

Qualification Pack



Agri Service Input Dealer

QP Code: AGR/Q7804

Version: 3.0

NSQF Level: 5

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AGR/Q7804: Agri Service Input Dealer

Brief Job Description

An Agri Service Input Dealer is responsible for making various agricultural inputs available to farmers according to the season and advising them on good farming practices such as integrated nutrient management, integrated pest and disease management, irrigation systems, use of farm machineries and implements, integrated farming, cattle feeding and rearing, etc.

Personal Attributes

The individual must have the ability to work independently and take decisions about the area of work. The person must have analytical, problem-solving and decent communication skills along with the ability to co-ordinate with others to achieve the work objectives.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [AGR/N7818: Set up the agricultural inputs outlet](#)
2. [AGR/N7819: Conduct outreach programs for farmers](#)
3. [AGR/N7820: Market the agricultural inputs and maintain the inventory](#)
4. [AGR/N7821: Prepare and maintain various records using a computer](#)
5. [AGR/N9903: Maintain health and safety at the workplace](#)
6. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

Qualification Pack (QP) Parameters

| | |
|-------------------|---|
| Sector | Agriculture |
| Sub-Sector | Agriculture Industries |
| Occupation | Agri-Entrepreneurship and Rural Enterprises |
| Country | India |
| NSQF Level | 5 |
| Credits | 16 |

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| | |
|---|---|
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/5249 |
| Minimum Educational Qualification & Experience | <p>Completed 2nd year of UG (UG Diploma) OR Pursuing 2nd year of UG (and continuous education) OR Completed 2nd year diploma after 12th OR Pursuing 2nd year of 2-year diploma after 12th OR 12th pass with 1 year Vocational Education & training (NTC or NAC or CITS) OR Completed 3 year diploma after 10th with 1 Year of experience relevant experience OR 12th grade Pass with 2 Years of experience relevant experience OR 10th grade pass with 4 Years of experience relevant experience OR Previous relevant Qualification of NSQF Level (L-4 and with minimum education as 8th Grade pass) with 3 Years of experience relevant experience OR Previous relevant Qualification of NSQF Level (L-4.5 with 1.5- year relevant experience)</p> |
| Minimum Level of Education for Training in School | |
| Pre-Requisite License or Training | NA |
| Minimum Job Entry Age | 18 Years |
| Last Reviewed On | NA |
| Next Review Date | 30/04/2025 |
| NSQC Approval Date | 27/01/2022 |
| Version | 3.0 |
| Reference code on NQR | QG-05-AG-00271-2023-V1.1-ASCI |
| NQR Version | 1.1 |

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AGR/N7818: Set up the agricultural inputs outlet

Description

This OS unit is about planning and establishing an agricultural inputs outlet after conducting research.

Scope

The scope covers the following :

- Prepare to set up the outlet
- Plan and arrange the finances
- Arrange the agricultural inputs
- Establish the agricultural inputs outlet
- Set up the merchandise display
- Perform waste management

Elements and Performance Criteria

Prepare to set up the outlet

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

- PC1.** identify the agro-climatic zone in the target area and the impact of the local weather on agriculture production
- PC2.** identify the agricultural inputs needs in the area based on the prevalent cropping systems
- PC3.** establish the licensing needs based on the type of regulated inputs such as fertilizers/ pesticides/ insecticides/ weedicides/ seeds/ cattle feed
- PC4.** estimate the number of agents and workers required to work at the outlet
- PC5.** calculate the space required for setting up the outlet including the storage space for the inputs

Plan and arrange the finances

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

- PC6.** estimate the need of finances for setting up the outlet
- PC7.** identify the relevant government schemes and financial institution(s) to secure finances
- PC8.** secure the required finances following the application process of the selected financial institution(s)

Arrange the agricultural inputs

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

- PC9.** identify the company/ distributors of the required agricultural inputs
- PC10.** select a company/ distributor based on the quality
- PC11.** negotiate the price of the inputs
- PC12.** procure the inputs in the required quantity
- PC13.** arrange for the safe handling and storage of the inputs as per the manufacturer's instructions

Establish the agricultural inputs outlet

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

- PC14.** select an appropriate location in the target area to establish the outlet with proximity to farms
- PC15.** supervise the construction of the outlet
- PC16.** arrange utilities such as water, electricity, telephone for the outlet
- PC17.** recruit agents and workers for the outlet in the required number
- PC18.** arrange for the agents and workers to be trained on the inputs offered by the outlet
- PC19.** arrange the appropriate Personal Protective Equipment (PPE) for handling the hazardous inputs such as pesticides/ insecticides/ weedicides
- PC20.** set price for the inputs in compliance with the government directives
- PC21.** ensure compliance with the relevant laws and regulations pertaining to commercial establishments such as shops and establishment acts, taxation laws, labour laws, etc.

Set up the merchandise display

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

- PC22.** set up the merchandise display in the outlet for displaying the agri inputs
- PC23.** place various agricultural inputs in the display according to the category
- PC24.** apply labels on the agricultural inputs with the necessary information
- PC25.** ensure to separate the hazardous materials such as pesticides and herbicides from cattle feed products

Perform waste management

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

- PC26.** instruct the workers to segregate waste into appropriate categories
- PC27.** arrange for recyclable waste to be recycled appropriately and non-recyclable waste to be disposed in an environment-friendly manner

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the process of identifying the agro-climatic zone to understand the impact of the local weather on agriculture production
- KU2.** how to identify the agricultural input needs in the area based on the prevalent cropping systems
- KU3.** licensing requirements for dealing in regulated inputs such as fertilisers/ pesticides/ insecticides/ weedicides
- KU4.** how to estimate the number of agents and workers required to work at the agricultural inputs outlet
- KU5.** how to calculate the space required for setting up an agricultural input outlet and the storage
- KU6.** the process of estimating the need of finances for setting up the outlet
- KU7.** the application process to secure financial assistance
- KU8.** the process of identifying and selecting a company/ distributors to procure agricultural inputs

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- KU9.** safe handling and storage of various agricultural inputs as per the manufacturer's instructions
- KU10.** how to select the location for setting up an agricultural inputs outlet
- KU11.** the process of construction of the outlet and recruiting agents and workers
- KU12.** the importance and process of training the agents and workers on the inputs offered by the outlet
- KU13.** the process for securing utilities such as water, electricity, telephone for the outlet
- KU14.** use of the appropriate Personal Protective Equipment (PPE) for handling the hazardous inputs such as pesticides/ insecticides/ weedicides
- KU15.** the relevant acts, viz. seed act, insecticide act, fertilizer control order, essential commodity act, consumer protection act, agricultural produce market committees act, sales Tax/ VAT etc.
- KU16.** the importance of following environmental and ecological best practices
- KU17.** different methods of recycling and disposing different types of waste

Generic Skills (GS)

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

- GS1.** write work-related records
- GS2.** communicate clearly and politely with co-workers and clients
- GS3.** read the relevant literature to get information about the latest developments in the field of work
- GS4.** plan and prioritise tasks to ensure timely completion
- GS5.** take quick decisions to deal with workplace emergencies/ accidents
- GS6.** listen attentively to understand the information/ instructions being shared by the speaker
- GS7.** identify possible disruptions to work and take appropriate preventive measures
- GS8.** co-ordinate with co-workers to achieve work objectives
- GS9.** 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>Prepare to set up the outlet</i> | 6 | 8 | - | 6 |
| PC1. identify the agro-climatic zone in the target area and the impact of the local weather on agriculture production | - | - | - | - |
| PC2. identify the agricultural inputs needs in the area based on the prevalent cropping systems | - | - | - | - |
| PC3. establish the licensing needs based on the type of regulated inputs such as fertilizers/ pesticides/ insecticides/ weedicides/ seeds/ cattle feed | - | - | - | - |
| PC4. estimate the number of agents and workers required to work at the outlet | - | - | - | - |
| PC5. calculate the space required for setting up the outlet including the storage space for the inputs | - | - | - | - |
| <i>Plan and arrange the finances</i> | 4 | 6 | - | 4 |
| PC6. estimate the need of finances for setting up the outlet | - | - | - | - |
| PC7. identify the relevant government schemes and financial institution(s) to secure finances | - | - | - | - |
| PC8. secure the required finances following the application process of the selected financial institution(s) | - | - | - | - |
| <i>Arrange the agricultural inputs</i> | 6 | 8 | - | 6 |
| PC9. identify the company/ distributors of the required agricultural inputs | - | - | - | - |
| PC10. select a company/ distributor based on the quality | - | - | - | - |
| PC11. negotiate the price of the inputs | - | - | - | - |
| PC12. procure the inputs in the required quantity | - | - | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC13. arrange for the safe handling and storage of the inputs as per the manufacturer's instructions | - | - | - | - |
| <i>Establish the agricultural inputs outlet</i> | 6 | 6 | - | 6 |
| PC14. select an appropriate location in the target area to establish the outlet with proximity to farms | - | - | - | - |
| PC15. supervise the construction of the outlet | - | - | - | - |
| PC16. arrange utilities such as water, electricity, telephone for the outlet | - | - | - | - |
| PC17. recruit agents and workers for the outlet in the required number | - | - | - | - |
| PC18. arrange for the agents and workers to be trained on the inputs offered by the outlet | - | - | - | - |
| PC19. arrange the appropriate Personal Protective Equipment (PPE) for handling the hazardous inputs such as pesticides/ insecticides/ weedicides | - | - | - | - |
| PC20. set price for the inputs in compliance with the government directives | - | - | - | - |
| PC21. ensure compliance with the relevant laws and regulations pertaining to commercial establishments such as shops and establishment acts, taxation laws, labour laws, etc. | - | - | - | - |
| <i>Set up the merchandise display</i> | 6 | 8 | - | 6 |
| PC22. set up the merchandise display in the outlet for displaying the agri inputs | - | - | - | - |
| PC23. place various agricultural inputs in the display according to the category | - | - | - | - |
| PC24. apply labels on the agricultural inputs with the necessary information | - | - | - | - |
| PC25. ensure to separate the hazardous materials such as pesticides and herbicides from cattle feed products | - | - | - | - |
| <i>Perform waste management</i> | 2 | 4 | - | 2 |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC26. instruct the workers to segregate waste into appropriate categories | - | - | - | - |
| PC27. arrange for recyclable waste to be recycled appropriately and non-recyclable waste to be disposed in an environment-friendly manner | - | - | - | - |
| NOS Total | 30 | 40 | - | 30 |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | AGR/N7818 |
| NOS Name | Set up the agricultural inputs outlet |
| Sector | Agriculture |
| Sub-Sector | Agriculture Industries |
| Occupation | Agri Entrepreneurship and Rural Enterprises |
| NSQF Level | 5 |
| Credits | 3 |
| Version | 2.0 |
| Last Reviewed Date | 27/01/2022 |
| Next Review Date | 27/01/2025 |
| NSQC Clearance Date | 27/01/2022 |

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AGR/N7819: Conduct outreach programs for farmers

Description

This OS unit is about providing information and advice to farmers on good farming practices by conducting sessions.

Scope

The scope covers the following :

- Educate on soil health management
- Educate on rainfed farming
- Educate on seeds and seed production
- Educate on irrigation systems and their management
- Educate on weed management
- Educate on farm implements and machineries
- Educate on pest, insect and disease control
- Educate on production technology for major local crops
- Educate on cattle management practices
- Educate on collective marketing of produce
- Educate on mobile app-based farm advisory services
- Educate on water conservation and farm waste management practices

Elements and Performance Criteria

Educate on soil health management

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

- PC1.** explain various soil-profiles, characteristics, physical, chemical and biological properties
- PC2.** explain the importance of soil testing
- PC3.** explain the process of soil sampling, interpretation of the soil test results and the appropriate solutions for soil treatment
- PC4.** identify different types of problematic soil and describe their management practices
- PC5.** brief on the symptoms of macro and micronutrient deficiencies in the soil
- PC6.** explain the integrated soil nutrient management practices
- PC7.** explain the use of liquid fertilizers and plant growth regulators

Educate on rainfed farming

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

- PC8.** explain the process of planning various crops in rainfed areas
- PC9.** explain the importance and process of water management in crop production
- PC10.** explain various natural resource management practices for dryland agriculture
- PC11.** explain the impact of climate change in rainfed agriculture and the appropriate adaptation strategies
- PC12.** explain the relevant integrated watershed management practices to the farmers

Educate on seeds and seed production

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

PC13. explain the importance of using quality seeds in crop production

PC14. explain the process of basic treatment of a variety of seeds

PC15. explain the storage and maintenance needs of a variety of seeds

PC16. explain the seed production practices and certification process

Educate on irrigation systems and their management

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

PC17. explain the benefits of using different methods of irrigation and various practices for efficient use of water

PC18. explain the process of installing and managing micro irrigation systems such as sprinkler and drip irrigation

PC19. explain the budget requirement for installing a micro-irrigation system

Educate on weed management

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

PC20. explain the importance of effective weed management in crops

PC21. explain the integrated weed management practices i.e. physical, chemical and biological methods for eliminating a variety of weed

Educate on farm implements and machineries

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

PC22. explain the importance of opting for farm mechanisation compared to manual labour

PC23. explain the use of various farm machineries and implements

PC24. explain the concept and importance of custom hiring centres

PC25. identify various custom hiring centres and state the approximate cost of hiring various farm implements and machineries

PC26. explain the common repairs and maintenance needs of various farm implements and machineries

Educate on pest, insect and disease control

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

PC27. explain the importance of pest and disease control in agriculture

PC28. explain the difference between harmful and beneficial insects

PC29. explain various symptoms of insect and disease infestation in a variety of crops

PC30. explain the difference between the symptoms of nutrition deficiency and disease in crops

PC31. identify different classes of pesticides including storage pests and their management practices

PC32. explain the process of checking the compatibility of a variety of agro-chemicals with various crops

PC33. explain the harmful effect of indiscriminate use of agricultural inputs

PC34. explain the process of integrated pest management and residual analysis

PC35. explain the precautionary measures to take in the procurement, handling and application of chemicals and other agricultural inputs

Educate on production technology for major local crops

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

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PC36. explain the crop production technology for major local crops such as cereals, paddy, pulses, vegetables, commercial and horticulture crops, etc.

PC37. identify the inputs required for growing the major local crops

Educate on cattle management practices

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

PC38. explain the importance of keeping the cattle in hygienic and weather-proof conditions

PC39. explain the process of cleaning/ washing/ brushing different types of cattle

PC40. explain the importance of feeding the cattle with nutrient-rich food to ensure their healthy growth

PC41. identify the signs of various cattle diseases and disorders

PC42. explain the process of treating the cattle to cure a variety of diseases and disorders

Educate on collective marketing of produce

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

PC43. explain the concept and process of collective marketing

PC44. explain the benefits of pooling up of farm produce under collective marketing

Educate on mobile app-based farm advisory services

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

PC45. encourage the farmers to use mobile app-based farm advisory services

PC46. demonstrate the use of relevant and popular mobile apps providing agriculture and allied sector related advisory services

Educate on water conservation and farm waste management practices

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

PC47. explain the importance of water conservation

PC48. explain various practices to conserve water in farm operations

PC49. explain the importance of and the relevant farm waste management practices

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. various soil-profiles, characteristics, physical, chemical and biological properties

KU2. the importance of soil testing

KU3. the process of soil sampling, interpretation of the soil test results and the appropriate solutions

KU4. different types of problematic soils and their management practices

KU5. the symptoms of macro-micro nutrient deficiencies

KU6. integrated nutrient management practices

KU7. the use of liquid fertilizers and plant growth regulators

KU8. the process of planning various crops in rainfed areas

KU9. the importance and process of water management in crop production

KU10. natural resource management practices for dryland agriculture

KU11. the impact of climate change in rainfed agriculture and the appropriate adaptation strategies

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- KU12.** the relevant integrated watershed management practices to the farmers
- KU13.** the importance of using quality seeds in crop production
- KU14.** the process of basic treatment of a variety of seeds
- KU15.** the storage and maintenance needs of a variety of seeds
- KU16.** the seed production practices and certification process
- KU17.** the benefits of using different methods of irrigation and various practices for efficient use of water
- KU18.** the process of installing and managing micro irrigation systems such as sprinkler and drip irrigation and the applicable budget requirements
- KU19.** the importance of effective weed management in crops and the integrated weed management practices i.e. physical, chemical and biological methods for eliminating a variety of weed
- KU20.** the importance of opting for farm mechanisation compared to manual labour
- KU21.** the use of various farm implements and machineries
- KU22.** the concept and importance of custom hiring centres and the approximate cost of hiring various farm implements and machineries
- KU23.** common repairs and maintenance needs of various farm implements and machineries
- KU24.** the importance of pest and disease control in agriculture
- KU25.** the difference between harmful and beneficial insects
- KU26.** various symptoms of insect and disease infestation in a variety of crops
- KU27.** the difference between the symptoms of nutrition deficiency and disease in crops
- KU28.** different classes of pesticides including storage pests and their management practices
- KU29.** the process of checking the compatibility of a variety of agro-chemicals
- KU30.** the harmful effect of indiscriminate use of agricultural inputs
- KU31.** the process of integrated pest management and residual analysis
- KU32.** appropriate precautionary measures to be taken in the procurement, handling and application of chemicals and other agricultural inputs
- KU33.** the crop production technology for major crops such as cereals, paddy, pulses, vegetables, commercial and horticulture crops, and the inputs required for growing them
- KU34.** various cattle management practices including their feed, health and disease management
- KU35.** the concept of collective marketing and its benefits
- KU36.** benefits of app based farm advisory services and the popular government-run mobile apps providing agriculture and allied sector related advisory services
- KU37.** the importance of conserving water in farm operations and the related practices
- KU38.** the importance of and the relevant farm waste management practices

Generic Skills (GS)

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

- GS1.** maintain work-related records
- GS2.** read and follow the health and safety instructions

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- GS3.** listen attentively to understand the information/ instructions being shared by the speaker
- GS4.** communicate clearly and politely with co-workers and clients
- GS5.** plan and prioritise tasks to ensure timely completion
- GS6.** identify possible disruptions to work and take appropriate preventive measures
- GS7.** take quick decisions to deal with workplace emergencies/ accidents
- GS8.** evaluate all possible solutions to a problem to select the best one
- GS9.** co-ordinate with co-workers to achieve work objectives

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Educate on soil health management</i> | 4 | 4 | - | 2 |
| PC1. explain various soil-profiles, characteristics, physical, chemical and biological properties | - | - | - | - |
| PC2. explain the importance of soil testing | - | - | - | - |
| PC3. explain the process of soil sampling, interpretation of the soil test results and the appropriate solutions for soil treatment | - | - | - | - |
| PC4. identify different types of problematic soil and describe their management practices | - | - | - | - |
| PC5. brief on the symptoms of macro and micronutrient deficiencies in the soil | - | - | - | - |
| PC6. explain the integrated soil nutrient management practices | - | - | - | - |
| PC7. explain the use of liquid fertilizers and plant growth regulators | - | - | - | - |
| <i>Educate on rainfed farming</i> | 2 | 2 | - | 2 |
| PC8. explain the process of planning various crops in rainfed areas | - | - | - | - |
| PC9. explain the importance and process of water management in crop production | - | - | - | - |
| PC10. explain various natural resource management practices for dryland agriculture | - | - | - | - |
| PC11. explain the impact of climate change in rainfed agriculture and the appropriate adaptation strategies | - | - | - | - |
| PC12. explain the relevant integrated watershed management practices to the farmers | - | - | - | - |
| <i>Educate on seeds and seed production</i> | 2 | 4 | - | 2 |
| PC13. explain the importance of using quality seeds in crop production | - | - | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC14. explain the process of basic treatment of a variety of seeds | - | - | - | - |
| PC15. explain the storage and maintenance needs of a variety of seeds | - | - | - | - |
| PC16. explain the seed production practices and certification process | - | - | - | - |
| <i>Educate on irrigation systems and their management</i> | 2 | 4 | - | 3 |
| PC17. explain the benefits of using different methods of irrigation and various practices for efficient use of water | - | - | - | - |
| PC18. explain the process of installing and managing micro irrigation systems such as sprinkler and drip irrigation | - | - | - | - |
| PC19. explain the budget requirement for installing a micro-irrigation system | - | - | - | - |
| <i>Educate on weed management</i> | 2 | 5 | - | 2 |
| PC20. explain the importance of effective weed management in crops | - | - | - | - |
| PC21. explain the integrated weed management practices i.e. physical, chemical and biological methods for eliminating a variety of weed | - | - | - | - |
| <i>Educate on farm implements and machineries</i> | 2 | 3 | - | 2 |
| PC22. explain the importance of opting for farm mechanisation compared to manual labour | - | - | - | - |
| PC23. explain the use of various farm machineries and implements | - | - | - | - |
| PC24. explain the concept and importance of custom hiring centres | - | - | - | - |
| PC25. identify various custom hiring centres and state the approximate cost of hiring various farm implements and machineries | - | - | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC26. explain the common repairs and maintenance needs of various farm implements and machineries | - | - | - | - |
| <i>Educate on pest, insect and disease control</i> | 5 | 2 | - | 3 |
| PC27. explain the importance of pest and disease control in agriculture | - | - | - | - |
| PC28. explain the difference between harmful and beneficial insects | - | - | - | - |
| PC29. explain various symptoms of insect and disease infestation in a variety of crops | - | - | - | - |
| PC30. explain the difference between the symptoms of nutrition deficiency and disease in crops | - | - | - | - |
| PC31. identify different classes of pesticides including storage pests and their management practices | - | - | - | - |
| PC32. explain the process of checking the compatibility of a variety of agro-chemicals with various crops | - | - | - | - |
| PC33. explain the harmful effect of indiscriminate use of agricultural inputs | - | - | - | - |
| PC34. explain the process of integrated pest management and residual analysis | - | - | - | - |
| PC35. explain the precautionary measures to take in the procurement, handling and application of chemicals and other agricultural inputs | - | - | - | - |
| <i>Educate on production technology for major local crops</i> | 3 | 5 | - | 2 |
| PC36. explain the crop production technology for major local crops such as cereals, paddy, pulses, vegetables, commercial and horticulture crops, etc. | - | - | - | - |
| PC37. identify the inputs required for growing the major local crops | - | - | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Educate on cattle management practices</i> | 2 | 4 | - | 2 |
| PC38. explain the importance of keeping the cattle in hygienic and weather-proof conditions | - | - | - | - |
| PC39. explain the process of cleaning/ washing/ brushing different types of cattle | - | - | - | - |
| PC40. explain the importance of feeding the cattle with nutrient-rich food to ensure their healthy growth | - | - | - | - |
| PC41. identify the signs of various cattle diseases and disorders | - | - | - | - |
| PC42. explain the process of treating the cattle to cure a variety of diseases and disorders | - | - | - | - |
| <i>Educate on collective marketing of produce</i> | 2 | 3 | - | 4 |
| PC43. explain the concept and process of collective marketing | - | - | - | - |
| PC44. explain the benefits of pooling up of farm produce under collective marketing | - | - | - | - |
| <i>Educate on mobile app-based farm advisory services</i> | 2 | 2 | - | 2 |
| PC45. encourage the farmers to use mobile app-based farm advisory services | - | - | - | - |
| PC46. demonstrate the use of relevant and popular mobile apps providing agriculture and allied sector related advisory services | - | - | - | - |
| <i>Educate on water conservation and farm waste management practices</i> | 2 | 2 | - | 4 |
| PC47. explain the importance of water conservation | - | - | - | - |
| PC48. explain various practices to conserve water in farm operations | - | - | - | - |
| PC49. explain the importance of and the relevant farm waste management practices | - | - | - | - |
| NOS Total | 30 | 40 | - | 30 |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | AGR/N7819 |
| NOS Name | Conduct outreach programs for farmers |
| Sector | Agriculture |
| Sub-Sector | Agriculture Industries |
| Occupation | Agri Entrepreneurship and Rural Enterprises |
| NSQF Level | 5 |
| Credits | 2 |
| Version | 2.0 |
| Last Reviewed Date | 27/01/2022 |
| Next Review Date | 27/01/2025 |
| NSQC Clearance Date | 27/01/2022 |

Qualification Pack

AGR/N7820: Market the agricultural inputs and maintain the inventory

Description

This OS unit is about marketing agricultural inputs to farmers, and maintaining the inventory.

Scope

The scope covers the following :

- Market and sell the agricultural inputs
- Process the payments
- Maintain the inventory
- Optimise resource utilisation

Elements and Performance Criteria

Market and sell the agricultural inputs

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

- PC1.** connect with the farmers through the outlet/ kiosks/ marketing agents/ apps
- PC2.** identify the requirement of the farmers for a variety of agricultural inputs
- PC3.** recommend the appropriate quality and quantity of inputs to the farmers
- PC4.** market agricultural inputs using appropriate and innovative methods
- PC5.** process orders from farmers on cash or credit, as applicable
- PC6.** arrange for the inputs to be prepared for being transported to the farm

Process the payments

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

- PC7.** process payments using different electronic payment methods
- PC8.** perform the necessary documentation and share the order and payment receipt with the farmer

Maintain the inventory

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

- PC9.** arrange for the inventory to be stored based on priority in the storage for the ease of retrieval
- PC10.** use the relevant data and tools to forecast the need for a variety of inputs
- PC11.** place order for restocking the relevant inventory promptly to ensure availability during the critical farming seasons
- PC12.** maintain adequate stock of agricultural inputs such as seeds, fertilizers and pesticides to meet the demand of farmers in the target area
- PC13.** follow healthy market practices in maintaining the stock of agricultural inputs
- PC14.** use the relevant computer software/ application to maintain the inventory
- PC15.** follow the efficient inventory management practices such as Economic order quantity (EOQ), ABC analysis, Just-in-time (JIT), etc.

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- PC16.** use the appropriate inventory rotation system such as First-In, First-Out (FIFO) and Last In, First Out (FIFO) to maintain the shelf life of the inventory
- PC17.** follow the batch tracking technique to group inventory based on various parameters such as the type of inputs, its quality, expiration, etc.

Optimise resource utilisation

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

- PC18.** ensure optimal use of water and other resources in various tasks and processes
- PC19.** arrange for any water leakages to be plugged to prevent its wastage

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** different ways of connecting with farmers such as the agricultural inputs outlet/ kiosks/ marketing agents
- KU2.** how to identify the farmers' need for a variety of agricultural inputs
- KU3.** the process of accepting and processing orders
- KU4.** the importance and process of offering agricultural inputs to farmers on credit
- KU5.** safe transportation for a variety of agricultural inputs
- KU6.** various electronic payment methods available in India such as Aadhar Enabled Payment System (AEPS), Bharat Interface for Money (BHIM) app, mobile or e-wallets, UPI, USSD, etc. and the process of using them to make and accept payments
- KU7.** payment and order related documentation
- KU8.** storage of the inventory based on priority for easy retrieval
- KU9.** the importance of maintaining adequate stock of agricultural inputs such as seeds, fertilizers, pesticides and restocking the inventory in a timely manner to ensure availability during the critical farming seasons
- KU10.** how to use the relevant data and tool to forecast the need for a variety of inputs
- KU11.** healthy market practices in maintaining the stock of agricultural inputs i.e. not hoarding the agricultural inputs
- KU12.** use of an appropriate computer software/ application to maintain the inventory
- KU13.** efficient inventory management practices such as Economic order quantity (EOQ), ABC analysis, Just-in-time (JIT), etc.
- KU14.** use of the inventory rotation system such as First-In, First-Out (FIFO) and Last In, First Out (FIFO) to maintain the shelf life of the inventory
- KU15.** use of the batch tracking technique to group inventory based on various parameters such as the type of inputs, its quality, expiration, etc.
- KU16.** the benefits of resource optimisation and ways of using various resources efficiently

Generic Skills (GS)

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

- GS1.** write work-related notes

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- GS2.** communicate politely and professionally
- GS3.** read the relevant literature to get learn about new latest developments in the field of work
- GS4.** listen attentively to understand the information/ instructions being shared by the speaker
- GS5.** plan and prioritise tasks to ensure timely completion
- GS6.** co-ordinate with co-workers to achieve work objectives
- GS7.** evaluate all possible solutions to a problem to select the best one
- GS8.** identify possible disruptions to work and take appropriate preventive measures
- GS9.** take quick decisions to deal with workplace emergencies/ accidents

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Market and sell the agricultural inputs</i> | 10 | 12 | - | 10 |
| PC1. connect with the farmers through the outlet/ kiosks/ marketing agents/ apps | - | - | - | - |
| PC2. identify the requirement of the farmers for a variety of agricultural inputs | - | - | - | - |
| PC3. recommend the appropriate quality and quantity of inputs to the farmers | - | - | - | - |
| PC4. market agricultural inputs using appropriate and innovative methods | - | - | - | - |
| PC5. process orders from farmers on cash or credit, as applicable | - | - | - | - |
| PC6. arrange for the inputs to be prepared for being transported to the farm | - | - | - | - |
| <i>Process the payments</i> | 8 | 10 | - | 8 |
| PC7. process payments using different electronic payment methods | - | - | - | - |
| PC8. perform the necessary documentation and share the order and payment receipt with the farmer | - | - | - | - |
| <i>Maintain the inventory</i> | 8 | 12 | - | 8 |
| PC9. arrange for the inventory to be stored based on priority in the storage for the ease of retrieval | - | - | - | - |
| PC10. use the relevant data and tools to forecast the need for a variety of inputs | - | - | - | - |
| PC11. place order for restocking the relevant inventory promptly to ensure availability during the critical farming seasons | - | - | - | - |
| PC12. maintain adequate stock of agricultural inputs such as seeds, fertilizers and pesticides to meet the demand of farmers in the target area | - | - | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC13. follow healthy market practices in maintaining the stock of agricultural inputs | - | - | - | - |
| PC14. use the relevant computer software/ application to maintain the inventory | - | - | - | - |
| PC15. follow the efficient inventory management practices such as Economic order quantity (EOQ), ABC analysis, Just-in-time (JIT), etc. | - | - | - | - |
| PC16. use the appropriate inventory rotation system such as First-In, First-Out (FIFO) and Last In, First Out (FIFO) to maintain the shelf life of the inventory | - | - | - | - |
| PC17. follow the batch tracking technique to group inventory based on various parameters such as the type of inputs, its quality, expiration, etc. | - | - | - | - |
| <i>Optimise resource utilisation</i> | 4 | 6 | - | 4 |
| PC18. ensure optimal use of water and other resources in various tasks and processes | - | - | - | - |
| PC19. arrange for any water leakages to be plugged to prevent its wastage | - | - | - | - |
| NOS Total | 30 | 40 | - | 30 |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | AGR/N7820 |
| NOS Name | Market the agricultural inputs and maintain the inventory |
| Sector | Agriculture |
| Sub-Sector | Agriculture Industries |
| Occupation | Agri Entrepreneurship and Rural Enterprises |
| NSQF Level | 5 |
| Credits | 2 |
| Version | 2.0 |
| Last Reviewed Date | 27/01/2022 |
| Next Review Date | 27/01/2025 |
| NSQC Clearance Date | 27/01/2022 |

Qualification Pack

AGR/N7821: Prepare and maintain various records using a computer

Description

This OS unit is about maintaining the record of agricultural input sales, and processing payments.

Scope

The scope covers the following :

- Use a computer and e-mail
- Maintain the financial records
- Maintain the record of operations

Elements and Performance Criteria

Use a computer and e-mail

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

- PC1.** identify the relevant computer software/ application to prepare and maintain the record of outlet sales and operations
- PC2.** use the selected computer software/ application to prepare the relevant records
- PC3.** use email to communicate with the relevant authorities and distributors

Maintain the financial records

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

- PC4.** identify the relevant accounting system to maintain the outlet's accounts
- PC5.** record various costs correctly as fixed and variable costs
- PC6.** maintain the accurate record of sales and payments into and from the outlet's bank account
- PC7.** prepare the financial statements i.e. income statement, balance sheet, cash flow statement, etc.
- PC8.** evaluate the financial records periodically to ensure the accuracy of data

Maintain the record of operations

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

- PC9.** maintain the record of farmer visits, frequency of visit, sessions conducted, etc.
- PC10.** create a database of farmers and the distributors of agricultural inputs
- PC11.** maintain the record of in-demand agricultural inputs according to the seasons to ensure sufficient stock
- PC12.** arrange for safe storage of the documents
- PC13.** create regular backup of the documents and data to prevent accidental loss

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

Qualification Pack

- KU1.** use of the relevant accounting and computer applications for maintaining the outlet's accounts and business records
- KU2.** different types of financial statements generated in the process of maintaining the outlet's accounts
- KU3.** the use of basic accounting terminology and classification of various transactions
- KU4.** different online cloud storage services for backing up business data and reports
- KU5.** use of email communication services
- KU6.** legal and standard requirements and process concerning business documentation and record-keeping
- KU7.** relevant details to be recorded in business reports such as data on marketing, logistics, distribution and sale
- KU8.** safe handling and storage of reports and documents
- KU9.** various best practices to be followed to protect data and privacy

Generic Skills (GS)

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

- GS1.** write work-related records
- GS2.** communicate clearly and politely with co-workers and clients
- GS3.** read the relevant literature to get information about the latest developments in the field of work
- GS4.** plan and prioritise tasks to ensure timely completion
- GS5.** take quick decisions to deal with workplace emergencies/ accidents
- GS6.** listen attentively to understand the information/ instructions being shared by the speaker
- GS7.** identify possible disruptions to work and take appropriate preventive measures
- GS8.** co-ordinate with co-workers to achieve work objectives
- GS9.** evaluate all possible solutions to a problem to select the best one

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Use a computer and e-mail</i> | 8 | 8 | - | 6 |
| PC1. identify the relevant computer software/ application to prepare and maintain the record of outlet sales and operations | - | - | - | - |
| PC2. use the selected computer software/ application to prepare the relevant records | - | - | - | - |
| PC3. use email to communicate with the relevant authorities and distributors | - | - | - | - |
| <i>Maintain the financial records</i> | 10 | 16 | - | 12 |
| PC4. identify the relevant accounting system to maintain the outlet's accounts | - | - | - | - |
| PC5. record various costs correctly as fixed and variable costs | - | - | - | - |
| PC6. maintain the accurate record of sales and payments into and from the outlet's bank account | - | - | - | - |
| PC7. prepare the financial statements i.e. income statement, balance sheet, cash flow statement, etc. | - | - | - | - |
| PC8. evaluate the financial records periodically to ensure the accuracy of data | - | - | - | - |
| <i>Maintain the record of operations</i> | 12 | 16 | - | 12 |
| PC9. maintain the record of farmer visits, frequency of visit, sessions conducted, etc. | - | - | - | - |
| PC10. create a database of farmers and the distributors of agricultural inputs | - | - | - | - |
| PC11. maintain the record of in-demand agricultural inputs according to the seasons to ensure sufficient stock | - | - | - | - |
| PC12. arrange for safe storage of the documents | - | - | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC13. create regular backup of the documents and data to prevent accidental loss | - | - | - | - |
| NOS Total | 30 | 40 | - | 30 |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | AGR/N7821 |
| NOS Name | Prepare and maintain various records using a computer |
| Sector | Agriculture |
| Sub-Sector | Agriculture Industries |
| Occupation | Agri Entrepreneurship and Rural Enterprises |
| NSQF Level | 5 |
| Credits | 1 |
| Version | 2.0 |
| Last Reviewed Date | 27/01/2022 |
| Next Review Date | 27/01/2025 |
| NSQC Clearance Date | 27/01/2022 |

Qualification Pack

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

Qualification Pack

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 | - | - | - | - |

Qualification Pack

| 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 |

Qualification Pack

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 | 3.0 |
| Last Reviewed Date | 27/08/2024 |
| Next Review Date | 27/08/2027 |
| NSQC Clearance Date | 27/08/2024 |

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

Qualification Pack

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 | - | - | - | - |

Qualification Pack

| 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 | - | - | - | - |

Qualification Pack

| 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 | - | - | - | - |

Qualification Pack

| 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

Minimum Aggregate Passing % at QP Level : 70

Qualification Pack

(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/N7818.Set up the agricultural inputs outlet | 30 | 40 | - | 30 | 100 | 25 |
| AGR/N7819.Conduct outreach programs for farmers | 30 | 40 | - | 30 | 100 | 20 |
| AGR/N7820.Market the agricultural inputs and maintain the inventory | 30 | 40 | - | 30 | 100 | 20 |
| AGR/N7821.Prepare and maintain various records using a computer | 30 | 40 | - | 30 | 100 | 20 |
| AGR/N9903.Maintain health and safety at the workplace | 40 | 25 | - | 35 | 100 | 5 |
| DGT/VSQ/N0103.Employability Skills (90 Hours) | 20 | 30 | - | - | 50 | 10 |
| Total | 180 | 215 | - | 155 | 550 | 100 |

Qualification Pack

Acronyms

| | |
|-------------|---|
| NOS | National Occupational Standard(s) |
| NSQF | National Skills Qualifications Framework |
| QP | Qualifications Pack |
| TVET | Technical and Vocational Education and Training |

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. |

Qualification Pack

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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. |