculture and farm/ land management
- Identify the roles of vegetation, crops, animals, various abiotic factors and their management practices in greenhouse gas production
- Identify and contribute to farm/land management practices that reduce greenhouse gas emissions

#### Elements and Performance Criteria

##### *Identify the climate system and climate change as they relate to farm management*

To be competent, the user/individual on the job must be able to:

- PC1.** Identify the components of the climate system
- PC2.** Identify the role of the main greenhouse gases in the climate change
- PC3.** Identify and describe the natural factors/processes that contribute to climate change
- PC4.** Identify and describe human induced factors/processes that lead to climate change
- PC5.** Identify the potential impacts of climate change on local natural and agricultural environments
- PC6.** identify different agroclimatic zones and related crop types

##### *Identify the roles of vegetation, crops, animals, soil, water, and their management practices in greenhouse gas production*

To be competent, the user/individual on the job must be able to:

- PC7.** comprehend the role of land, water, vegetation, crops, and animal management in greenhouse gas emission reduction
- PC8.** Identify the forms of carbon in the carbon cycle, how they inter-change and where they are stored
- PC9.** Identify carbon cycle processes in relation to own work area
- PC10.** Research the role of vegetation, soil carbon and farming practices in the mitigation of carbon dioxide levels in the atmosphere

##### *Identify and contribute to Farm/land management practices that reduce greenhouse gas emissions*

To be competent, the user/individual on the job must be able to:

- PC11.** Identify Farm/land management practices to reduce methane emissions
- PC12.** Identify Farm/land management practices to reduce nitrous oxide emissions
- PC13.** Identify Farm/land management practices to reduce carbon dioxide emissions
- PC14.** Develop a package of practices based on agro-climatic zone where the farm is located

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### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the climate system
- KU2.** the main greenhouse gases and their role in the climate system
- KU3.** climate change both natural and human-induced
- KU4.** factors that contribute to human-induced climate change
- KU5.** Adverse effects of climate change on the biotic systems
- KU6.** different agroclimatic zones and related crop types
- KU7.**
  - common land and agricultural management practices that reduce greenhouse gas emissions, including:
    - • vegetation methods: including regenerating native forests, agro forestry, protecting native forests by reducing land clearing, and planting trees to grow carbon stocks
    - • prevent crop residue burning: to avoid harmful, high-temperature fires and release of Co2
    - • agricultural practices: including building soil carbon through changed farming practices such as crop stubble retention, crop rotation, no till cropping, mulching, improved water and fertilizer management, use of organic fertilisers, composting and use of soil conditioners including biochar
    - • other agricultural practices: including protecting vegetation from livestock grazing, reducing emissions from cattle, manure management, controlled grazing practices, or other industry-specific practices
- KU8.** environmental benefits of changed land management practices, including improved biodiversity above and below ground, improved air, water and soil quality, reduced greenhouse gas emissions, improved movement of water across landscape, increased resilience to drought, and increased land versatility
- KU9.** Concepts of Natural Farming, Regenerative Agriculture, Conservation Agriculture, Organic Agriculture and various other forms of Natural Farming/ Prakrutik Kheti
- KU10.** social benefits of changed land management practices, including potential for increased social capital, and increased resilience to drought and other natural disasters
- KU11.** economic benefits of changed land management practices, including potential for diversified income streams and potential increased farm productivity

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** make work-related notes
- GS2.** read the relevant literature to get the latest updates and information about new technologies
- GS3.** communicate professionally with clients and co-workers as per the business code of conduct
- GS4.** listen attentively to understand the information/ instructions being given by the speaker
- GS5.** plan and schedule tasks to ensure timely completion
- GS6.** identify possible disruptions to work and take preventive measures
- GS7.** apply domain knowledge and experience to suggest appropriate solutions to customers
- GS8.** take quick decisions in case of any emergencies/ accidents

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify the climate system and climate change as they relate to farm management</i>	5	2	-	5
<b>PC1.</b> Identify the components of the climate system	-	-	-	-
<b>PC2.</b> Identify the role of the main greenhouse gases in the climate change	-	-	-	-
<b>PC3.</b> Identify and describe the natural factors/processes that contribute to climate change	-	-	-	-
<b>PC4.</b> Identify and describe human induced factors/processes that lead to climate change	-	-	-	-
<b>PC5.</b> Identify the potential impacts of climate change on local natural and agricultural environments	-	-	-	-
<b>PC6.</b> identify different agroclimatic zones and related crop types	-	-	-	-
<i>Identify the roles of vegetation, crops, animals, soil, water, and their management practices in greenhouse gas production</i>	8	5	-	5
<b>PC7.</b> comprehend the role of land, water, vegetation, crops, and animal management in greenhouse gas emission reduction	-	-	-	-
<b>PC8.</b> Identify the forms of carbon in the carbon cycle, how they inter-change and where they are stored	-	-	-	-
<b>PC9.</b> Identify carbon cycle processes in relation to own work area	-	-	-	-
<b>PC10.</b> Research the role of vegetation, soil carbon and farming practices in the mitigation of carbon dioxide levels in the atmosphere	-	-	-	-
<i>Identify and contribute to Farm/land management practices that reduce greenhouse gas emissions</i>	7	8	-	5

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> Identify Farm/land management practices to reduce methane emissions	-	-	-	-
<b>PC12.</b> Identify Farm/land management practices to reduce nitrous oxide emissions	-	-	-	-
<b>PC13.</b> Identify Farm/land management practices to reduce carbon dioxide emissions	-	-	-	-
<b>PC14.</b> Develop a package of practices based on agro-climatic zone where the farm is located	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>15</b>	<b>-</b>	<b>15</b>



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	AGR/N6146
<b>NOS Name</b>	Ascertain the effects of climate change as a factor in farm/land management
<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Forestry, Environment and Renewable Energy Management
<b>Occupation</b>	Agro-Forestry Management
<b>NSQF Level</b>	4.5
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/04/2024
<b>Next Review Date</b>	30/04/2027
<b>NSQC Clearance Date</b>	30/04/2024

## Qualification Pack

### AGR/N6147: Analyse opportunities and risks in undertaking carbon farming

#### Description

This OS unit is about understanding carbon trading and identifying opportunities and risks in undertaking carbon farming.

#### Scope

The scope covers the following :

- • Comprehend the concept of Carbon Trading
- • Identify carbon farming opportunities
- • Consider feasibility of undertaking carbon farming
- • Analyse overall benefits and risks associated with carbon farming

#### Elements and Performance Criteria

##### *Comprehend the concept of carbon trading*

To be competent, the user/individual on the job must be able to:

- PC1.** explain what emissions trading is
- PC2.** describe concepts of cap-and-trade and carbon offsetting
- PC3.** Describe the concept of carbon credit- Verified Emission Reductions (VER) and Certified Emission Reduction (CER)
- PC4.** explain the structures, mechanisms and institutions that facilitate carbon trading
- PC5.** Discuss the Kyoto Protocol, Paris Agreement and Article 6 of the Paris Agreement
- PC6.** Discuss India's Nationally Determined Contribution (NDC) commitment to the United Nations Framework Convention on Climate Change (UNFCCC)
- PC7.** discuss India's evolving cap-and-trade system and the Green Credits Scheme

##### *Identify carbon farming opportunities*

To be competent, the user/individual on the job must be able to:

- PC8.** Investigate markets / Project Developers that offer carbon credits for carbon farming projects
- PC9.** analyse the carbon value chain
- PC10.** investigate the approved practices/technologies which qualify for carbon farming and applicable regions
- PC11.** Consider the suitability of land type, land use, local climate and resource availability and investment
- PC12.** Register with the concerned Project Developer/administrative agency

##### *Consider feasibility of undertaking carbon farming*

To be competent, the user/individual on the job must be able to:

- PC13.** identify the processes to measure and document the existing carbon as baseline for change
- PC14.** Roughly estimate anticipated carbon abatement through the proposed/recommended carbon farming practices

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- PC15.** Consider technological systems required to practice/monitor carbon farming and collect, collate and record relevant data
- PC16.** Identify the management and technical skills required to undertake carbon farming
- PC17.** Assess the requirement to contract/contact suitably qualified or experienced personnel
- PC18.** Consider services that may be offered by carbon project developers, agents, aggregators and advisors
- PC19.** Identify and understand the strategy to measure or audit carbon and record results

### *Analyse overall benefits and risks associated with carbon farming*

To be competent, the user/individual on the job must be able to:

- PC20.** Analyse direct benefits and ancillary benefits of undertaking carbon farming for farmers, community, or project partners at ground level
- PC21.** Analyse risks associated with the implementation of carbon farming to the farmers and project developers
- PC22.** Estimate total costs of project and compare with the baseline costs
- PC23.** Estimate the net revenue Farmers would be receiving from Carbon Farming
- PC24.** Carry out cost-benefit analysis of undertaking carbon farming

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** India's commitment to global emissions reduction targets
- KU2.** Carbon trading, Emissions Trading System (ETS) and offset schemes
- KU3.** Types of carbon market for carbon credits/Carbon offsets and how they work
- KU4.** Types of Carbon Registries and their features, methodologies regarding carbon farming, and measurements of co-benefits from carbon farming
- KU5.** Clean Development Mechanism (CDM)/ Sustainable Development Mechanism which is developing under Article 6 of the Paris Agreement to replace CDM
- KU6.** India's Carbon Credit Trading Scheme, 2023 and Green Credits Programme
- KU7.** Carbon value chain
- KU8.** the practices or technologies which qualify for carbon farming
- KU9.** Carbon farming methods to store carbon or avoid emissions from agriculture, forestry and other land uses (AFOLU)
- KU10.** know-how of the technologies to measure soil organic carbon
- KU11.** implementation costs of a land-based carbon farming project method, including equipment, technology, preparation of land, service providers such as soil testing services, legal advice, engineering services, carbon advisor or agent
- KU12.** key questions to ask a carbon farming advisor or agent
- KU13.** economic value of carbon credits and the overall budget of a carbon farming project

## Generic Skills (GS)

User/individual on the job needs to know how to:

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- GS1.** make work-related notes
- GS2.** read the relevant literature to get the latest updates and information about new technologies
- GS3.** communicate professionally with clients and co-workers as per the business code of conduct
- GS4.** listen attentively to understand the information/ instructions being given by the speaker
- GS5.** plan and schedule tasks to ensure timely completion
- GS6.** identify possible disruptions to work and take preventive measures
- GS7.** apply domain knowledge and experience to suggest appropriate solutions to customers
- GS8.** take quick decisions in case of any emergencies/ accidents

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Comprehend the concept of carbon trading</i>	<b>4</b>	-	-	<b>4</b>
<b>PC1.</b> explain what emissions trading is	-	-	-	-
<b>PC2.</b> describe concepts of cap-and-trade and carbon offsetting	-	-	-	-
<b>PC3.</b> Describe the concept of carbon credit- Verified Emission Reductions (VER) and Certified Emission Reduction (CER)	-	-	-	-
<b>PC4.</b> explain the structures, mechanisms and institutions that facilitate carbon trading	-	-	-	-
<b>PC5.</b> Discuss the Kyoto Protocol, Paris Agreement and Article 6 of the Paris Agreement	-	-	-	-
<b>PC6.</b> Discuss India's Nationally Determined Contribution (NDC) commitment to the United Nations Framework Convention on Climate Change (UNFCCC)	-	-	-	-
<b>PC7.</b> discuss India's evolving cap-and-trade system and the Green Credits Scheme	-	-	-	-
<i>Identify carbon farming opportunities</i>	<b>5</b>	<b>4</b>	-	<b>5</b>
<b>PC8.</b> Investigate markets / Project Developers that offer carbon credits for carbon farming projects	-	-	-	-
<b>PC9.</b> analyse the carbon value chain	-	-	-	-
<b>PC10.</b> investigate the approved practices/technologies which qualify for carbon farming and applicable regions	-	-	-	-
<b>PC11.</b> Consider the suitability of land type, land use, local climate and resource availability and investment	-	-	-	-
<b>PC12.</b> Register with the concerned Project Developer/administrative agency	-	-	-	-
<i>Consider feasibility of undertaking carbon farming</i>	<b>6</b>	<b>6</b>	-	<b>4</b>

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> identify the processes to measure and document the existing carbon as baseline for change	-	-	-	-
<b>PC14.</b> Roughly estimate anticipated carbon abatement through the proposed/recommended carbon farming practices	-	-	-	-
<b>PC15.</b> Consider technological systems required to practice/monitor carbon farming and collect, collate and record relevant data	-	-	-	-
<b>PC16.</b> Identify the management and technical skills required to undertake carbon farming	-	-	-	-
<b>PC17.</b> Assess the requirement to contract/contact suitably qualified or experienced personnel	-	-	-	-
<b>PC18.</b> Consider services that may be offered by carbon project developers, agents, aggregators and advisors	-	-	-	-
<b>PC19.</b> Identify and understand the strategy to measure or audit carbon and record results	-	-	-	-
<i>Analyse overall benefits and risks associated with carbon farming</i>	<b>5</b>	<b>5</b>	-	<b>2</b>
<b>PC20.</b> Analyse direct benefits and ancillary benefits of undertaking carbon farming for farmers, community, or project partners at ground level	-	-	-	-
<b>PC21.</b> Analyse risks associated with the implementation of carbon farming to the farmers and project developers	-	-	-	-
<b>PC22.</b> Estimate total costs of project and compare with the baseline costs	-	-	-	-
<b>PC23.</b> Estimate the net revenue Farmers would be receiving from Carbon Farming	-	-	-	-
<b>PC24.</b> Carry out cost-benefit analysis of undertaking carbon farming	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>15</b>	-	<b>15</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	AGR/N6147
<b>NOS Name</b>	Analyse opportunities and risks in undertaking carbon farming
<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Forestry, Environment and Renewable Energy Management
<b>Occupation</b>	Agro-Forestry Management
<b>NSQF Level</b>	4.5
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/04/2024
<b>Next Review Date</b>	30/04/2027
<b>NSQC Clearance Date</b>	30/04/2024

## Qualification Pack

### AGR/N6148: Increase Carbon sequestration using vegetation and/or agricultural methods

#### Description

This OS unit is about increasing carbon sequestration or removing GHG emissions from the atmosphere by using vegetation and/or agricultural methods

#### Scope

The scope covers the following :

- Identify benefits of increasing Carbon sequestration and reducing Greenhouse Gases from the atmosphere
- Plan for undertaking carbon farming
- Undertake and monitor carbon farming

#### Elements and Performance Criteria

##### *Identify benefits of increasing carbon sequestration and reducing Green House Gases from the atmosphere*

To be competent, the user/individual on the job must be able to:

- PC1.** Analyse the benefits of increasing atmospheric carbon sequestration and reducing Green House Gas emissions
- PC2.** Identify land management practices to increase carbon sequestration or reduce greenhouse emissions using vegetation (This also includes wasteland development, Natural Farming, Agri-horticulture, horti-pastoral, farm forestry, plantations, and regeneration of native forests along with other)
- PC3.** Identify Farm Management practices that support carbon sequestration
- PC4.** Consider the associated social, cultural, environmental, biotic and economic benefits associated with each practice

##### *Plan for undertaking carbon farming*

To be competent, the user/individual on the job must be able to:

- PC5.** Identify project developers operating in the area and the certified Carbon offsetting strategies
- PC6.** Identify the applicability of selected site/s for undertaking certified carbon farming strategy
- PC7.** Identify the opportunities/risks associated with undertaking the selected certified carbon farming strategy
- PC8.** Understand the data collection requirements and budget the costs of data collection
- PC9.** Identify the technological and auditing services offered by the project developer
- PC10.** Identify equipment, resources and capacities required
- PC11.** Carry out cost-benefit analysis of undertaking carbon farming
- PC12.** analyse the technical and financial feasibility of undertaking carbon farming
- PC13.** Conduct stakeholder consultations with relevant and important stakeholders



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**PC14.** Register with relevant and appropriate carbon registry

**PC15.** comply with any legal or administrative permissions needed from the local Government to work with the communities

### *Undertake and monitor carbon farming*

To be competent, the user/individual on the job must be able to:

**PC16.** Measure and document the existing carbon as baseline for change assessment

**PC17.** Implement carbon farming in line with selected method

**PC18.** Monitor regularly to maintain carbon storage or reduced emissions through changing conditions and document through direct and indirect monitoring systems

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** how land use and management practices impact on carbon sequestration and climate change

**KU2.** land management vegetation practices that can increase carbon, such as avoiding clearing of native growth, farm forestry, plantations, and human-induced regeneration of native forest

**KU3.** agricultural practices that can increase carbon and/or reduce emissions, such as crop residue recycling, Aerobic rice cultivation, Better fertilizer application methods, changes to cattle herd management, feeding dietary additives to cows, changed grazing regimes, and improved herd management

**KU4.** • co-benefits of increased carbon, including:

- ■ environmental benefits: improved biodiversity above and below ground, improved air, water and soil quality, reduced greenhouse gas emissions, improved movement of water across landscape, reduced salinity/erosion/acidification/compaction, increased resilience to drought and other natural disasters, and increased land versatility
- ■ social benefits: including increased resilience to drought, more stable and diverse income, healthier people and communities, and improved succession planning
- ■ economic benefits: Risk reduction, diversified income streams, increased farm productivity, access to finance, increased land versatility, new skills and career development, and less income spent on supplements and fertilisers

**KU5.** Approved methods for measuring carbon

**KU6.** Methods of monitoring i.e. direct measurement vs indirect (remote sensing)

**KU7.** Soil Sampling

**KU8.** baseline measurements that allow scope for improvement

**KU9.** approved methods for vegetation and agriculture-based carbon farming projects

## Generic Skills (GS)

User/individual on the job needs to know how to:

**GS1.** Interpret written material focused on vegetation and/or agricultural carbon farming methods

**GS2.** make work-related notes

**GS3.** read the relevant literature to get the latest updates and information about new technologies

**GS4.** communicate professionally with clients and co-workers as per the business code of conduct

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- GS5.** listen attentively to understand the information/ instructions being given by the speaker
- GS6.** plan and schedule tasks to ensure timely completion
- GS7.** identify possible disruptions to work and take preventive measures
- GS8.** apply domain knowledge and experience to suggest appropriate solutions to customers
- GS9.** take quick decisions in case of any emergencies/ accidents

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify benefits of increasing carbon sequestration and reducing Green House Gases from the atmosphere</i>	4	2	-	2
<b>PC1.</b> Analyse the benefits of increasing atmospheric carbon sequestration and reducing Green House Gas emissions	-	-	-	-
<b>PC2.</b> Identify land management practices to increase carbon sequestration or reduce greenhouse emissions using vegetation (This also includes wasteland development, Natural Farming, Agri-horticulture, horti-pastoral, farm forestry, plantations, and regeneration of native forests along with other)	-	-	-	-
<b>PC3.</b> Identify Farm Management practices that support carbon sequestration	-	-	-	-
<b>PC4.</b> Consider the associated social, cultural, environmental, biotic and economic benefits associated with each practice	-	-	-	-
<i>Plan for undertaking carbon farming</i>	6	10	-	8
<b>PC5.</b> Identify project developers operating in the area and the certified Carbon offsetting strategies	-	-	-	-
<b>PC6.</b> Identify the applicability of selected site/s for undertaking certified carbon farming strategy	-	-	-	-
<b>PC7.</b> Identify the opportunities/risks associated with undertaking the selected certified carbon farming strategy	-	-	-	-
<b>PC8.</b> Understand the data collection requirements and budget the costs of data collection	-	-	-	-
<b>PC9.</b> Identify the technological and auditing services offered by the project developer	-	-	-	-
<b>PC10.</b> Identify equipment, resources and capacities required	-	-	-	-
<b>PC11.</b> Carry out cost-benefit analysis of undertaking carbon farming	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> analyse the technical and financial feasibility of undertaking carbon farming	-	-	-	-
<b>PC13.</b> Conduct stakeholder consultations with relevant and important stakeholders	-	-	-	-
<b>PC14.</b> Register with relevant and appropriate carbon registry	-	-	-	-
<b>PC15.</b> comply with any legal or administrative permissions needed from the local Government to work with the communities	-	-	-	-
<i>Undertake and monitor carbon farming</i>	<b>5</b>	<b>8</b>	-	<b>5</b>
<b>PC16.</b> Measure and document the existing carbon as baseline for change assessment	-	-	-	-
<b>PC17.</b> Implement carbon farming in line with selected method	-	-	-	-
<b>PC18.</b> Monitor regularly to maintain carbon storage or reduced emissions through changing conditions and document through direct and indirect monitoring systems	-	-	-	-
<b>NOS Total</b>	<b>15</b>	<b>20</b>	-	<b>15</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	AGR/N6148
<b>NOS Name</b>	Increase Carbon sequestration using vegetation and/or agricultural methods
<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Forestry, Environment and Renewable Energy Management
<b>Occupation</b>	Agro-Forestry Management
<b>NSQF Level</b>	4.5
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/04/2024
<b>Next Review Date</b>	30/04/2027
<b>NSQC Clearance Date</b>	30/04/2024

## Qualification Pack

### AGR/N6149: Enhance soil organic carbon using land management and crop residue management practices

#### Description

This OS unit is about increasing soil organic carbon using various land management and crop residue management practices.

#### Scope

The scope covers the following :

- Identify benefits of increasing soil organic carbon
- Identify and analyse practices for increasing the soil organic carbon
- Implement the practices to increase soil organic carbon
- Identify and practice appropriate Crop Residue management practices to reduce emissions

#### Elements and Performance Criteria

##### *Identify benefits of increasing soil organic carbon*

To be competent, the user/individual on the job must be able to:

- PC1.** Identify the role, and forms, of carbon in soil
- PC2.** Identify carbon as a major component of soil organic matter
- PC3.** Analyse the benefits of increasing organic carbon in soil

##### *Identify and analyse practices for increasing the soil organic carbon*

To be competent, the user/individual on the job must be able to:

- PC4.** Identify and analyse soil carbon enhancing processes involving land preparation and conservation agriculture practices
- PC5.** Identify and analyse soil carbon enhancing processes involving vegetation and photosynthesis
- PC6.** Determine and analyse soil moisture and water management and Conservative Agricultural (CA) practices that sequester carbon into soil
- PC7.** Determine and analyse input management practices that improve soil organic carbon
- PC8.** Identify other interactions of ecosystem processes in increasing soil organic carbon

##### *Implement the practices to increase soil organic carbon*

To be competent, the user/individual on the job must be able to:

- PC9.** Identify and select a certified strategy or method to increase soil organic carbon in confirmation with a certified project developer
- PC10.** Develop a package of practices based on the agro-climatic zone
- PC11.** Identify and understand strategy to measure soil organic matter, and record results
- PC12.** Measure and record soil carbon as baseline for the change assessment
- PC13.** Implement practices in line with selected method and document
- PC14.** Monitor and maintain soil to preserve soil health through changing management practices

##### *Identify and practice appropriate Crop Residue management practice to reduce emissions*

## Qualification Pack

To be competent, the user/individual on the job must be able to:

- PC15.** Identify various crop residue management options that improve soil carbon
- PC16.** Implement appropriate crop residue and biomass management practices to capture and store carbon
- PC17.** Operate land-forming and crop residue management machinery and equipment

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** How land use and management practices impact on soil health
- KU2.** Physical, chemical and biological properties of healthy soil
- KU3.** Opportunities presented by degraded soil (or soil that has less soil carbon than normally expected under standard, normal or common land management practices for the local area)
- KU4.**
  - Land management practices that have the potential to increase soil health and agricultural productivity, dependent on local climate and soil type, including:
    - ■ no till or conservation tillage and controlled traffic
    - ■ cover crops
    - ■ Management of pastures
    - ■ crop rotation (depending on rotation and crop)
    - ■ perennial-based systems
    - ■ managed movement of water integrated pest management and weed management
- KU5.** Hazardous effects of crop residue burning
- KU6.** Alternatives to crop residue burning including, residue incorporation and anaerobic digestion
- KU7.**
  - Co-benefits of increased carbon in soil, including:
    - ■ environmental benefits: improved biodiversity above and below ground, improved air, water and soil quality, reduced greenhouse gas emissions, improved movement of water across landscape, reduced salinity/erosion/acidification/compaction, increased resilience to drought, and increased land versatility
    - ■ social benefits: including increased resilience to drought, more stable and diverse income, healthier people and communities, and improved succession planning
    - ■ economic benefits: including potential for diversified income streams, increased farm productivity, access to finance, increased land versatility, new skills and career development, and less income spent on supplements and fertilisers.
- KU8.** Reasons for measuring soil organic carbon, including as a measure of soil health and as an estimate of stocks of soil organic carbon for carbon trading
- KU9.** Informal methods for measuring soil carbon, including percentage tests across a paddock
- KU10.** Using baseline measurements to estimate potential additional soil carbon
- KU11.** Approved methods for soil-based carbon farming projects
- KU12.** Machinery and equipment utilized for crop residue management, their operation and maintenance

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** Interpret written material focused on increasing carbon in soil

## Qualification Pack

- GS2.** Make work-related notes
- GS3.** Read the relevant literature to get the latest updates and information about new technologies
- GS4.** Communicate professionally with clients and co-workers as per the business code of conduct
- GS5.** Listen attentively to understand the information/ instructions being given by the speaker
- GS6.** Plan and schedule tasks to ensure timely completion
- GS7.** Identify possible disruptions to work and take preventive measures
- GS8.** Apply domain knowledge and experience to suggest appropriate solutions to customers
- GS9.** Take quick decisions in case of any emergencies/ accidents



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify benefits of increasing soil organic carbon</i>	<b>4</b>	<b>2</b>	-	<b>2</b>
<b>PC1.</b> Identify the role, and forms, of carbon in soil	-	-	-	-
<b>PC2.</b> Identify carbon as a major component of soil organic matter	-	-	-	-
<b>PC3.</b> Analyse the benefits of increasing organic carbon in soil	-	-	-	-
<i>Identify and analyse practices for increasing the soil organic carbon</i>	<b>5</b>	<b>2</b>	-	<b>5</b>
<b>PC4.</b> Identify and analyse soil carbon enhancing processes involving land preparation and conservation agriculture practices	-	-	-	-
<b>PC5.</b> Identify and analyse soil carbon enhancing processes involving vegetation and photosynthesis	-	-	-	-
<b>PC6.</b> Determine and analyse soil moisture and water management and Conservative Agricultural (CA) practices that sequester carbon into soil	-	-	-	-
<b>PC7.</b> Determine and analyse input management practices that improve soil organic carbon	-	-	-	-
<b>PC8.</b> Identify other interactions of ecosystem processes in increasing soil organic carbon	-	-	-	-
<i>Implement the practices to increase soil organic carbon</i>	<b>2</b>	<b>10</b>	-	<b>6</b>
<b>PC9.</b> Identify and select a certified strategy or method to increase soil organic carbon in confirmation with a certified project developer	-	-	-	-
<b>PC10.</b> Develop a package of practices based on the agro-climatic zone	-	-	-	-
<b>PC11.</b> Identify and understand strategy to measure soil organic matter, and record results	-	-	-	-
<b>PC12.</b> Measure and record soil carbon as baseline for the change assessment	-	-	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> Implement practices in line with selected method and document	-	-	-	-
<b>PC14.</b> Monitor and maintain soil to preserve soil health through changing management practices	-	-	-	-
<i>Identify and practice appropriate Crop Residue management practice to reduce emissions</i>	<b>4</b>	<b>6</b>	-	<b>2</b>
<b>PC15.</b> Identify various crop residue management options that improve soil carbon	-	-	-	-
<b>PC16.</b> Implement appropriate crop residue and biomass management practices to capture and store carbon	-	-	-	-
<b>PC17.</b> Operate land-forming and crop residue management machinery and equipment	-	-	-	-
<b>NOS Total</b>	<b>15</b>	<b>20</b>	-	<b>15</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	AGR/N6149
<b>NOS Name</b>	Enhance soil organic carbon using land management and crop residue management practices
<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Forestry, Environment and Renewable Energy Management
<b>Occupation</b>	Agro-Forestry Management
<b>NSQF Level</b>	4.5
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/04/2024
<b>Next Review Date</b>	30/04/2027
<b>NSQC Clearance Date</b>	30/04/2024

## Qualification Pack

### AGR/N6150: Comply with measuring and regulatory/audit requirements of carbon farming methods

#### Description

This unit deals with how to comply with the reporting guidelines for measuring and audit of land-based carbon farming projects.

#### Scope

The scope covers the following :

- Determine compliance obligations of carbon farming method
- Establish project area
- Collect and record data
- Comply with audit requirements

#### Elements and Performance Criteria

##### *Determine compliance obligations of carbon farming method*

To be competent, the user/individual on the job must be able to:

- PC1.** Access compliance requirements of the selected carbon farming method
- PC2.** Interpret requirements of method and prepare to meet requirements
- PC3.** Select and determine carbon registry for registering the project

##### *Establish project area*

To be competent, the user/individual on the job must be able to:

- PC4.** Select appropriate Project Developer
- PC5.** Determine requirement for collection and reporting of geographic information, specific to method and guidelines
- PC6.** Use geospatial data to define project area
- PC7.** Define activity areas including exclusions areas, as required by the method

##### *Collect and record data*

To be competent, the user/individual on the job must be able to:

- PC8.** Identify data collection procedure associated with method
- PC9.** Collect data according to project methodology
- PC10.** record data as specified by method or technical guidance documentation
- PC11.** analyse data for an insight on carbon abatement or storage for reporting period

##### *Comply with audit requirements*

To be competent, the user/individual on the job must be able to:

- PC12.** Ensure records are secure and backed-up
- PC13.** Ascertain audit requirements of method
- PC14.** Participate in audit process in line with auditor's directions
- PC15.** Access and comprehend the report submitted to the carbon market regulator

## Qualification Pack

**PC16.** Follow regulator procedures to receive carbon credits

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** relevant carbon farming legislation, rules, method, technical guidance documentation and related procedures

**KU2.**

- contemporary sources of geospatial data:
  - ■ Global Positioning Systems (GPS) and Global Navigation Satellite System (GNSS)
  - ■ field surveys and sampling
  - ■ orthorectified aerial photographs
  - ■ orthorectified satellite imagery
  - ■ cadastral database
  - ■ publicly available datasets

**KU3.** approved methods to reduce emissions or increase carbon storage

**KU4.** formats used to report to the regulator

### Generic Skills (GS)

User/individual on the job needs to know how to:

**GS1.** Interpret textual information from a range of sources to identify relevant and key information about workplace operations

**GS2.** make work-related notes

**GS3.** read the relevant literature to get the latest updates and information about new technologies

**GS4.** communicate professionally with clients and co-workers as per the business code of conduct

**GS5.** listen attentively to understand the information/ instructions being given by the speaker

**GS6.** plan and schedule tasks to ensure timely completion

**GS7.** identify possible disruptions to work and take preventive measures

**GS8.** apply domain knowledge and experience to find appropriate solutions

**GS9.** take quick decisions in case of any emergencies/ accidents

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Determine compliance obligations of carbon farming method</i>	<b>4</b>	<b>2</b>	-	<b>2</b>
<b>PC1.</b> Access compliance requirements of the selected carbon farming method	-	-	-	-
<b>PC2.</b> Interpret requirements of method and prepare to meet requirements	-	-	-	-
<b>PC3.</b> Select and determine carbon registry for registering the project	-	-	-	-
<i>Establish project area</i>	<b>4</b>	<b>5</b>	-	<b>3</b>
<b>PC4.</b> Select appropriate Project Developer	-	-	-	-
<b>PC5.</b> Determine requirement for collection and reporting of geographic information, specific to method and guidelines	-	-	-	-
<b>PC6.</b> Use geospatial data to define project area	-	-	-	-
<b>PC7.</b> Define activity areas including exclusions areas, as required by the method	-	-	-	-
<i>Collect and record data</i>	<b>6</b>	<b>4</b>	-	<b>4</b>
<b>PC8.</b> Identify data collection procedure associated with method	-	-	-	-
<b>PC9.</b> Collect data according to project methodology	-	-	-	-
<b>PC10.</b> record data as specified by method or technical guidance documentation	-	-	-	-
<b>PC11.</b> analyse data for an insight on carbon abatement or storage for reporting period	-	-	-	-
<i>Comply with audit requirements</i>	<b>6</b>	<b>4</b>	-	<b>6</b>
<b>PC12.</b> Ensure records are secure and backed-up	-	-	-	-
<b>PC13.</b> Ascertain audit requirements of method	-	-	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> Participate in audit process in line with auditor's directions	-	-	-	-
<b>PC15.</b> Access and comprehend the report submitted to the carbon market regulator	-	-	-	-
<b>PC16.</b> Follow regulator procedures to receive carbon credits	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>15</b>	<b>-</b>	<b>15</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	AGR/N6150
<b>NOS Name</b>	Comply with measuring and regulatory/audit requirements of carbon farming methods
<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Forestry, Environment and Renewable Energy Management
<b>Occupation</b>	Agro-Forestry Management
<b>NSQF Level</b>	4.5
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/04/2024
<b>Next Review Date</b>	30/04/2027
<b>NSQC Clearance Date</b>	30/04/2024



## Qualification Pack

### DGT/VSQ/N0103: Employability Skills (90 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

- PC1.** understand the significance of employability skills in meeting the current job market requirement and future of work
- PC2.** identify and explore learning and employability relevant portals
- PC3.** research about the different industries, job market trends, latest skills required and the available opportunities

##### *Constitutional values – Citizenship*

To be competent, the user/individual on the job must be able to:

- PC4.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC5.** follow environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

- PC6.** recognize the significance of 21st Century Skills for employment

## Qualification Pack

- PC7.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life
- PC8.** adopt a continuous learning mindset for personal and professional development

### *Basic English Skills*

To be competent, the user/individual on the job must be able to:

- PC9.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC10.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC11.** write short messages, notes, letters, e-mails etc. in English

### *Career Development & Goal Setting*

To be competent, the user/individual on the job must be able to:

- PC12.** identify career goals based on the skills, interests, knowledge, and personal attributes
- PC13.** prepare a career development plan with short- and long-term goals

### *Communication Skills*

To be competent, the user/individual on the job must be able to:

- PC14.** follow verbal and non-verbal communication etiquette while communicating in professional and public settings
- PC15.** use active listening techniques for effective communication
- PC16.** communicate in writing using appropriate style and format based on formal or informal requirements
- PC17.** work collaboratively with others in a team

### *Diversity & Inclusion*

To be competent, the user/individual on the job must be able to:

- PC18.** communicate and behave appropriately with all genders and PwD
- PC19.** escalate any issues related to sexual harassment at workplace according to POSH Act

### *Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

- PC20.** identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.
- PC21.** carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook
- PC22.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC23.** identify relevant rights and laws and use legal aids to fight against legal exploitation

### *Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

- PC24.** operate digital devices and use their features and applications securely and safely
- PC25.** carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.
- PC26.** display responsible online behaviour while using various social media platforms

## Qualification Pack

- PC27.** create a personal email account, send and process received messages as per requirement
- PC28.** carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications
- PC29.** utilize virtual collaboration tools to work effectively

### Entrepreneurship

To be competent, the user/individual on the job must be able to:

- PC30.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC31.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC32.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### Customer Service

To be competent, the user/individual on the job must be able to:

- PC33.** identify different types of customers and ways to communicate with them
- PC34.** identify and respond to customer requests and needs in a professional manner
- PC35.** use appropriate tools to collect customer feedback
- PC36.** follow appropriate hygiene and grooming standards

### Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

- PC37.** create a professional Curriculum vitae (Résumé)
- PC38.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC39.** apply to identified job openings using offline /online methods as per requirement
- PC40.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC41.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- KU2.** various constitutional and personal values
- KU3.** different environmentally sustainable practices and their importance
- KU4.** Twenty first (21st) century skills and their importance
- KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services

## Qualification Pack

- KU11.** components of salary and how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account
- KU16.** use applications such as word processors, spreadsheets etc.
- KU17.** how to identify business opportunities
- KU18.** types and needs of customers
- KU19.** how to apply for a job and prepare for an interview
- KU20.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and write different types of documents/instructions/correspondence in English and other languages
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all to maintain effective work relationship
- GS4.** how to work in a virtual mode, using various technological platforms
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
<b>PC2.</b> identify and explore learning and employability relevant portals	-	-	-	-
<b>PC3.</b> research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values – Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC4.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC5.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC6.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC7.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<b>PC8.</b> adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC11.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-
<b>PC12.</b> identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
<b>PC13.</b> prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC14.</b> follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
<b>PC15.</b> use active listening techniques for effective communication	-	-	-	-
<b>PC16.</b> communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
<b>PC17.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC18.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC19.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC20.</b> identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
<b>PC21.</b> carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC22.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC23.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>5</b>	-	-
<b>PC24.</b> operate digital devices and use their features and applications securely and safely	-	-	-	-
<b>PC25.</b> carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
<b>PC26.</b> display responsible online behaviour while using various social media platforms	-	-	-	-
<b>PC27.</b> create a personal email account, send and process received messages as per requirement	-	-	-	-
<b>PC28.</b> carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
<b>PC29.</b> utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
<b>PC30.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC31.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC32.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC33.</b> identify different types of customers and ways to communicate with them	-	-	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC34.</b> identify and respond to customer requests and needs in a professional manner	-	-	-	-
<b>PC35.</b> use appropriate tools to collect customer feedback	-	-	-	-
<b>PC36.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC37.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC38.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC39.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC40.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC41.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0103
<b>NOS Name</b>	Employability Skills (90 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	5
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	15/03/2024
<b>Next Review Date</b>	15/03/2027
<b>NSQC Clearance Date</b>	15/03/2024

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/optional set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of % aggregate marks to successfully clear the assessment.

## Qualification Pack

7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

### Minimum Aggregate Passing % at QP Level : 70

**(Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

## Assessment Weightage

### Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
AGR/N6146.Ascertain the effects of climate change as a factor in farm/land management	20	15	-	15	50	10
AGR/N6147.Analyse opportunities and risks in undertaking carbon farming	20	15	-	15	50	10
AGR/N6148.Increase Carbon sequestration using vegetation and/or agricultural methods	15	20	-	15	50	30
AGR/N6149.Enhance soil organic carbon using land management and crop residue management practices	15	20	-	15	50	25
AGR/N6150.Comply with measuring and regulatory/audit requirements of carbon farming methods	20	15	-	15	50	20
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	5
<b>Total</b>	<b>110</b>	<b>115</b>	<b>-</b>	<b>75</b>	<b>300</b>	<b>100</b>

## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.