

## QUALIFICATION FILE – Micro Credentials

### Fundamentals of Business and Marketing Plan for a FPO

☒ Public ☐ Private

☒ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 4

Submitted By:

Agriculture Skill Council of India

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## Section 1: Basic Details

1.	Micro Credential-Qualification Name	Fundamentals of Business and Marketing Plan for a FPO													
2.	Sector/s	Agriculture													
3.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval.)</i>	NM-04-AG-02662-2024-V1-ASCI	4. NCrF/NSQF Level: 4												
5.	Brief Description of the Micro Credential	This OS unit is about Fundamentals of Business and Marketing Plan for a FPO.													
6.	Eligibility Criteria for Entry for Students/Trainee/Learner/Employee	<div>a. Entry Qualification &amp; Relevant Experience</div> <table><tr><th>S. No.</th><th>Academic/Skill Qualification (with Specialization - if applicable)</th><th>Relevant Experience (with Specialization - if applicable)</th></tr><tr><td>1</td><td>10th Grade pass</td><td>3-year relevant experience in Agriculture and allied sectors</td></tr><tr><td>2</td><td>Previous relevant Qualification of NSQF Level 3.5</td><td>1.5-year relevant experience in Agriculture and allied sectors</td></tr><tr><td>3</td><td>Previous relevant Qualification of NSQF Level 3</td><td>3-year relevant experience in Agriculture and allied sectors</td></tr></table> <div>b. Age NA</div>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)	1	10th Grade pass	3-year relevant experience in Agriculture and allied sectors	2	Previous relevant Qualification of NSQF Level 3.5	1.5-year relevant experience in Agriculture and allied sectors	3	Previous relevant Qualification of NSQF Level 3	3-year relevant experience in Agriculture and allied sectors
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)													
1	10th Grade pass	3-year relevant experience in Agriculture and allied sectors													
2	Previous relevant Qualification of NSQF Level 3.5	1.5-year relevant experience in Agriculture and allied sectors													
3	Previous relevant Qualification of NSQF Level 3	3-year relevant experience in Agriculture and allied sectors													
7.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	1	8. Common Cost Norm Category (I/II/III) <i>(wherever applicable): II</i>												
9.	Any Licensing Requirements/ Pre-requisites for Undertaking Training <i>(wherever applicable)</i>	NA													
10.	Expected Outcomes of the Micro Credential	Terminal learning outcomes are: <ul style="list-style-type: none"><li>Determine scope of the business and marketing plan</li><li>Prepare the business and marketing plan</li><li>Finalise the business and marketing plan</li></ul>													

11.	<b>Training Duration by Modes of Training Delivery</b> ( <i>Specify <b>Total Duration</b> as per selected training delivery modes and as per requirement of the qualification</i> )	<input checked="" type="checkbox"/> Offline Only <input type="checkbox"/> Online Only <input type="checkbox"/> Blended															
		<table border="1"> <thead> <tr> <th>Training Delivery Mode</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>20</td> <td>10</td> <td>30</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)	Classroom (offline)	20	10	30	Online			
Training Delivery Mode	Theory (Hours)	Practical (Hours)	Total (Hours)														
Classroom (offline)	20	10	30														
Online																	
		<i>(Refer Blended Learning Annexure for Details)</i>															
12.	<b>Assessment Criteria</b>	<table border="1"> <thead> <tr> <th>Theory (Marks)</th> <th>Practical (Marks)</th> <th>Project (Marks)</th> <th>Viva (Marks)</th> <th>Total (Marks)</th> <th>Passing %age</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>40</td> <td></td> <td>30</td> <td>100</td> <td>70</td> </tr> </tbody> </table>				Theory (Marks)	Practical (Marks)	Project (Marks)	Viva (Marks)	Total (Marks)	Passing %age	30	40		30	100	70
Theory (Marks)	Practical (Marks)	Project (Marks)	Viva (Marks)	Total (Marks)	Passing %age												
30	40		30	100	70												
13.	<b>Is the Qualification Amenable to Persons with Disability</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability: LD, SHI															
14.	<b>How participation of women will be encouraged?</b>	Endeavour to include women in the batches															
15.	<b>Other Indian Languages in which the Micro Credential will be implemented.</b>	<i>Hindi</i>															
16.	<b>Is similar Micro Credential Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   URLs of similar Qualifications:															
17.	<b>Name and Contact Details Submitting / Awarding Body SPOC</b>	Name: Mr Srikanth Pampana Email: standards@asci-india.com Website: <a href="http://www.asci-india.com">www.asci-india.com</a> <div style="text-align: right;">Contact No.: 0124-4670029</div>															
18.	<b>NSQC Approval Date: 30/05/2024</b>	<b>19. Validity Duration: 3 Years post NSQC Approval</b>		<b>20. Next Review Date: 30/05/2027</b>													

## Section 2: Training Related

1.	<b>Trainer's Qualification and experience in relevant sector (in years)</b> <i>(as per requirement and NCVET guidelines)</i>	Graduate in Any stream with 2 years of industry or training experience in FPO related activities OR Graduate in Agriculture/Horticulture and related stream with 1 years of industry or training experience in FPO related activities OR Post Graduate in Agriculture/Horticulture and related stream with 0.5 years of industry or training experience in FPO related activities
2.	<b>Master Trainer's Qualification and experience in relevant sector (in years)</b> <i>(as per requirement and NCVET guidelines)</i>	5 years of training experience in FPO related activities after Graduation in Any stream with 2 years of industry or training experience in FPO related activities/ regulatory compliances OR 5 years of training experience in FPO related activities after Graduation in Agriculture/Horticulture and related stream with 1 years of industry or training experience in FPO related activities/ regulatory compliances OR 5 years of training experience in FPO related activities after Post Graduation in Agriculture/Horticulture and related stream with 0.5 years of industry or training experience in FPO related activities/ regulatory compliances
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> <i>(If "Yes", details to be provided in Annexure)</i>

## Section 3: Assessment Related

1.	<b>Assessor's Qualification and experience in relevant sector (in years)</b> <i>(as per requirement and NCVET guidelines)</i>	Graduate in Any stream with 3 years of relevant experience in FPO related activities OR Graduate in Agriculture/Horticulture and related stream with 2 years of relevant experience in FPO related activities OR Post Graduate in Agriculture/Horticulture and related stream with 1 year of relevant experience in FPO related activities
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2.	<b>Proctor's Qualification and experience in relevant sector (in years)</b> <i>(as per requirement and NCVET guidelines)</i>	Diploma/Graduate (It is mandatory for a proctor to have technical knowledge/IT knowledge Once a proctor has been on-boarded by any AA, they are oriented about skill ecosystem along with dos and don'ts.)
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> <i>(as per requirement and NCVET guidelines)</i>	Post Graduate in Agriculture/Horticulture and related stream with 10 years of relevant experience in FPO related activities
4.	<b>Assessment Mode</b> <i>(Specify the assessment mode)</i>	<b>Mode:</b> <input type="checkbox"/> Online Only <input checked="" type="checkbox"/> Offline Only <input type="checkbox"/> Blended
5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

## Section 4: Evidence of Need of the Micro Credential

*As per the NCVET Guidelines for evidence of need, provide the required Annexure/Supporting documents.*

1.	Government /Industry initiatives/ requirement (Yes/No): Yes. Scoping Study done for identification of critical skills in Indian agriculture, with the support of Department of Education, Australian Government and ASCI in collaboration with Adelaide University as principal partner and a few other Australian and Indian partners.
2.	Number of Industry validation provided: 10
3.	Estimated number of people to be trained: 100/Year

## Section 5: Annexure Check List

*Specify Annexure Number and Name.*

1.	<b>Annexure:</b> NCrf/NSQF level justification based on NCrf/NSQF descriptors ( <i>Mandatory</i> )	Annexure-1
2.	<b>Annexure:</b> List of tools and equipment relevant for NOS ( <i>Mandatory, except in case of online course</i> )	Annexure-2
3.	<b>Annexure:</b> Performance and Assessment Criteria ( <i>Mandatory</i> )	Annexure-6
4.	<b>Annexure:</b> Assessment Strategy ( <i>Mandatory</i> )	Annexure-7
5.	<b>Annexure:</b> Blended Learning ( <i>Mandatory, in case selected Mode of delivery is Blended Learning</i> )	NA
6.	<b>Annexure:</b> Acronym and Glossary ( <i>Optional</i> )	
7.	<b>Annexure/Supporting Document:</b> Standalone NOS- Performance Criteria Details Annexure/Document with PC-wise detailing as per NOS format (Mandatory- Public view)	Annexure-5
8.	<b>Supporting Document:</b> Model Curriculum ( <i>Mandatory – Public view</i> )	Annexure-8

## Annexure 1: Evidence of Level

NCrf/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrf/NSQF level descriptor	NCrf/NSQF Level
<b>Professional Theoretical Knowledge/Process</b>	The individual has knowledge of the components of a business and marketing plan, budgeting and cash flow system, financial reports, etc.	Possesses specialized operational knowledge and understanding of the work.	4
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	The individual is able to: <ul style="list-style-type: none"> <li>Determine scope of the business and marketing plan</li> <li>Prepare the business and marketing plan</li> <li>Finalise the business and marketing plan</li> </ul>	Can apply the required knowledge for successfully implementing or applying techniques/processes in a specific field/ job role.	4

<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	The individual is able to develop action plan according to the identified strategy and organisational, legal and ethical requirements.	Has good skills for self-employment and entrepreneurship skills/entrepreneurial Mind-set which may potentially create job for more persons	4
<b>Broad Learning Outcomes/Core Skill</b>	The individual is able to identify risks for the business and develop minimisation strategies.	Able to identify the problems and a wider possible range of solutions with pros and cons in production.	4
<b>Responsibility</b>	The individual is able to develop a business performance review strategy for the assessment of organisational performance against identified objectives.	Can perform all non-standard procedures and non-routine tasks with confidence.	4

## Annexure 2: Learning Outcomes and Assessment Criteria

Detailed learning outcomes and assessment criteria for the qualification are as follows:

<b>Assessment Criteria</b>	<b>ASSESSMENT MARKS</b>				
<b>Passing %: 70</b>					
<b>Elements</b>	<b>Theory</b>	<b>Practical</b>	<b>Project</b>	<b>Viva</b>	<b>Total</b>
<b>Determine scope of the business and marketing plan</b>	<b>10</b>	<b>10</b>		<b>10</b>	<b>30</b>
PC1. Identify relevant revenue generation opportunities for the FPO ( from a generic list like - agri inputs, agri consumables, agri equipment hiring, household items, output aggregation, cleaning/grading/primary processing,					



warehousing and sale to traders, processors, exporters, government, accessing relevant government schemes)					
PC2 Conduct market research and identify potential business opportunities across the value chain of the major commodity (major commodities)					
PC3. Determine scope of the business and marketing plan in consultation with key and specialist personnel					
PC4. Account for and incorporate trends and seasonal variations					
PC5. Account for strategic goals, targets and directions of the enterprise					
PC6. Identify and evaluate factors to include in a marketing plan					
PC7. Identify legal obligations and compliance requirements					
PC8. Identify quality, price, delivery, packing and other such requirements of B2B customers					
<b>Prepare the business and marketing plan</b>	<b>15</b>	<b>25</b>		<b>15</b>	<b>55</b>
PC9. Develop operational goals and targets that enhance opportunities to meet the FPO strategic plan					
PC10. Identify key success parameters for chosen business domains					

PC11. Check indicators of operational performance are clear and measurable and allow for realistic analysis of performance					
PC12. Identify and include resource requirements and input supply chain options					
PC13. Identify and incorporate human resource strategies					
PC14. Identify and incorporate marketing strategies					
PC15. Identify risks for the business and develop minimisation strategies					
PC16. Develop budget and timeline according to the identified strategy					
PC17. Develop action plan according to the identified strategy and organisational, legal and ethical requirements					
PC18. Incorporate financial and operational systems that enhance performance management and suit enterprise requirements					
PC19. Assess impact of Business plan on member engagement and aspirations					
PC20. Develop a business performance review strategy for the assessment of organisational performance against identified objectives					
<b>Finalise the business and marketing plan</b>	<b>5</b>	<b>5</b>		<b>5</b>	<b>15</b>

PC21. Communicate the business and marketing plan to relevant stakeholders and seek approval within required format and timeframe					
PC22. Adjust the business and marketing plan in response to feedback from key stakeholders					
PC23. Work out the business and marketing plan for implementation within the required timeframe					
PC24. Store the business and marketing plan according to organisational policy and procedures					
<b>TOTAL</b>	<b>30</b>	<b>40</b>		<b>30</b>	<b>100</b>

## Annexure 3: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

### 1. Assessment System Overview

In Agriculture Sector it is of ultimate importance that individuals dealing with crop production or livestock have the requisite knowledge and competencies to undertake the task. Based on the Assessment Criteria, SSC in association with empanelled AAs, define the test structure for the given job roles to cover the required skills and competencies. Assessment strategy consists of the following:

1. Multiple Choice Questions : To assess basic knowledge (Objective/Subjective)
2. Viva : To assess awareness on processes (Oral and/or written questioning)
3. Practical : To evaluate skills and identify competencies.(Observation)

Assessments for knowledge and awareness on processes may be conducted through 'real time' internet based evaluation or by conducting the same 'offline' through TABs. Skills and competencies are to be assessed by conducting 'practical' on ground through qualified and ToA certified assessors.

While it is important that an individual has adequate knowledge and skills to perform a specific task, weight age for different aspects for assessment are given as follows:

Multiple Choice Questions: 20%-30%, depending on the specific QP

Viva: 20%

Practical: 50% - 60% (Involves demonstrations of applications and presentations of procedures/tasks and other components)

Assessment will be carried out by certified assessors through empanelled assessment partners. Based on the results of assessment; ASCI will certify the learners/candidates

## **2. Testing Environment**

Assessments are conducted on laptops, Mobiles and android tablets via both offline and online mode depending on the internet connectivity at assessment location.

In remote locations/villages, assessments get delivered through tablets without the requirement of Internet.

- Multilingual assessments (ASCI is conducting assessments in 13 + languages pan India)
- Rubric driven assessments in Practical/Viva sections and responses recorded accordingly
- All responses, data, records and feedback stored digitally on cloud
- Advanced auto-proctoring features – photographs, time-stamp, geographic-tagging, toggle-screen/copy-paste disabled, etc.
- Android based monitoring system
- End to end process from allocation of a batch to final result upload, there is no manual intervention
- Assessment will normally be fixed for a day after the end date of training / within 7 days of completion of training.
- Assessment will be conducted at the training venue
- Room where assessment is conducted will be set with proper seating arrangements with enough space to curb copying or other unethical activities
- Question bank of theory and practical will be prepared by ASCI /assessment agency and approved ASCI. Only from approved Question Bank assessment

agency will prepare the question paper. Theory testing will include multiple choice questions, pictorial question, etc. which will test the trainee on his theoretical knowledge of the subject.

- The theory, practical and viva assessments will be carried out on same day. In case of more number of candidates, number of assessors and venue facilitation be increased and facilitated

Assessment			
Assessment Type	Formative or Summative	Strategies	Examples
Theory	Summative	MCQ/Written exam	Knowledge of facts related to the job role and functions. Understanding of principles and concepts related to the job role and functions
Practical	Summative	Structured tasks/Demonstration	Practical application /Demonstration /Application tasks
Viva	Summative	Questioning and Probing	Mock interviews on usability of job roles/advantages /importance of adherence to procedures. Viva will be used to gauge trainee's confidence and correct knowledge in handling job situation

The question paper pre-loaded in the computer /Tablet and it will be in the language as requested by the training partner.

### 3. Assessment Quality Assurance framework

#### Assessment Framework and Design:

Based on the Assessment Criteria, SSC in association with AAs will define the test structure for the given roles to cover the required skills and competencies. ASCI offer a bouquet of tools for multi- dimensional evaluation of candidates covering language, cognitive skills, behavioral traits and domain knowledge.

**Theoretical Knowledge** - Item constructs and types are determined by theoretical understanding of the testing objectives and published research about the item-types and constructs that have shown statistical validity towards measuring the construct. Test item types which have been reported to be coachable are not included. Based on these, items are developed by domain experts. They are provided with comprehensive guidelines of testing objectives of each question and other quality measures.

**Type** – Questions based on Knowledge Required, Case-based practical scenario questions and automated simulation based questions.

**Practical Skills** - The practical assessments are developed taking into consideration two aspects: what practical tasks is the candidate expected to perform on the job and what aspects of the job cannot be judged through theoretical assessments. The candidates shall be asked to perform either an entire task or a set of subtasks depending on the nature of the job role

**Type** – Standardized rubrics for evaluation against set of tasks in a demo/practical task

**Viva Voce** - Those practical tasks which cannot be performed due to time or resource constraints are evaluated through the viva mode. Practical tasks are backed up with Viva for thorough assessment and complete evaluation

**Type** – Procedural questions, do's and don'ts, subjective questions to check understanding of practical tasks.

Assessor has to go through orientation program organized by Assessment Agency. The training would give an overview to the assessors on the overall framework of QP evaluation. Assessor shall be given a NOS and PC level overview of each QP as applicable. Overall structure of assessment and objectivity of the marking scheme will be explained to them. The giving of marks will be driven by an objective framework which will maintain standardization of marking scheme.

#### **4. Type of Evidence and Evidence Gathering Protocol:**

During the assessment the evidences collected by AAs and ASCI are:

- Geo Tagging to track ongoing assessment
- AA's coordinator emails the list of documents and evidences (photos and videos) to the assessor one day prior to the assessment. List is mentioned below:
  - Signed Attendance sheet
  - Assessor feedback sheet
  - Candidate feedback sheet
  - Assessment checklist for assessor
  - Candidate Aadhar/ID card verification
  - Pictures of classroom, labs to check the availability of adequate equipment's and tool to conduct the training and assessment
  - Pictures and videos of Assessment, training feedback and infrastructure.
- Apart from the Assessor, Technical assistant popularly known as Proctor also ensures the proper documentation and they verify each other's tasks.
- To validate their work on the day of assessment, regular calls and video calls are done.
- On-boarding and training of assessor and proctor is done on timely basis to ensure that quality of the assessment should be maintained.

- Training covers the understanding of QP, NSQF level, NOS and assessment structure

#### 5. *Methods of Validation*

- Morning Check (Pre-Assessment): Backend team of AA calls and confirms assessor/technical spoc event status. Assessor/Technical spoc are instructed to reach the centre on time by 9:30 AM / as decided with TC and delay should be highlighted to the Training Partner in advance.
- Video Calls: Random video calls are made to the technical spoc/assessor so as to keep check on assessment quality and ensure assessment is carried out in fair and transparent manner
- Aadhar verification of candidates
- Evening Check (Post Assessment): Calls are made to the ground team to ensure event is over by what time and the documentation is done in proper manner or not.
- TP Calling: To keep check on malpractice activity, independent audit team calls to TP on recorded line to take confirmation if there was any malpractice activity observed in assessment on part of AA/SSC team. If calls are not connected, email is send to TP Spoc for taking their confirmation
- Video and Picture Evidence: Backend team collects video and pictures for assessment on real time basis and highlights any issue like, Students sitting idle/trainer allowed for helping out candidates during assessment.
- Surprise Visit: Time to time SSC/AA Audit team can visit the assessment location and do surprise audit for assessment process carried out by ground team.
- Geo Tagging: On day of assessment, each technical spoc is required to login in our internal app which is Geo tagged. Any deviation with centre address needs to be highlighted to assessment team on real-time basis.

#### **Method for assessment documentation, archiving, and Access:**

- ASCI has fully automated result generation process in association with multiple AAs
- Theory, Practical and Viva marks forms the basis of the results and encrypted files generated to avoid data manipulation. All responses captured and stored in System with Time-Stamps at the end of AAs and SSC. NOS-wise and PC-wise scores can be generated.
- Maker Checker concept: 1 person prepares results and other audit result which is internally approved by AA at first and then gets vetted at the end of SSC
- All soft copy of documents is received from the on-ground tech team over mail. The same are downloaded by our internal backend team and saved in Repository. The repository consists of scheme wise folders. These scheme wise folders have job role specific folders. These specific folders have Year wise and Month wise folders where all documents are saved in Batch specific folders. All Hard copies are filed and stored in storeroom.
- **Result Review & Recheck Mechanism –**
- Time stamped assessment logs
- Answer/Endorsement sheets for each candidate
- Attendance Sheet
- Feedback Forms: Assessor feedback form, Candidate feedback form, TP feedback form

- The results for each of the candidate shall be stored and available for review ( retained for 5 years/ till conclusion of project or scheme)

## Annexure 4: Tools and Equipment

### List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	White board	Nos	1
2	Marker	Nos	2
3	Overhead projector	Nos	1
4	Laptop	Nos	1
5	Internet access	Nos	

### Classroom Aids:

The aids required to conduct sessions in the classroom are:

1. White board
2. Marker
3. Overhead projector
4. Laptop
5. Internet access



## Annexure 5: Industry Validations Summary

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Livelihood Alternatives(LA) Private Limited	Ratnakar Panigrahi	Director	Bhubaneswar, Odisha	9810687493	<a href="mailto:ratnakar@livehoodalternatives.com">ratnakar@livehoodalternatives.com</a>	
2	Siddha Development Research and Consultancy (SDRC)	Ranjana Pandey Panigrahi	Managing Director	Punjabi Colony, Satyanagar, Bhubaneswar, Odisha	7682883102	<a href="mailto:ranjana@sdrc.co.in">ranjana@sdrc.co.in</a>	
3	Society for the Upliftment of Villagers & Development of Himalayan Areas (SUVIDHA)	Santosh Pandey	Director	Dwarahat, District: Almora, Uttarakhand	7409888999	<a href="mailto:santosh@suvidha.org.in">santosh@suvidha.org.in</a>	
4	Professional Assistance for development Action (Pradan)	Amulya Kumar Khandai	Integrator	Bhubaneswar, Odisha	8757593259	<a href="mailto:amulyakhandai@pradan.net">amulyakhandai@pradan.net</a>	
5	Regional Rainfed Lowland Rice Research Station, ICAR-National Rice Research Institute	Dr Kanchan Saikia	Principal Scientist & Incharge Head	Kamrup, Assam	9436108770	<a href="mailto:kanchansaikia@yahoo.com">kanchansaikia@yahoo.com</a>	
6	Krishi Vigyan Kendra, Rewa	Dr A K Pandey		Rewa, Jabalpur, MP	9977879360	<a href="mailto:kvk-rewa@rediffmail.com">kvk-rewa@rediffmail.com</a>	
7	Seven Sisters Development Assistance(SeSTA)	Rohan Ahmed	SMS	Guwahati, Kamrup (M), Assam	9007456276	<a href="mailto:rohan@sesta.org">rohan@sesta.org</a>	

8	Centre for Youth and Social Development	Pranaya Kumar Mahapatra	Programme Manager	Bhubaneswar	7008956414	<a href="mailto:pranay@cysd.org">pranay@cysd.org</a>	
9	KVK, Golaghat	Dr Bhabesh Chandra Deka	Senior Scientist and Head	Khumtai	9435340387	<a href="mailto:kvk_golaghat@aau.ac.in">kvk_golaghat@aau.ac.in</a>	
10	Krishi Vigyan Kendra, Durgapur	Dr K P Singh	Senior Scientist and Head	Durgapur, Amaravati	9637717818	<a href="mailto:pckvkda@gmail.com">pckvkda@gmail.com</a>	

## Annexure 6: Training Details

### Training Projections:

Year	Estimated Training # of Total Candidates	Estimated training # of Women	Estimated training # of People with Disability
2024-25	100	20	
2025-26	100	20	
2026-27	100	20	

Data to be provided year-wise for next 3 years.

## Annexure 7: Acronym and Glossary

### Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework

## Glossary

Term	Description
<b>National Occupational Standards (NOS)</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.