

## Qualification Pack



# Community Service Provider

QP Code: AGR/Q7802

Version: 3.0

NSQF Level: 4

Agriculture Skill Council of India || 6th Floor, GNG Tower, Plot No. 10, Sector -44, Gurgaon  
Haryana-122004 || email: priyanka@asci-india.com

## Qualification Pack

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### AGR/Q7802: Community Service Provider

#### Brief Job Description

A Community Service Provider also known as Village Level Entrepreneur (VLE) provides a variety of Government to Citizen (G2C) and Business to Consumer (B2C) services. The individual sets up a Common Service Centre (CSC) in the selected rural/ semi-rural/ urban areas for the purpose and also assists farmers in subscribing to and availing relevant government schemes and benefits respectively. Through the CSC, the person sells relevant products and services offered by corporates and the government.

#### Personal Attributes

The individual must have attention to detail, analytical ability and coordination skills. The person must be good at written and oral communication.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [AGR/N7809: Prepare for and set up the CSC](#)
2. [AGR/N7811: Promote the CSC services to the target audience](#)
3. [AGR/N7810: Provide the CSC services to the target audience](#)
4. [AGR/N9903: Maintain health and safety at the workplace](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Agriculture Industries
<b>Occupation</b>	Agri-Entrepreneurship and Rural Enterprises
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	13
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/6116.0112

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<b>Minimum Educational Qualification &amp; Experience</b>	12th grade Pass OR Completed 2nd year of the 3-year diploma after 10 (and pursuing regular diploma) OR 10th grade pass (plus 2-year NTC) OR 10th grade pass (plus 1-year NTC plus 1 year NAC) OR 8th grade pass with 2 year NTC plus 1 year NAC plus 1 year CITS OR 10th grade pass and pursuing continuous schooling OR 10th grade pass with 2 Years of experience relevant experience OR Previous relevant Qualification of NSQF Level (Level 3.0 with minimum education as 8th Grade pass) with 3 Years of experience relevant experience OR Previous relevant Qualification of NSQF Level (Level 3.5 with 1.5- year relevant experience)
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	17 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	30/04/2025
<b>NSQC Approval Date</b>	31/03/2022
<b>Version</b>	3.0
<b>Reference code on NQR</b>	QG-04-AG-00291-2023-V1.1-ASCI
<b>NQR Version</b>	1.1

## Qualification Pack

### AGR/N7809: Prepare for and set up the CSC

#### Description

This OS unit is about making appropriate preparations and setting up the Common Service Centre (CSC).

#### Scope

The scope covers the following :

- Prepare for setting up the CSC
- Set up and start CSC operations

#### Elements and Performance Criteria

##### *Prepare for setting up the CSC*

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

- PC1.** conduct a survey in the local community to study the socio-economic conditions in the target area and identify the need for services offered through CSC
- PC2.** select the services to be offered based on the survey and prepare a plan for setting up the CSC, ensuring all the applicable factors are considered while selecting the types of services to be provided, such as the demand of specific services in the target area
- PC3.** determine own eligibility for setting up a CSC based on the government-defined eligibility criteria
- PC4.** complete the application process and coordinate with the relevant authority to obtain authorisation for setting up the CSC
- PC5.** prepare a cost-effective plan, following the budget guideline to provide CSC services

##### *Set up and start CSC operations*

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

- PC6.** select an appropriate location for setting up the CSC, ensuring it complies with the minimum area requirement and is easily accessible to the community members
- PC7.** select an appropriate location for setting up the CSC, ensuring it complies with the minimum area requirement and is easily accessible to the community members
- PC8.** coordinate with an expert for the construction of CSC office and secure utilities such as water, electricity, telephone, and internet connection
- PC9.** ensure the electricity supply and internet connection are stable and reliable for providing uninterrupted services to community members or arrange for power backup such as an inverter along with an alternative internet service to deal with power and internet disruptions
- PC10.** arrange for the installation of interactive kiosks at the CSC with voice and local language interface
- PC11.** arrange for multi-functional space for group interaction and training empowerment, as appropriate
- PC12.** determine the need of CSC workers and recruit them in the required number
- PC13.** train the CSC workers on relevant subject matters and systems for the effective delivery of common services

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- PC14.** arrange the help of relevant Subject Matter Experts (SMEs) to start the required services and gather required information

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the concept of CSC and its benefits
- KU2.** the importance of CSC in social development and generating employment opportunities
- KU3.** various G2C and B2C services offered by CSCs and their beneficiaries
- KU4.** the concept of national e-governance
- KU5.** various Information and Communication Technology (ICT) based services
- KU6.** the basic computer operations and use of relevant computer applications
- KU7.** the applicable book-keeping and accounting practices
- KU8.** the role of government in the establishment of CSCs
- KU9.** various Information Technology (IT) and non-IT services offered through CSC
- KU10.** the relevant legislation, standards, policies, and procedures to run the CSC operation
- KU11.** the use of telephone, computer, printer, modem, fax, relevant audio and video equipment
- KU12.** the importance and process of conducting a survey in the local community to study the socio-economic conditions and identify the need for services offered through CSC
- KU13.** the process of selecting the services to be offered based on the survey and preparing a plan for setting up the CSC
- KU14.** the eligibility criteria to be fulfilled to get authorisation to set up a CSC
- KU15.** the application process for getting authorisation to start a CSC, and the relevant authority to be contacted for the purpose
- KU16.** the importance of selecting an accessible location for setting up the CSC and the minimum area requirement to be fulfilled
- KU17.** the infrastructure and various resources required for setting up a CSC
- KU18.** the importance of ensuring reliable access to utilities such as water, electricity, telephone, and internet connection at the CSC
- KU19.** the process of installation of interactive kiosks at the CSC and the importance of ensuring local language interface in them
- KU20.** the benefits of having multi-functional space for group interactions and training empowerment
- KU21.** the need and benefits of recruiting CSC workers
- KU22.** the process of training CSC workers on relevant subject matters and systems for the effective delivery of common services
- KU23.** the benefit of taking help from relevant Subject Matter Experts (SMEs) while starting the CSC operations

### Generic Skills (GS)

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

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- GS1.** write work-related letters/ emails and notes
- GS2.** communicate politely and professionally
- GS3.** read the relevant literature to learn about the latest developments in the field of work
- GS4.** listen attentively to understand the information/ instructions being shared
- GS5.** plan and prioritise tasks to ensure timely completion
- GS6.** co-ordinate with the co-workers to achieve the 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



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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for setting up the CSC</i>	<b>12</b>	<b>15</b>	-	<b>12</b>
<b>PC1.</b> conduct a survey in the local community to study the socio-economic conditions in the target area and identify the need for services offered through CSC	-	-	-	-
<b>PC2.</b> select the services to be offered based on the survey and prepare a plan for setting up the CSC, ensuring all the applicable factors are considered while selecting the types of services to be provided, such as the demand of specific services in the target area	-	-	-	-
<b>PC3.</b> determine own eligibility for setting up a CSC based on the government-defined eligibility criteria	-	-	-	-
<b>PC4.</b> complete the application process and coordinate with the relevant authority to obtain authorisation for setting up the CSC	-	-	-	-
<b>PC5.</b> prepare a cost-effective plan, following the budget guideline to provide CSC services	-	-	-	-
<i>Set up and start CSC operations</i>	<b>18</b>	<b>25</b>	-	<b>18</b>
<b>PC6.</b> select an appropriate location for setting up the CSC, ensuring it complies with the minimum area requirement and is easily accessible to the community members	-	-	-	-
<b>PC7.</b> select an appropriate location for setting up the CSC, ensuring it complies with the minimum area requirement and is easily accessible to the community members	-	-	-	-
<b>PC8.</b> coordinate with an expert for the construction of CSC office and secure utilities such as water, electricity, telephone, and internet connection	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC9.</b> ensure the electricity supply and internet connection are stable and reliable for providing uninterrupted services to community members or arrange for power backup such as an inverter along with an alternative internet service to deal with power and internet disruptions	-	-	-	-
<b>PC10.</b> arrange for the installation of interactive kiosks at the CSC with voice and local language interface	-	-	-	-
<b>PC11.</b> arrange for multi-functional space for group interaction and training empowerment, as appropriate	-	-	-	-
<b>PC12.</b> determine the need of CSC workers and recruit them in the required number	-	-	-	-
<b>PC13.</b> train the CSC workers on relevant subject matters and systems for the effective delivery of common services	-	-	-	-
<b>PC14.</b> arrange the help of relevant Subject Matter Experts (SMEs) to start the required services and gather required information	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>40</b>	<b>-</b>	<b>30</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	AGR/N7809
<b>NOS Name</b>	Prepare for and set up the CSC
<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Agriculture Industries
<b>Occupation</b>	Agri-Entrepreneurship and Rural Enterprises
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	31/03/2022
<b>Next Review Date</b>	31/03/2025
<b>NSQC Clearance Date</b>	31/03/2022

## Qualification Pack

### AGR/N7811: Promote the CSC services to the target audience

#### Description

This OS unit is about promoting the services offered through CSC to the target audience.

#### Scope

The scope covers the following :

- Promote the CSC services

#### Elements and Performance Criteria

##### *Promote the CSC services*

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

- PC1.** coordinate with the local bodies such as gram panchayat, cooperatives, Farmer Producer Organisations (FPOs) to promote the CSC services
- PC2.** develop and execute state-level and local promotion campaigns, such as instructing the CSC workers to make the community members aware of various services offered by the CSC
- PC3.** connect with community members through relevant forums such as public meetings to inform them about the CSC location and services, and address their queries and concerns
- PC4.** use the feedback from the community members to improve the services offered by the CSC or coordinate with the relevant authorities for the implementation of feedback
- PC5.** coordinate with the relevant service and input providers to assist the community in agricultural and other relevant activities
- PC6.** ensure the convenience of time and location; transparent and simple processes; friendly and cost-effective counter services, while eliminating the need for multiple visits
- PC7.** leverage appropriate social networks to increase the distribution of information
- PC8.** use appropriate technologies to reach farmers directly with timely and tailored information
- PC9.** devise and execute strategies for incentivising the community members for using the CSC services
- PC10.** conduct awareness sessions on government policies and digital finance options available for rural citizens as well as enabling various mechanisms for digital financial services such as Immediate Payment Service (IMPS), Unified Payments Interface (UPI), Bank Point of Sale (PoS) machines, etc.

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the importance of maintaining contact with the community for spreading the network and success of CSC
- KU2.** the role and importance of CSC and VKC in social change
- KU3.** the role of government and panchayat functionaries at the local level

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- KU4.** the organisations to coordinate with for promoting the CSC services to farmers such as gram panchayat, cooperatives, Farmer Producer Organisations (FPOs), etc.
- KU5.** the process of developing and executing promotion campaigns to promote services offered by CSC
- KU6.** the relevant forums to be used to connect with community members and farmers such as public meetings to inform them about the CSC location and services, and address their queries and concerns
- KU7.** the importance of taking feedback from the community members to improve the services offered by the CSC
- KU8.** the relevant service and input providers to coordinate with to assist the community in agricultural and other relevant activities
- KU9.** the importance of ensuring the convenience of time and location; transparent and simple processes; friendly and cost-effective counter service; and eliminating the need for multiple visits
- KU10.** various scientific methods and technologies for increasing crop production and consequent earning
- KU11.** various agricultural terminologies and concepts such as crop rotation, plant propagation, plant physiology, soil classification and fertility, weed control, pest and insect control etc.
- KU12.** various farmer-specific services that can be offered through a CSC
- KU13.** the Village Knowledge Centre (VKC) mechanism and its role in the dissemination of information to farmers providing access to the latest information/ knowledge in the field of agriculture, from crop production to marketing
- KU14.** how a CSC can collaborate with a VKC to address the varied needs of the farming community

## Generic Skills (GS)

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

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

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Promote the CSC services</i>	<b>30</b>	<b>40</b>	-	<b>30</b>
<b>PC1.</b> coordinate with the local bodies such as gram panchayat, cooperatives, Farmer Producer Organisations (FPOs) to promote the CSC services	-	-	-	-
<b>PC2.</b> develop and execute state-level and local promotion campaigns, such as instructing the CSC workers to make the community members aware of various services offered by the CSC	-	-	-	-
<b>PC3.</b> connect with community members through relevant forums such as public meetings to inform them about the CSC location and services, and address their queries and concerns	-	-	-	-
<b>PC4.</b> use the feedback from the community members to improve the services offered by the CSC or coordinate with the relevant authorities for the implementation of feedback	-	-	-	-
<b>PC5.</b> coordinate with the relevant service and input providers to assist the community in agricultural and other relevant activities	-	-	-	-
<b>PC6.</b> ensure the convenience of time and location; transparent and simple processes; friendly and cost-effective counter services, while eliminating the need for multiple visits	-	-	-	-
<b>PC7.</b> leverage appropriate social networks to increase the distribution of information	-	-	-	-
<b>PC8.</b> use appropriate technologies to reach farmers directly with timely and tailored information	-	-	-	-
<b>PC9.</b> devise and execute strategies for incentivising the community members for using the CSC services	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> conduct awareness sessions on government policies and digital finance options available for rural citizens as well as enabling various mechanisms for digital financial services such as Immediate Payment Service (IMPS), Unified Payments Interface (UPI), Bank Point of Sale (PoS) machines, etc.	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>40</b>	<b>-</b>	<b>30</b>

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	AGR/N7811
<b>NOS Name</b>	Promote the CSC services to the target audience
<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Agriculture Industries
<b>Occupation</b>	Agri-Entrepreneurship and Rural Enterprises
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	31/03/2022
<b>Next Review Date</b>	31/03/2025
<b>NSQC Clearance Date</b>	31/03/2022



## Qualification Pack

### AGR/N7810: Provide the CSC services to the target audience

#### Description

This OS unit is about providing various CSC services to the target community. It includes Government to Citizen (G2C), Business to Consumer (B2C), and farmer-specific services. It also covers record maintenance, resource optimisation and waste management practices at work.

#### Scope

The scope covers the following :

- Provide the G2C services
- Provide the B2C services
- Provide farmer-specific services
- Maintain, review and store the records
- Optimise resource utilisation
- Perform waste management

#### Elements and Performance Criteria

##### *Provide the G2C services*

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

- PC1.** provide banking services such as account balance enquiry, deposit and withdrawal of cash, electronic remittances, recurring or fixed deposits, disbursement of credit facilities involving small amounts as per the instructions of the bank, etc.
- PC2.** assist the community members in signing up for and processing payments/ remittances via the relevant e-payment methods such as Aadhaar Enabled Payment System (AEPS), Unified Payments Interface (UPI), National Electronic Funds Transfer (NEFT), etc.
- PC3.** provide the relevant G2C services such as signing up for and updating information in Aadhaar Card, Voter ID card, passport, Personal Account Number (PAN) card, etc.
- PC4.** deliver healthcare solutions such as telemedicine, diagnostic services and generic medicine services through the network of CSCs
- PC5.** assist the community members in signing up for different types of insurance services such as life, health, motor insurance and making insurance premium payments
- PC6.** use the national network of CSCs to connect target citizens in rural and remote areas, such as women and marginalised communities, with mainstream financial services such as zero-balance bank a/c and pension schemes under the government's mandate of financial inclusion
- PC7.** assist the aspirants in attaining digital literacy for using the relevant Information Technology (IT) services and products under the National Digital Literacy Mission (NDLM)
- PC8.** ensure cost-effective access to key information and government services with increased administrative efficiency along with timely delivery of critical information and services
- PC9.** use the relevant Information and Communication Technologies (ICT) to create awareness and empower citizens on digital technologies, financial management, legal rights and facilitate educational services

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- PC10.** assist the community members in registering for and submitting the application for the relevant government schemes and programmes
- PC11.** assist the community via the e-District project in accessing the relevant district-level services such as certificates, licences, ration cards, soil health cards, disbursement of social welfare pensions, online filing of Right to Information (RTI) requests, land registration, land records, tax payment, etc.
- PC12.** assist the rural community in registering and getting the Food Safety and Standards Authority of India (FSSAI) certificate
- PC13.** assist the rural community members in the registration of their rural e-commerce ventures
- PC14.** deliver relevant services such as helping merchants in filing taxes under the new tax regime, acting as a GST Suvidha Provider

### *Provide the B2C services*

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

- PC15.** provide the relevant B2C services such as electricity and mobile bill payment; data card, Direct to Home (DTH) and mobile recharge; bus/ train/ air ticket bookings; etc.
- PC16.** assist students in checking their eligibility for various e-learning programmes and competitive exams such as medical, Indian Institutes of Technology (IIT), banking courses, Indian Administrative Service (IAS), and signing up for them
- PC17.** assist job aspirants in searching and applying for jobs in public and private sectors
- PC18.** assist the target audience in availing relevant e-commerce services, such as purchase and sale of agricultural inputs and produce respectively

### *Provide farmer-specific services*

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

- PC19.** identify the relevant services to be offered to farmers and plan the delivery through coordination with the gram pradhan, agricultural extension services officer or other concerned authorities
- PC20.** assist in organising training and demonstrations of relevant agricultural practices and the use of various machineries, tools and equipment for farmers through coordination with the concerned authorities and professionals
- PC21.** assist the farmers in identifying the quality of various agricultural inputs and connect them with the relevant vendors
- PC22.** promote varied agricultural services and relevant government schemes to farmers through the CSC
- PC23.** provide information to farmers on business support services and assist them in availing the services

### *Maintain, review and store the records*

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

- PC24.** maintain the manual and/ or electronic record of CSC operations including the payments made and received, using the physical registers and/ or the relevant computer application
- PC25.** review the records periodically to ensure accuracy and compliance with relevant regulations
- PC26.** analyse the earning of the CSC and identify ways to improve it to make CSC operations profitable
- PC27.** store all the physical documents and electronic data safely, creating a regular backup to protect against accidental loss

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**PC28.** ensure access to the organisational records by authorised personnel only

### *Optimise resource utilisation*

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

**PC29.** optimise the usage of water, electricity and other resources in various tasks and processes

**PC30.** plug water leakages to prevent its wastage

### *Perform and ensure effective waste management*

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

**PC31.** segregate waste into appropriate categories

**PC32.** recycle the recyclable waste appropriately and dispose the non-recyclable waste in an environment-friendly manner

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** various banking services offered through a CSC such as account balance enquiry, deposit and withdrawal of cash, electronic remittances, recurring or fixed deposits, disbursement of credit facilities, etc.
- KU2.** the process of signing up for and processing payments/ remittances via the relevant e-payment methods such as AEPS, UPI, NEFT, etc.
- KU3.** the relevant G2C services to be provided to the community such as signing up for and updating information in Aadhaar Card, Voter ID card, passport, Personal Account Number (PAN) card, etc.
- KU4.** relevant healthcare solutions available through CSCs such as telemedicine, diagnostic services and generic medicine services
- KU5.** the process of signing up for different types of insurance services such as life, health, motor insurance and making insurance premium payments
- KU6.** the use of national network of CSCs to connect women and marginalised communities in rural and remote areas with mainstream financial services such as zero-balance bank a/c and pension schemes
- KU7.** relevant Information Technology (IT) services and products offered through CSC under the National Digital Literacy Mission (NDLM)
- KU8.** the importance of ensuring cost-effective access to key information and government services with increased administrative efficiency along with timely delivery of critical information and services
- KU9.** use of the relevant ICT to create awareness and empower citizens on digital technologies, financial management, legal rights and facilitate educational services
- KU10.** the importance of using CSC for encouraging the participation of community members in new and relevant government schemes and programmes
- KU11.** variety of B2C services offered through CSC such as electricity and mobile bill payment: data card, Direct to Home (DTH) and mobile recharge: bus/ train/ air ticket bookings: etc.
- KU12.** the process of checking the eligibility of students for various e-learning programmes and competitive exams
- KU13.** the process of searching and applying for jobs in public and private sectors

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- KU14.** the process of availing relevant e-commerce services, such as purchase and sale of agricultural inputs and produce respectively
- KU15.** the relevant services to be offered to farmers through CSC and the importance of planning the delivery through coordination with the gram pradhan, agricultural extension services officer other concerned authorities
- KU16.** the process of organising training and demonstrations of relevant agricultural practices and the use of various machineries, tools and equipment for farmers
- KU17.** the process of identifying the quality of various agricultural inputs and connecting the farmers with the relevant vendors
- KU18.** various agricultural services and government schemes to be offered to farmers through the CSC
- KU19.** relevant business support services meant for farmers
- KU20.** the role of community in the functioning of CSC and VKC
- KU21.** the use of computer-related accessories and peripherals such as a scanner, printer, router, etc.
- KU22.** how to maintain various manual and electronic records
- KU23.** the importance of reviewing the records periodically to ensure accuracy and compliance with relevant regulations
- KU24.** the importance and process of analysing the earning of the CSC to identify ways to make CSC operations profitable
- KU25.** the importance and ways of storing all the physical documents and electronic data safely
- KU26.** how to create data backup to protect against accidental loss
- KU27.** the importance of ensuring access to the organisational records by authorised personnel only
- KU28.** the process of placing a variety of service requests with different government departments, relevant web tools/ portals to be used for the purpose, and the average response/ resolution time
- KU29.** the role and importance of the VLE in supporting business operations
- KU30.** use of e-mails for electronic communications
- KU31.** the importance and process of documenting, classifying, prioritising service requests
- KU32.** the basic functionalities of the applications, hardware and/or access rights
- KU33.** basic computer knowledge, and the process of performing arithmetic and numeric calculations
- KU34.** the benefits and methods of resource optimisation
- KU35.** the criteria for segregating waste into appropriate categories
- KU36.** how to recycle and dispose different types of waste

## 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 learn about the latest developments in the field of work

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- GS4.** listen attentively to understand the information/ instructions being shared
- GS5.** plan and prioritise tasks to ensure timely completion
- GS6.** co-ordinate with the co-workers to achieve the 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>Provide the G2C services</i>	<b>10</b>	<b>15</b>	-	<b>10</b>
<b>PC1.</b> provide banking services such as account balance enquiry, deposit and withdrawal of cash, electronic remittances, recurring or fixed deposits, disbursement of credit facilities involving small amounts as per the instructions of the bank, etc.	-	-	-	-
<b>PC2.</b> assist the community members in signing up for and processing payments/ remittances via the relevant e-payment methods such as Aadhaar Enabled Payment System (AEPS), Unified Payments Interface (UPI), National Electronic Funds Transfer (NEFT), etc.	-	-	-	-
<b>PC3.</b> provide the relevant G2C services such as signing up for and updating information in Aadhaar Card, Voter ID card, passport, Personal Account Number (PAN) card, etc.	-	-	-	-
<b>PC4.</b> deliver healthcare solutions such as telemedicine, diagnostic services and generic medicine services through the network of CSCs	-	-	-	-
<b>PC5.</b> assist the community members in signing up for different types of insurance services such as life, health, motor insurance and making insurance premium payments	-	-	-	-
<b>PC6.</b> use the national network of CSCs to connect target citizens in rural and remote areas, such as women and marginalised communities, with mainstream financial services such as zero-balance bank a/c and pension schemes under the government's mandate of financial inclusion	-	-	-	-
<b>PC7.</b> assist the aspirants in attaining digital literacy for using the relevant Information Technology (IT) services and products under the National Digital Literacy Mission (NDLM)	-	-	-	-
<b>PC8.</b> ensure cost-effective access to key information and government services with increased administrative efficiency along with timely delivery of critical information and services	-	-	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC9.</b> use the relevant Information and Communication Technologies (ICT) to create awareness and empower citizens on digital technologies, financial management, legal rights and facilitate educational services	-	-	-	-
<b>PC10.</b> assist the community members in registering for and submitting the application for the relevant government schemes and programmes	-	-	-	-
<b>PC11.</b> assist the community via the e-District project in accessing the relevant district-level services such as certificates, licences, ration cards, soil health cards, disbursement of social welfare pensions, online filing of Right to Information (RTI) requests, land registration, land records, tax payment, etc.	-	-	-	-
<b>PC12.</b> assist the rural community in registering and getting the Food Safety and Standards Authority of India (FSSAI) certificate	-	-	-	-
<b>PC13.</b> assist the rural community members in the registration of their rural e-commerce ventures	-	-	-	-
<b>PC14.</b> deliver relevant services such as helping merchants in filing taxes under the new tax regime, acting as a GST Suvidha Provider	-	-	-	-
<i>Provide the B2C services</i>	<b>5</b>	<b>6</b>	-	<b>5</b>
<b>PC15.</b> provide the relevant B2C services such as electricity and mobile bill payment; data card, Direct to Home (DTH) and mobile recharge; bus/ train/ air ticket bookings; etc.	-	-	-	-
<b>PC16.</b> assist students in checking their eligibility for various e-learning programmes and competitive exams such as medical, Indian Institutes of Technology (IIT), banking courses, Indian Administrative Service (IAS), and signing up for them	-	-	-	-
<b>PC17.</b> assist job aspirants in searching and applying for jobs in public and private sectors	-	-	-	-
<b>PC18.</b> assist the target audience in availing relevant e-commerce services, such as purchase and sale of agricultural inputs and produce respectively	-	-	-	-



### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Provide farmer-specific services</i>	<b>6</b>	<b>6</b>	-	<b>6</b>
<b>PC19.</b> identify the relevant services to be offered to farmers and plan the delivery through coordination with the gram pradhan, agricultural extension services officer or other concerned authorities	-	-	-	-
<b>PC20.</b> assist in organising training and demonstrations of relevant agricultural practices and the use of various machineries, tools and equipment for farmers through coordination with the concerned authorities and professionals	-	-	-	-
<b>PC21.</b> assist the farmers in identifying the quality of various agricultural inputs and connect them with the relevant vendors	-	-	-	-
<b>PC22.</b> promote varied agricultural services and relevant government schemes to farmers through the CSC	-	-	-	-
<b>PC23.</b> provide information to farmers on business support services and assist them in availing the services	-	-	-	-
<i>Maintain, review and store the records</i>	<b>5</b>	<b>7</b>	-	<b>5</b>
<b>PC24.</b> maintain the manual and/ or electronic record of CSC operations including the payments made and received, using the physical registers and/ or the relevant computer application	-	-	-	-
<b>PC25.</b> review the records periodically to ensure accuracy and compliance with relevant regulations	-	-	-	-
<b>PC26.</b> analyse the earning of the CSC and identify ways to improve it to make CSC operations profitable	-	-	-	-
<b>PC27.</b> store all the physical documents and electronic data safely, creating a regular backup to protect against accidental loss	-	-	-	-
<b>PC28.</b> ensure access to the organisational records by authorised personnel only	-	-	-	-
<i>Optimise resource utilisation</i>	<b>2</b>	<b>3</b>	-	<b>2</b>

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC29.</b> optimise the usage of water, electricity and other resources in various tasks and processes	-	-	-	-
<b>PC30.</b> plug water leakages to prevent its wastage	-	-	-	-
<i>Perform and ensure effective waste management</i>	<b>2</b>	<b>3</b>	-	<b>2</b>
<b>PC31.</b> segregate waste into appropriate categories	-	-	-	-
<b>PC32.</b> recycle the recyclable waste appropriately and dispose the non-recyclable waste in an environment-friendly manner	-	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>40</b>	-	<b>30</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	AGR/N7810
<b>NOS Name</b>	Provide the CSC services to the target audience
<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Agriculture Industries
<b>Occupation</b>	Agri-Entrepreneurship and Rural Enterprises
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	31/03/2025
<b>NSQC Clearance Date</b>	31/03/2022

## 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:

## Qualification Pack

- 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

## Qualification Pack

- 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>	<b>10</b>	<b>5</b>	<b>-</b>	<b>10</b>
<b>PC1.</b> wash hands, legs and face with soap/alcohol based sanitizer at reasonable intervals	-	-	-	-
<b>PC2.</b> wash the worn clothes with soap and sun dry before use next time	-	-	-	-
<b>PC3.</b> ensure the face is covered with mask or three layers of cloth-piece	-	-	-	-
<b>PC4.</b> follow the workplace sanitization norms including distancing from sick people	-	-	-	-
<i>Maintain clean and safe workplace</i>	<b>15</b>	<b>15</b>	<b>-</b>	<b>15</b>
<b>PC5.</b> carry out basic safety checks before operation of all tools, implements, and machinery and report identified hazards to the supervisor	-	-	-	-
<b>PC6.</b> wear appropriate Personal Protective Equipment (PPE) while performing work in accordance with the workplace policy	-	-	-	-
<b>PC7.</b> follow the instructions mentioned on the labels of chemicals/pesticides/fumigants etc to avoid hazards	-	-	-	-
<b>PC8.</b> assess risks prior to performing manual handling jobs, and work according to currently recommended safe practices	-	-	-	-
<b>PC9.</b> sanitize equipment, tools and machinery before and after use	-	-	-	-
<b>PC10.</b> use equipment and materials safely and correctly and return the same to designated storage after use	-	-	-	-
<b>PC11.</b> dispose waste safely and correctly in the designated area	-	-	-	-
<b>PC12.</b> 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
<b>PC13.</b> work in a manner which minimizes environmental damage, ensuring all procedures and instructions for controlling risks are followed	-	-	-	-
<b>PC14.</b> report any accidents, incidents or problems without delay to an appropriate person and take necessary immediate action to reduce further danger	-	-	-	-
<b>PC15.</b> follow government / workplace advisories incase of outbreak of any disease/disaster	-	-	-	-
<i>Administer appropriate emergency procedures</i>	<b>15</b>	<b>5</b>	-	<b>10</b>
<b>PC16.</b> follow procedures for dealing with accidents, fires and emergencies, including communicating location and directions to the location of emergency, as per the workplace requirements	-	-	-	-
<b>PC17.</b> use emergency equipment in accordance with manufacturer's specifications and workplace requirements	-	-	-	-
<b>PC18.</b> provide treatment appropriate to the patient's injuries in accordance with recognized first aid techniques	-	-	-	-
<b>PC19.</b> recover (if practical), clean, inspect/test, refurbish, replace and store the first aid equipment as appropriate	-	-	-	-
<b>PC20.</b> report details of first aid administered in accordance with workplace procedures	-	-	-	-
<b>NOS Total</b>	<b>40</b>	<b>25</b>	-	<b>35</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

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

## Qualification Pack

### DGT/VSQ/N0102: Employability Skills (60 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.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

##### *Constitutional values – Citizenship*

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

- PC3.** 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.
- PC4.** follow environmentally sustainable practices

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

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** 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

##### *Basic English Skills*

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

## Qualification Pack

- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** 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:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

### *Communication Skills*

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

### *Diversity & Inclusion*

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** 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:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** 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:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

### *Entrepreneurship*

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** 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:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

## Qualification Pack

**PC28.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

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

**PC29.** create a professional Curriculum vitae (Résumé)

**PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

**PC31.** apply to identified job openings using offline /online methods as per requirement

**PC32.** answer questions politely, with clarity and confidence, during recruitment and selection

**PC33.** 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

**KU11.** 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 and use applications such as word processors, spreadsheets etc.

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

**KU18.** how to apply for a job and prepare for an interview

**KU19.** 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

**GS2.** communicate effectively using appropriate language in formal and informal settings

## Qualification Pack

- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-



### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> understand the difference between job and career	-	-	-	-
<b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC16.</b> select financial institutions, products and services as per requirement	-	-	-	-
<b>PC17.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC18.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC19.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC20.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC21.</b> use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
<b>PC22.</b> use basic features of word processor, spreadsheets, and presentations	-	-	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
<b>PC23.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC24.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC26.</b> identify different types of customers	-	-	-	-
<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC29.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC31.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Clearance Date</b>	18/02/2025

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

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

## Qualification Pack

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

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

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

## Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
AGR/N7809.Prepare for and set up the CSC	30	40	0	30	100	30
AGR/N7811.Promote the CSC services to the target audience	30	40	0	30	100	30
AGR/N7810.Provide the CSC services to the target audience	30	40	-	30	100	25
AGR/N9903.Maintain health and safety at the workplace	40	25	-	35	100	5
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>150</b>	<b>175</b>	<b>-</b>	<b>125</b>	<b>450</b>	<b>100</b>

## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>PPE</b>	Personal Protective Equipment
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## Qualification Pack

### Glossary

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

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