

Qualification Pack



Institution Development Manager

QP Code: AGR/Q7805

Version: 2.0

NSQF Level: 5.5

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AGR/Q7805: Institution Development Manager

Brief Job Description

An Institution Development Manager is responsible for developing community institutions to effectively allocate and sustainably use material and financial resources to achieve the set objectives. The person is responsible for organizing the community into various informal/formal institutions and building their capacities.

Personal Attributes

The individual must possess strong facilitation, organizational and problem-solving skills. The person must have effective verbal and written communication skills.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [AGR/N7822: Organize the agricultural community into appropriate institutions](#)
2. [AGR/N7824: Support the management and operation of community institutions](#)
3. [AGR/N7823: Organize capacity-building interventions for community institution members](#)
4. [AGR/N9903: Maintain health and safety at the workplace](#)
5. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Agriculture
Sub-Sector	Agriculture Industries
Occupation	Agri-Entrepreneurship & Rural Enterprises
Country	India
NSQF Level	5.5
Credits	19
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2421

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Minimum Educational Qualification & Experience	Completed 3 year UG degree OR Completed 2nd year diploma after 12th OR Completed 3-year diploma (after 10th) with 2 Years of experience in the relevant field OR 12th grade Pass with 3 Years of experience in the relevant field OR Previous relevant Qualification of NSQF Level (5) (with 1.5 years of relevant experience) OR Previous relevant Qualification of NSQF Level (4.5) with 3 Years of experience in the relevant field
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	23 Years
Last Reviewed On	NA
Next Review Date	29/03/2026
NSQC Approval Date	29/03/2023
Version	2.0
Reference code on NQR	QG-5.5-AG-00344-2023-V1-ASCI
NQR Version	1

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AGR/N7822: Organize the agricultural community into appropriate institutions

Description

This OS unit is about organizing the agricultural community into appropriate institutions to take up agricultural project interventions.

Scope

The scope covers the following :

- Organize meetings with community members and key leaders
- Support the formation of community institution

Elements and Performance Criteria

Organize meetings with community members and key leaders

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

- PC1.** organize and conduct meetings with the community members in groups, e.g. Gram Sabha
- PC2.** ensure the participation of key members of the community, e.g. Sarpanch and senior community members, in meetings
- PC3.** create awareness about the importance of community institutions in agriculture projects among the community members
- PC4.** use the appropriate communication techniques to facilitate an easy understanding of the community institution and relevant processes, e.g. street plays, puppet shows, folk musical forms, posters, audio-visual media etc.

Support the formation of community institution

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

- PC5.** develop the agenda for organizing community institutions
- PC6.** deliberate with the community members regarding the model/format of the community institution, their governance structure, merits/demerits, etc.
- PC7.** carry out Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA) through stakeholder analysis, gender analysis, etc.
- PC8.** assist in selecting an appropriate legal and organizational framework to manage the institutions
- PC9.** ensure the formation of community institutions in compliance with the applicable government regulations, e.g. registration under the applicable laws
- PC10.** facilitate the election of community institution members to various positions, such as president, secretary, treasurer, etc.
- PC11.** ensure the institution members are aware of their responsibilities and how to fulfil them
- PC12.** identify and resolve any concerns and conflicts that may arise during the formation of the institution
- PC13.** assist the community institution in raising funds from banks through the relevant government support schemes

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- PC14.** ensure appropriate documentation is carried out concerning the formation of community institutions, including the rules
- PC15.** support the community institution in planning and initiating income-generating activities

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the role and importance of community institutions in agriculture management projects
- KU2.** the key stakeholders in community institutions
- KU3.** the tools and methods of community organization and mobilization
- KU4.** the process of forming community institutions and the regulations applicable to them
- KU5.** the use of appropriate communication techniques to facilitate the easy understanding of the community institution and relevant processes, e.g. street plays, puppet shows, folk musical forms, posters, audio-visual media etc.
- KU6.** the formats and governance structure of community institutions
- KU7.** the merits and demerits of community institutions
- KU8.** the financial institutions that may be approached for short/medium/long term loans for community institutions, e.g. commercial/regional rural/cooperative banks, Small Industries Development Bank of India (SIDBI), State financial Corporations / State Industrial Development Corporations, National Bank for Agriculture and Rural Development (NABARD)
- KU9.** the practices adopted in participatory and integrated agriculture management project
- KU10.** the relevant institutional development and mobilization strategies
- KU11.** the legal/statutory and organizational framework for the management of community institutions
- KU12.** the regulations applicable to community institutions, e.g. society registration act, cooperative registration act, companies registration act, etc.
- KU13.** direct/indirect taxation-related legal framework

Generic Skills (GS)

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

- GS1.** maintain work-related notes and records
- GS2.** communicate politely and professionally
- GS3.** read the relevant literature to get the latest updates about the field of work
- GS4.** listen attentively to understand the information being shared
- GS5.** plan and prioritize tasks to ensure timely completion
- GS6.** take quick decisions to deal with workplace emergencies/ accidents
- GS7.** identify possible disruptions to work and take appropriate preventive measures
- GS8.** evaluate all possible solutions to a problem to select the best one

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Organize meetings with community members and key leaders</i>	8	10	-	8
PC1. organize and conduct meetings with the community members in groups, e.g. Gram Sabha	-	-	-	-
PC2. ensure the participation of key members of the community, e.g. Sarpanch and senior community members, in meetings	-	-	-	-
PC3. create awareness about the importance of community institutions in agriculture projects among the community members	-	-	-	-
PC4. use the appropriate communication techniques to facilitate an easy understanding of the community institution and relevant processes, e.g. street plays, puppet shows, folk musical forms, posters, audio-visual media etc.	-	-	-	-
<i>Support the formation of community institution</i>	22	30	-	22
PC5. develop the agenda for organizing community institutions	-	-	-	-
PC6. deliberate with the community members regarding the model/format of the community institution, their governance structure, merits/demerits, etc.	-	-	-	-
PC7. carry out Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA) through stakeholder analysis, gender analysis, etc.	-	-	-	-
PC8. assist in selecting an appropriate legal and organizational framework to manage the institutions	-	-	-	-
PC9. ensure the formation of community institutions in compliance with the applicable government regulations, e.g. registration under the applicable laws	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. facilitate the election of community institution members to various positions, such as president, secretary, treasurer, etc.	-	-	-	-
PC11. ensure the institution members are aware of their responsibilities and how to fulfil them	-	-	-	-
PC12. identify and resolve any concerns and conflicts that may arise during the formation of the institution	-	-	-	-
PC13. assist the community institution in raising funds from banks through the relevant government support schemes	-	-	-	-
PC14. ensure appropriate documentation is carried out concerning the formation of community institutions, including the rules	-	-	-	-
PC15. support the community institution in planning and initiating income-generating activities	-	-	-	-
NOS Total	30	40	-	30

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National Occupational Standards (NOS) Parameters

NOS Code	AGR/N7822
NOS Name	Organize the agricultural community into appropriate institutions
Sector	Agriculture
Sub-Sector	Agriculture Industries
Occupation	Agri Entrepreneurship and Rural Enterprises
NSQF Level	5.5
Credits	4
Version	2.0
Last Reviewed Date	NA
Next Review Date	29/03/2026
NSQC Clearance Date	29/03/2023

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AGR/N7824: Support the management and operation of community institutions

Description

This OS unit is about monitoring the management of community institutions and supporting them in their efficient running

Scope

The scope covers the following :

- Support the functioning of the institution
- Support the institution in financial management
- Ensure record maintenance

Elements and Performance Criteria

Support the functioning of the institution

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

- PC1.** ensure the active participation of community members in the institution's operation and management
- PC2.** encourage institution members to share their concerns and ideas to improve the production, profitability and institution's functioning
- PC3.** ensure equal opportunities for the institution members concerning the decision-making process and taking leadership roles in the rotation
- PC4.** ensure equal distribution of benefits among the institution members
- PC5.** ensure the community institutions hold regular meetings and undertake the relevant tasks such as book-keeping and review of records, induction of new members, etc.
- PC6.** support the community institution in the bulk purchase of inputs to reduce the input costs
- PC7.** support the community institutions in undertaking value-addition practices to increase profitability for the institution
- PC8.** guide the institution in procuring/ hiring the relevant machinery, tools and equipment
- PC9.** guide the community institution in establishing a group-owned bank of inputs such as quality seeds/ fertilizers/ pesticides/ tools and equipment, etc.
- PC10.** facilitate the inclusion of institutions into federations to address common concerns at a large scale and increase productivity
- PC11.** support the registered institutions in ensuring compliance with the applicable legal procedures and laws

Support the institution in financial management

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

- PC12.** support the institution in tracking and fulfilling contractual agreements from funding agencies

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- PC13.** ensure the maintenance of accounting journals, cash books, ledgers and other records detailing financial transactions, e.g. disbursements, expense vouchers, receipts, accounts payable
- PC14.** support in the use of relevant accounting software for maintaining the accounting data
- PC15.** ensure financial progress and status reports are presented in the institution's meetings
- PC16.** guide the institution on effective finance management practices

Ensure record maintenance

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

- PC17.** create appropriate documentation and filing system for the institution
- PC18.** ensure administrative and relevant legal compliance-related records are maintained
- PC19.** compile the relevant data and prepare the appropriate reports for legal compliance and present the reports to the concerned authority

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the importance of active participation of community members in the institution's operation and management
- KU2.** the importance of encouraging institution members to share their concerns and ideas to improve the production, profitability and institution's functioning
- KU3.** the importance of ensuring equal benefits and services for community institution members for their economic well-being and smooth functioning of institutions
- KU4.** the relevant practices to be followed to ensure equal distribution of benefits and equal opportunities for the institution members
- KU5.** the benefits and process of bulk purchase of inputs
- KU6.** various value-addition practices to be followed to increase profitability for the institution
- KU7.** the process of procuring/ hiring the relevant machinery, tools and equipment
- KU8.** the benefits of an institution-owned bank of inputs such as quality seeds/ fertilizers/ pesticides/ tools and equipment, etc.
- KU9.** how to encourage community participation in planning, implementation and monitoring of agricultural projects
- KU10.** the management of agricultural projects
- KU11.** how to ensure utilization and retention of already available capacities and resources
- KU12.** the guidelines applicable to community institutions, community participation, institution's ownership and transparency in their operations
- KU13.** the management of community institutions in participatory agriculture management project
- KU14.** the best practices to be adopted by the community to ensure participation and ownership in various development projects
- KU15.** the financial management of community institutions
- KU16.** the importance and process of maintaining manual and electronic records using physical registers and the relevant computer application

Generic Skills (GS)

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

- GS1.** maintain work-related notes and records
- GS2.** communicate politely and professionally
- GS3.** read the relevant literature to get the latest updates about the field of work
- GS4.** listen attentively to understand the information being shared
- GS5.** plan and prioritize tasks to ensure timely completion
- GS6.** take quick decisions to deal with workplace emergencies/ accidents
- GS7.** identify possible disruptions to work and take appropriate preventive measures
- GS8.** evaluate all possible solutions to a problem to select the best one

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Support the functioning of the institution</i>	15	20	-	15
PC1. ensure the active participation of community members in the institution's operation and management	-	-	-	-
PC2. encourage institution members to share their concerns and ideas to improve the production, profitability and institution's functioning	-	-	-	-
PC3. ensure equal opportunities for the institution members concerning the decision-making process and taking leadership roles in the rotation	-	-	-	-
PC4. ensure equal distribution of benefits among the institution members	-	-	-	-
PC5. ensure the community institutions hold regular meetings and undertake the relevant tasks such as book-keeping and review of records, induction of new members, etc.	-	-	-	-
PC6. support the community institution in the bulk purchase of inputs to reduce the input costs	-	-	-	-
PC7. support the community institutions in undertaking value-addition practices to increase profitability for the institution	-	-	-	-
PC8. guide the institution in procuring/ hiring the relevant machinery, tools and equipment	-	-	-	-
PC9. guide the community institution in establishing a group-owned bank of inputs such as quality seeds/ fertilizers/ pesticides/ tools and equipment, etc.	-	-	-	-
PC10. facilitate the inclusion of institutions into federations to address common concerns at a large scale and increase productivity	-	-	-	-
PC11. support the registered institutions in ensuring compliance with the applicable legal procedures and laws	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Support the institution in financial management</i>	10	12	-	10
PC12. support the institution in tracking and fulfilling contractual agreements from funding agencies	-	-	-	-
PC13. ensure the maintenance of accounting journals, cash books, ledgers and other records detailing financial transactions, e.g. disbursements, expense vouchers, receipts, accounts payable	-	-	-	-
PC14. support in the use of relevant accounting software for maintaining the accounting data	-	-	-	-
PC15. ensure financial progress and status reports are presented in the institution's meetings	-	-	-	-
PC16. guide the institution on effective finance management practices	-	-	-	-
<i>Ensure record maintenance</i>	5	8	-	5
PC17. create appropriate documentation and filing system for the institution	-	-	-	-
PC18. ensure administrative and relevant legal compliance-related records are maintained	-	-	-	-
PC19. compile the relevant data and prepare the appropriate reports for legal compliance and present the reports to the concerned authority	-	-	-	-
NOS Total	30	40	-	30

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National Occupational Standards (NOS) Parameters

NOS Code	AGR/N7824
NOS Name	Support the management and operation of community institutions
Sector	Agriculture
Sub-Sector	Agriculture Industries
Occupation	Agri Entrepreneurship and Rural Enterprises
NSQF Level	5.5
Credits	4
Version	2.0
Last Reviewed Date	NA
Next Review Date	29/03/2026
NSQC Clearance Date	29/03/2023

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AGR/N7823: Organize capacity-building interventions for community institution members

Description

This OS unit is about organizing capacity-building interventions for community institution members after identifying the need for such interventions to strengthen the institutions.

Scope

The scope covers the following :

- Identify and prepare for capacity-building interventions
- Organize capacity-building interventions

Elements and Performance Criteria

Identify and prepare for capacity-building interventions

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

- PC1.** conduct the training need assessment based on the understanding of community institution members
- PC2.** identify the capacity-building requirements of the community institution members
- PC3.** coordinate with the relevant government authorities and personnel to organize capacity-building interventions
- PC4.** ensure the availability of appropriate training material, audio-visual aids, health and safety arrangement and appropriate agricultural tools and equipment for capacity-building interventions

Organize capacity-building interventions

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

- PC5.** arrange appropriate workshops, field exposures/visits to successful institutions, classroom training sessions for the community institution members
- PC6.** ensure participation of relevant Subject Matter Experts (SMEs) and maximum number of institution members for the effectiveness of building-capacity interventions
- PC7.** conduct classroom training sessions and field demonstrations for community institution members, as required
- PC8.** arrange for the demonstration of the use of relevant tools and equipment
- PC9.** train the chief functionaries in leading the meetings, recording the proceedings and executing the decisions
- PC10.** ensure feedback is taken from members to identify the scope of improvement in the training material and delivery
- PC11.** plan and improve the training material and delivery based on the community members' feedback
- PC12.** maintain appropriate records concerning the workshops, field exposures and classroom training sessions organized for the community institution members

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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the importance of providing technical training to the community institution members
- KU2.** the benefits of visiting successful community institutions, e.g. learning efficient institution management
- KU3.** how to overcome challenges faced by community institutions and strengthen the institutions
- KU4.** the importance of making and implementing an action plan for collective action in community institutions
- KU5.** the importance and process of reviewing/revisiting the institutional development strategies based on feedback from the institution's members
- KU6.** various training tools and techniques
- KU7.** the importance and process of identifying capacity-building needs of the members of institution
- KU8.** the process of organizing capacity-building interventions for community members

Generic Skills (GS)

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

- GS1.** maintain work-related notes and records
- GS2.** communicate politely and professionally
- GS3.** listen attentively to understand the information being shared
- GS4.** read the relevant literature
- GS5.** plan and prioritize tasks to ensure timely completion
- GS6.** take quick decisions to deal with workplace emergencies
- GS7.** evaluate all possible solutions to a problem to select the best one
- GS8.** coordinate with the co-workers and stakeholders to achieve the work objectives

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify and prepare for capacity-building interventions</i>	10	15	-	10
PC1. conduct the training need assessment based on the understanding of community institution members	-	-	-	-
PC2. identify the capacity-building requirements of the community institution members	-	-	-	-
PC3. coordinate with the relevant government authorities and personnel to organize capacity-building interventions	-	-	-	-
PC4. ensure the availability of appropriate training material, audio-visual aids, health and safety arrangement and appropriate agricultural tools and equipment for capacity-building interventions	-	-	-	-
<i>Organize capacity-building interventions</i>	20	25	-	20
PC5. arrange appropriate workshops, field exposures/visits to successful institutions, classroom training sessions for the community institution members	-	-	-	-
PC6. ensure participation of relevant Subject Matter Experts (SMEs) and maximum number of institution members for the effectiveness of building-capacity interventions	-	-	-	-
PC7. conduct classroom training sessions and field demonstrations for community institution members, as required	-	-	-	-
PC8. arrange for the demonstration of the use of relevant tools and equipment	-	-	-	-
PC9. train the chief functionaries in leading the meetings, recording the proceedings and executing the decisions	-	-	-	-
PC10. ensure feedback is taken from members to identify the scope of improvement in the training material and delivery	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. plan and improve the training material and delivery based on the community members' feedback	-	-	-	-
PC12. maintain appropriate records concerning the workshops, field exposures and classroom training sessions organized for the community institution members	-	-	-	-
NOS Total	30	40	-	30

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National Occupational Standards (NOS) Parameters

NOS Code	AGR/N7823
NOS Name	Organize capacity-building interventions for community institution members
Sector	Agriculture
Sub-Sector	Agriculture Industries
Occupation	Agri Entrepreneurship and Rural Enterprises
NSQF Level	5.5
Credits	3
Version	2.0
Last Reviewed Date	NA
Next Review Date	29/03/2026
NSQC Clearance Date	29/03/2023

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AGR/N9903: Maintain health and safety at the workplace

Description

This OS is about maintaining health and safety of self and other co-workers at the workplace

Scope

The scope covers the following :

- Maintain personal hygiene
- Maintain clean and safe workplace
- Administer appropriate emergency procedures

Elements and Performance Criteria

Maintain personal hygiene

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

- PC1.** wash hands, legs and face with soap/alcohol based sanitizer at reasonable intervals
- PC2.** wash the worn clothes with soap and sun dry before use next time
- PC3.** ensure the face is covered with mask or three layers of cloth-piece
- PC4.** follow the workplace sanitization norms including distancing from sick people

Maintain clean and safe workplace

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

- PC5.** carry out basic safety checks before operation of all tools, implements, and machinery and report identified hazards to the supervisor
- PC6.** wear appropriate Personal Protective Equipment (PPE) while performing work in accordance with the workplace policy
- PC7.** follow the instructions mentioned on the labels of chemicals/pesticides/fumigants etc to avoid hazards
- PC8.** assess risks prior to performing manual handling jobs, and work according to currently recommended safe practices
- PC9.** sanitize equipment, tools and machinery before and after use
- PC10.** use equipment and materials safely and correctly and return the same to designated storage after use
- PC11.** dispose waste safely and correctly in the designated area
- PC12.** recognize risks to bystanders and take required action to reduce the risks
- PC13.** work in a manner which minimizes environmental damage, ensuring all procedures and instructions for controlling risks are followed
- PC14.** report any accidents, incidents or problems without delay to an appropriate person and take necessary immediate action to reduce further danger
- PC15.** follow government / workplace advisories incase of outbreak of any disease/disaster

Administer appropriate emergency procedures

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

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- PC16.** follow procedures for dealing with accidents, fires and emergencies, including communicating location and directions to the location of emergency, as per the workplace requirements
- PC17.** use emergency equipment in accordance with manufacturer's specifications and workplace requirements
- PC18.** provide treatment appropriate to the patient's injuries in accordance with recognized first aid techniques
- PC19.** recover (if practical), clean, inspect/test, refurbish, replace and store the first aid equipment as appropriate
- PC20.** report details of first aid administered in accordance with workplace procedures

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** relevant legislation, standards, policies, and procedures at work
- KU2.** relevant health and safety requirements applicable to the work environment
- KU3.** own job role and responsibilities and sources of information pertaining to work
- KU4.** who to approach for support in order to obtain work related information, clarifications and support
- KU5.** importance of following health, hygiene, safety and quality standards and the impact of not following the standards on consumers and the business
- KU6.** personal hygiene and fitness requirement
- KU7.** importance of sanitization of the workplace
- KU8.** types of Personal Protective Equipment (PPE) required at the workplace and their importance
- KU9.** the correct and safe way to use materials and equipment required for the work
- KU10.** the importance of good housekeeping at the workplace
- KU11.** safe waste disposal methods
- KU12.** methods for minimizing environmental damage during work
- KU13.** the risks to health and safety including contagious diseases and the measures to be taken to control those risks in the area of work
- KU14.** workplace procedures and requirements for the prevention and treatment of workplace injuries/illnesses.
- KU15.** basic emergency first aid procedure
- KU16.** local emergency services
- KU17.** why accidents, incidents and problems should be reported and the appropriate actions to be taken

Generic Skills (GS)

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

- GS1.** record the data as per the requirement
- GS2.** report problems to the appropriate personnel in a timely manner

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- GS3.** read instruction manual for hand tool and equipments
- GS4.** communicate clearly and effectively with co-workers, and other stakeholders
- GS5.** comprehend information shared by senior people and experts
- GS6.** make decisions pertaining to personal hygiene and safety
- GS7.** schedule daily activities and draw up priorities
- GS8.** manage relationships with co-workers, manager and other stakeholders
- GS9.** assess situation and identify appropriate control measures

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain personal hygiene</i>	10	5	-	10
PC1. wash hands, legs and face with soap/alcohol based sanitizer at reasonable intervals	-	-	-	-
PC2. wash the worn clothes with soap and sun dry before use next time	-	-	-	-
PC3. ensure the face is covered with mask or three layers of cloth-piece	-	-	-	-
PC4. follow the workplace sanitization norms including distancing from sick people	-	-	-	-
<i>Maintain clean and safe workplace</i>	15	15	-	15
PC5. carry out basic safety checks before operation of all tools, implements, and machinery and report identified hazards to the supervisor	-	-	-	-
PC6. wear appropriate Personal Protective Equipment (PPE) while performing work in accordance with the workplace policy	-	-	-	-
PC7. follow the instructions mentioned on the labels of chemicals/pesticides/fumigants etc to avoid hazards	-	-	-	-
PC8. assess risks prior to performing manual handling jobs, and work according to currently recommended safe practices	-	-	-	-
PC9. sanitize equipment, tools and machinery before and after use	-	-	-	-
PC10. use equipment and materials safely and correctly and return the same to designated storage after use	-	-	-	-
PC11. dispose waste safely and correctly in the designated area	-	-	-	-
PC12. recognize risks to bystanders and take required action to reduce the risks	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. work in a manner which minimizes environmental damage, ensuring all procedures and instructions for controlling risks are followed	-	-	-	-
PC14. report any accidents, incidents or problems without delay to an appropriate person and take necessary immediate action to reduce further danger	-	-	-	-
PC15. follow government / workplace advisories incase of outbreak of any disease/disaster	-	-	-	-
<i>Administer appropriate emergency procedures</i>	15	5	-	10
PC16. follow procedures for dealing with accidents, fires and emergencies, including communicating location and directions to the location of emergency, as per the workplace requirements	-	-	-	-
PC17. use emergency equipment in accordance with manufacturer's specifications and workplace requirements	-	-	-	-
PC18. provide treatment appropriate to the patient's injuries in accordance with recognized first aid techniques	-	-	-	-
PC19. recover (if practical), clean, inspect/test, refurbish, replace and store the first aid equipment as appropriate	-	-	-	-
PC20. report details of first aid administered in accordance with workplace procedures	-	-	-	-
NOS Total	40	25	-	35

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National Occupational Standards (NOS) Parameters

NOS Code	AGR/N9903
NOS Name	Maintain health and safety at the workplace
Sector	Agriculture
Sub-Sector	Generic
Occupation	Generic
NSQF Level	4
Credits	1
Version	4.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	22/10/2024

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

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- 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

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- 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

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- 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

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
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	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
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	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC6. recognize the significance of 21st Century Skills for employment	-	-	-	-
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	-	-	-	-
<i>Basic English Skills</i>	3	4	-	-
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-
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	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
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	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
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	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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	-	-	-	-
<i>Essential Digital Skills</i>	3	5	-	-
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	-	-	-	-
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	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-
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	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC33. identify different types of customers and ways to communicate with them	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
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	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
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	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0103
NOS Name	Employability Skills (90 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	5
Credits	3
Version	1.0
Last Reviewed Date	15/03/2024
Next Review Date	15/03/2027
NSQC Clearance Date	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) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
- 2.The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
- 3.Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
- 4.Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
- 5.In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
- 6.In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

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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/N7822.Organize the agricultural community into appropriate institutions	30	40	0	30	100	30
AGR/N7824.Support the management and operation of community institutions	30	40	0	30	100	30
AGR/N7823.Organize capacity-building interventions for community institution members	30	40	0	30	100	30
AGR/N9903.Maintain health and safety at the workplace	40	25	-	35	100	5
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	5
Total	150	175	-	125	450	100

Qualification Pack

Acronyms

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training
PPE	Personal Protective Equipment
PPE	Personal Protective Equipment

Qualification Pack

Glossary

Sector	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.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	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.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	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.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	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.
Scope	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.

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Knowledge and Understanding (KU)	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.
Organisational Context	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.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	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.
Electives	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.
Options	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.