

Qualification Pack



Agriculture Extension Service Provider

Options: Formation of SHGs/ FIGs/ PGs

QP Code: AGR/Q7601

Version: 4.0

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

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AGR/Q7601: Agriculture Extension Service Provider

Brief Job Description

An Agriculture Extension Service Provider is responsible for conducting training sessions and demonstrations for farmers to explain various agricultural practices and use of a variety of agricultural machineries, tools, implements and equipment. The individual assists the farmers in establishing forward and backward linkages and increase agricultural production.

Personal Attributes

The individual must be physically fit to work for long durations. The person must have problem-solving skills with the ability to work independently and in coordination with others. The ability to communicate well verbally and in writing are the other important attributes required in this job role.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [AGR/N7601: Plan and prepare to provide agricultural extension services](#)
2. [AGR/N7603: Conduct field visits and demonstrations](#)
3. [AGR/N7604: Conduct training sessions for farmers](#)
4. [AGR/N7605: Assist the farmers in establishing forward and backward linkages](#)
5. [AGR/N9903: Maintain health and safety at the workplace](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Options(Not mandatory):

Option : Formation of SHGs/ FIGs/ PGs

Identifying the target audience and helping them form and operate Self Help Groups (SHGs)/Farmers Interest Group (FIGs)/ Producer Groups (PGs) and other similar groups to address the common issues faced by them.

1. [AGR/N9925: Assist in forming and operating SHGs/ FIGs/ PGs](#)

Qualification Pack (QP) Parameters

Qualification Pack

Sector	Agriculture
Sub-Sector	Agriculture Industries
Occupation	Information Management
Country	India
NSQF Level	4
Credits	14
Aligned to NCO/ISCO/ISIC Code	NCO-2015/6116.0102
Minimum Educational Qualification & Experience	12th grade Pass (or equivalent) OR 10th grade pass with 3 Years of experience relevant experience in Agriculture and allied sectors OR Previous relevant Qualification of NSQF Level (3.5) with 1.5 years of experience relevant experience in Agriculture and allied sectors OR Previous relevant Qualification of NSQF Level (3) with 3 Years of experience relevant experience in Agriculture and allied sectors
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	18/02/2028
NSQC Approval Date	18/02/2025
Version	4.0
Reference code on NQR	QG-04-AG-03552-2025-V2-ASCI
NQR Version	2

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AGR/N7601: Plan and prepare to provide agricultural extension services

Description

This OS unit is about planning and preparing to deliver agricultural extension services to farmers.

Scope

The scope covers the following :

- Identify the target area and audience
- Plan the delivery of extension services

Elements and Performance Criteria

Identify the target area and audience

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

- PC1.** identify the target area and audience by gathering information through different sources such as news media, the internet, industry members, etc.
- PC2.** evaluate the socio-economic aspects and agro-climatic conditions of the target area
- PC3.** identify the representative group of farmers and other stakeholders in the area such as the sarpanch, producer organisations, etc.
- PC4.** conduct meetings with the representative group of farmers and other stakeholders to assess their needs and explain the objectives and benefits of extension services
- PC5.** determine the suitability of any new technology in the local context through consultation with the representative group

Plan the delivery of extension services

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

- PC6.** prepare for providing extension services by taking training or seeking required clarifications regarding new technologies, tools, implements and equipment from the relevant Subject Matter Experts (SMEs)
- PC7.** plan the delivery of agriculture extension services through discussion with senior extension officers, taking inputs on the technology training requirements in the target area
- PC8.** arrange the necessary infrastructure, tools, implements, equipment, audio-visual aids and literature for conducting demonstrations and training sessions
- PC9.** prepare the training program shortlisting the technologies, tools, implements and equipment and activities to be explained and demonstrated such as soil-testing, field preparation, etc.
- PC10.** identify the problems to be addressed on the basis of priority, including applicable factors to be considered in on-farm experiments
- PC11.** select the appropriate mode for the delivery of training along with the time and venue of the training, etc.
- PC12.** prepare a cost-effective plan for providing agricultural extension services, considering the budget
- PC13.** prepare to disseminate information about the crop contingency plan developed for the region, along with the relevant existing and proposed government schemes and policies

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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** how to identify the target area and audience for providing agricultural extension services
- KU2.** the process of evaluating the socio-economic aspects and agro-climatic conditions of the target area
- KU3.** the importance of meeting with the representative group of farmers and other stakeholders such as the sarpanch, producer organisations, to assess their needs and explain the objectives and benefits of extension services
- KU4.** the process of determining the suitability of any new technology in the local context through consultation with the representative group
- KU5.** the importance of getting trained on relevant technologies, tools, implements and equipment to provide extension services to farmers
- KU6.** the process of planning the delivery of agricultural extension services through discussion with senior extension officers assessing the technology training requirements in the target area
- KU7.** the necessary infrastructure, tools, implements, equipment, audio-visual aids and literature required for conducting demonstrations and training sessions
- KU8.** the process of preparing for the training program
- KU9.** the importance and process of identifying the problems to be addressed on the basis of priority
- KU10.** different modes of delivering training to farmers and how to select an appropriate mode of delivering the training
- KU11.** how to prepare a cost-effective plan for providing agricultural extension services
- KU12.** the crop contingency plan by the government for different regions and relevant government schemes and policies

Generic Skills (GS)

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

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

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify the target area and audience</i>	16	22	-	18
PC1. identify the target area and audience by gathering information through different sources such as news media, the internet, industry members, etc.	-	-	-	-
PC2. evaluate the socio-economic aspects and agro-climatic conditions of the target area	-	-	-	-
PC3. identify the representative group of farmers and other stakeholders in the area such as the sarpanch, producer organisations, etc.	-	-	-	-
PC4. conduct meetings with the representative group of farmers and other stakeholders to assess their needs and explain the objectives and benefits of extension services	-	-	-	-
PC5. determine the suitability of any new technology in the local context through consultation with the representative group	-	-	-	-
<i>Plan the delivery of extension services</i>	14	18	-	12
PC6. prepare for providing extension services by taking training or seeking required clarifications regarding new technologies, tools, implements and equipment from the relevant Subject Matter Experts (SMEs)	-	-	-	-
PC7. plan the delivery of agriculture extension services through discussion with senior extension officers, taking inputs on the technology training requirements in the target area	-	-	-	-
PC8. arrange the necessary infrastructure, tools, implements, equipment, audio-visual aids and literature for conducting demonstrations and training sessions	-	-	-	-
PC9. prepare the training program shortlisting the technologies, tools, implements and equipment and activities to be explained and demonstrated such as soil-testing, field preparation, etc.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. identify the problems to be addressed on the basis of priority, including applicable factors to be considered in on-farm experiments	-	-	-	-
PC11. select the appropriate mode for the delivery of training along with the time and venue of the training, etc.	-	-	-	-
PC12. prepare a cost-effective plan for providing agricultural extension services, considering the budget	-	-	-	-
PC13. prepare to disseminate information about the crop contingency plan developed for the region, along with the relevant existing and proposed government schemes and policies	-	-	-	-
NOS Total	30	40	-	30

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National Occupational Standards (NOS) Parameters

NOS Code	AGR/N7601
NOS Name	Plan and prepare to provide agricultural extension services
Sector	Agriculture
Sub-Sector	Agriculture Industries
Occupation	Information Management
NSQF Level	4
Credits	2
Version	2.0
Last Reviewed Date	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	18/02/2025

Qualification Pack

AGR/N7603: Conduct field visits and demonstrations

Description

This OS unit is about conducting field visits and demonstrations of various agricultural machineries, tools, implements, equipment and processes. It also covers resource optimisation, waste management and inclusive practices at work.

Scope

The scope covers the following :

- Prepare for field visits and demonstrations
- Conduct field visits and demonstrations
- Carry out documentation and analysis
- Optimise resource utilisation
- Carry out waste management

Elements and Performance Criteria

Prepare for field visits and demonstrations

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

- PC1.** select the appropriate and proven technologies to be demonstrated
- PC2.** select an appropriate site for demonstrations, ensuring adequate space and safety of all the people involved
- PC3.** select a group of farmers as volunteers to participate in demonstrations
- PC4.** schedule field-visits and demonstrations to explain the use of relevant technologies, tools, implements, equipment, etc.
- PC5.** prepare the Package of Practices (PoP) for the implementation of relevant technologies in coordination with the relevant agricultural universities, government's agriculture department, research institutes, SMEs, etc.
- PC6.** prepare relevant presentations for demonstrations, including all the important information

Conduct field visits and demonstrations

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

- PC7.** conduct field visits to demonstrate various agricultural activities and processes such as seeding, application of fertilisers/ insecticides/ pesticides, weeding, irrigation/ fertigation, harvesting, post-harvest processing, etc.
- PC8.** carry out demonstrations explaining the operation of various farm machineries and equipment, such as mechanical ploughing machine, harrow, rotavator, seed drill, plant protection equipment, harvesting equipment, etc.
- PC9.** conduct on-farm experiments using statistically valid experimental designs, ensuring the participation of farmers
- PC10.** determine the causes of problems and cause-effect relationships, along with possible solutions and their feasibility

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- PC11.** assess the performance and potential application of the new technology or farm practices in the local context, determining any refinements or modifications required

Carry out documentation and analysis

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

- PC12.** maintain manual and/ or electronic record of all demonstrations, results of on-farm experiments using the physical registers and/ or the relevant computer application, ensuring to record all the relevant information
- PC13.** analyse the farm experiment results and deliberate upon the relevant ideas with the farmer representative group and stakeholders
- PC14.** maintain the record of deliberation held with the farmer representative group and stakeholders
- PC15.** use the experiment findings for improving training programs, demonstrations, and future research
- PC16.** prepare the technical report containing information on cost-benefit ratio with respect to the demonstration to determine the economic returns
- PC17.** prepare an economically and operationally viable action plan that meets the needs of the farmers

Optimise resource utilisation

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

- PC18.** optimise the usage of water, electricity and other resources in various tasks and processes and encourage the farmers to do the same
- PC19.** connect the electrical equipment safely and disconnect them when not in use, advising the farmers to follow the same practice
- PC20.** plug water leakages to prevent its wastage and advise farmers to do the same

Carry out waste management

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

- PC21.** segregate waste into appropriate categories and explain the process to farmers
- PC22.** dispose the non-recyclable waste in an environment-friendly manner and recycle the recyclable waste appropriately, encouraging the farmers to do the same

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the importance of ensuring adequate space and safety of all the concerned people during demonstrations
- KU2.** the benefits of involving volunteers in the demonstration of various machineries, tools, equipment and processes
- KU3.** use of a variety of agricultural tools, implements, equipment, etc.
- KU4.** the application of relevant technologies in the agriculture sector
- KU5.** the importance and process of preparing the Package of Practices (PoP) for the implementation of relevant technologies and coordinating with the relevant agricultural universities, government's agriculture department, research institutes and SMEs for the purpose

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- KU6.** how to prepare presentations for demonstrations
- KU7.** the process of conducting field visits to demonstrate various agricultural activities and processes
- KU8.** the process of demonstrating the operation of various farm machineries and equipment
- KU9.** the importance of ensuring maximum participation of farmers in field visits and demonstrations
- KU10.** the process of determining the causes of problems faced in agricultural operations and cause- effect relationships, along with possible solutions and their feasibility
- KU11.** the process of assessing the performance and potential application of new technologies or farm practices in the local context
- KU12.** the relevant information to be recorded with respect to the demonstrations carried out
- KU13.** the importance of analysing the farm experiment results and deliberating upon the relevant ideas with the farmer representative groups and stakeholders
- KU14.** the importance of using the experiment findings for improving training programs, demonstrations and future research
- KU15.** the process of preparing the technical report containing information on cost-benefit ratio with respect to the demonstration to determine the economic returns
- KU16.** how to prepare an economically and operationally viable action plan that meets the needs of the farmers
- KU17.** the benefits of resource optimisation
- KU18.** the relevant practices to be followed for the optimisation of various resources
- KU19.** the criteria for segregating waste into appropriate categories
- KU20.** the process of recycling and disposing different types of waste
- KU21.** various climatic parameters such as maximum and minimum temperatures, intensity and distribution of precipitation (rainfall), relative humidity etc.
- KU22.** pests and diseases specific to different agro-climatic regions
- KU23.** the life cycles of various pests and diseases and the sources of infection
- KU24.** the procedure of soil sampling through an authorised soil-testing laboratory, various macro and micronutrients that are analysed and how to interpret the soil analysis report
- KU25.** different soil types, their advantages and disadvantages with reference to the nutrient status
- KU26.** various methods of field preparation for the cultivation of varieties of crop
- KU27.** how to apply fertilisers to soil and the recommended quantity to be used based on applicable factors such as the crop's life cycle
- KU28.** the effects of soil type, field levelling and water availability on the crop growth and its yield
- KU29.** different methods of trimming different types of crop
- KU30.** different methods of irrigation to be used depending on the soil type and climatic condition
- KU31.** how to use irrigation resources effectively
- KU32.** methods of precision farming and their application in crop cultivation
- KU33.** how to harvest different types of agricultural crop, and the relevant handling and post-harvest processing procedures
- KU34.** the process of sorting and grading different types of agricultural produce
- KU35.** the appropriate conditions for storing different types of agricultural produce and the applicable costs

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- KU36.** the importance of storing and transporting agricultural produce in hygienic conditions
- KU37.** various operations that have the potential to increase the yield and decrease the incidence of pests and diseases
- KU38.** latest technological developments with the potential to improve the crop yield and resource use efficiency
- KU39.** the safe use of different types of pesticides, insecticides, fungicides, weedicides, etc.
- KU40.** the first aid procedure to be followed in case of chemical poisoning
- KU41.** use of various agricultural machineries, tools, implements and equipment
- KU42.** effective ways of conducting demonstrations and training sessions
- KU43.** how to build rapport with people from different cultural backgrounds
- KU44.** the importance of finding solutions to problems faced by farming communities for effective delivery of agricultural extension services
- KU45.** the importance and process of maintaining various records manually and electronically using the physical registers and the relevant computer application

Generic Skills (GS)

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

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

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare for field visits and demonstrations</i>	10	6	-	8
PC1. select the appropriate and proven technologies to be demonstrated	-	-	-	-
PC2. select an appropriate site for demonstrations, ensuring adequate space and safety of all the people involved	-	-	-	-
PC3. select a group of farmers as volunteers to participate in demonstrations	-	-	-	-
PC4. schedule field-visits and demonstrations to explain the use of relevant technologies, tools, implements, equipment, etc.	-	-	-	-
PC5. prepare the Package of Practices (PoP) for the implementation of relevant technologies in coordination with the relevant agricultural universities, government's agriculture department, research institutes, SMEs, etc.	-	-	-	-
PC6. prepare relevant presentations for demonstrations, including all the important information	-	-	-	-
<i>Conduct field visits and demonstrations</i>	8	16	-	4
PC7. conduct field visits to demonstrate various agricultural activities and processes such as seeding, application of fertilisers/ insecticides/ pesticides, weeding, irrigation/ fertigation, harvesting, post-harvest processing, etc.	-	-	-	-
PC8. carry out demonstrations explaining the operation of various farm machineries and equipment, such as mechanical ploughing machine, harrow, rotavator, seed drill, plant protection equipment, harvesting equipment, etc.	-	-	-	-
PC9. conduct on-farm experiments using statistically valid experimental designs, ensuring the participation of farmers	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. determine the causes of problems and cause-effect relationships, along with possible solutions and their feasibility	-	-	-	-
PC11. assess the performance and potential application of the new technology or farm practices in the local context, determining any refinements or modifications required	-	-	-	-
<i>Carry out documentation and analysis</i>	4	6	-	6
PC12. maintain manual and/ or electronic record of all demonstrations, results of on-farm experiments using the physical registers and/ or the relevant computer application, ensuring to record all the relevant information	-	-	-	-
PC13. analyse the farm experiment results and deliberate upon the relevant ideas with the farmer representative group and stakeholders	-	-	-	-
PC14. maintain the record of deliberation held with the farmer representative group and stakeholders	-	-	-	-
PC15. use the experiment findings for improving training programs, demonstrations, and future research	-	-	-	-
PC16. prepare the technical report containing information on cost-benefit ratio with respect to the demonstration to determine the economic returns	-	-	-	-
PC17. prepare an economically and operationally viable action plan that meets the needs of the farmers	-	-	-	-
<i>Optimise resource utilisation</i>	4	6	-	4
PC18. optimise the usage of water, electricity and other resources in various tasks and processes and encourage the farmers to do the same	-	-	-	-
PC19. connect the electrical equipment safely and disconnect them when not in use, advising the farmers to follow the same practice	-	-	-	-
PC20. plug water leakages to prevent its wastage and advise farmers to do the same	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Carry out waste management</i>	4	6	-	8
PC21. segregate waste into appropriate categories and explain the process to farmers	-	-	-	-
PC22. dispose the non-recyclable waste in an environment-friendly manner and recycle the recyclable waste appropriately, encouraging the farmers to do the same	-	-	-	-
NOS Total	30	40	-	30

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National Occupational Standards (NOS) Parameters

NOS Code	AGR/N7603
NOS Name	Conduct field visits and demonstrations
Sector	Agriculture
Sub-Sector	Agriculture Industries
Occupation	Information Management
NSQF Level	4
Credits	2
Version	3.0
Last Reviewed Date	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	18/02/2025

Qualification Pack

AGR/N7604: Conduct training sessions for farmers

Description

This OS unit is about planning and delivering training programs to farmers. It also covers improving the training programs with feedback received from farmers and following up with them to ensure the use of new technologies and practices.

Scope

The scope covers the following :

- Plan the training program
- Deliver the training program
- Seek feedback and make necessary improvements
- Follow up with the farmers

Elements and Performance Criteria

Plan the training program

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

- PC1.** identify the target group of farmers for providing agricultural training
- PC2.** select an appropriate time and venue for delivering the training program to ensure maximum participation of farmers
- PC3.** select an appropriate mode for the delivery of training such as classroom training or community visits
- PC4.** select the relevant agriculture and allied subject matters to be covered in training sessions with farmers
- PC5.** prepare the training modules including all the relevant information with illustrations in an easy-to-understand language
- PC6.** arrange the inputs required for the delivery of training such as stationery, blackboard, leaflets etc.

Deliver the training program

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

- PC7.** identify appropriate avenues for farmers to supplement their income and assist them in adopting them
- PC8.** deliver the theoretical and practical training modules clearly and concisely, making training sessions interactive and encouraging active participation of farmers
- PC9.** check if the farmers are able to understand the concepts and functioning of tools, implements and machineries
- PC10.** educate the farmers on the process of preparing the layout of the field for the optimum utilisation of available space

Seek feedback and make necessary improvements

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

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PC11. maintain the record of all training programs delivered, including any challenges faced, the feedback received and appropriate actions taken

PC12. implement appropriate changes in the training program to make it effective, as per the feedback received from farmers

Follow up with the farmers

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

PC13. follow up with the farmers to ensure they are following the newly-taught technologies and practices and assist them in resolving any issues they face

PC14. assess the benefits farmers receive from the training program and maintain the data

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the process of identifying the target group of farmers for providing relevant agricultural training

KU2. the importance of selecting an appropriate time and venue for delivering the training program to ensure maximum participation of farmers

KU3. different modes for the delivery of training such as classroom training or community visits

KU4. the relevant agriculture and allied subject matters to be covered in training sessions with farmers

KU5. the process of preparing the training modules and the importance of including all the relevant information with illustrations in an easy-to-understand language

KU6. various resources required for the delivery of agricultural training

KU7. the appropriate avenues to be suggested to farmers to supplement their income

KU8. the importance and process of delivering the theoretical and practical training modules clearly and concisely

KU9. the importance of making training sessions interactive and encouraging active participation of farmers

KU10. the importance of checking if the farmers are able to understand the concepts and functioning of tools, implements and machineries

KU11. the importance of guiding farmers on applicable effective farming practices such as preparing the layout of the field for the optimum utilisation of available space

KU12. the importance and process of maintaining the record of all training programs delivered, including any challenges faced, the feedback received and appropriate actions taken

KU13. the importance of implementing appropriate changes in the training program to make it effective, as per the feedback received from farmers

KU14. the importance of following up with farmers to ensure they are following the newly-taught technologies and practices and assisting them in resolving any issues they face

KU15. how to assess the benefits farmers receive from the training program

Generic Skills (GS)

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

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

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Plan the training program</i>	12	14	-	10
PC1. identify the target group of farmers for providing agricultural training	-	-	-	-
PC2. select an appropriate time and venue for delivering the training program to ensure maximum participation of farmers	-	-	-	-
PC3. select an appropriate mode for the delivery of training such as classroom training or community visits	-	-	-	-
PC4. select the relevant agriculture and allied subject matters to be covered in training sessions with farmers	-	-	-	-
PC5. prepare the training modules including all the relevant information with illustrations in an easy-to-understand language	-	-	-	-
PC6. arrange the inputs required for the delivery of training such as stationery, blackboard, leaflets etc.	-	-	-	-
<i>Deliver the training program</i>	8	10	-	8
PC7. identify appropriate avenues for farmers to supplement their income and assist them in adopting them	-	-	-	-
PC8. deliver the theoretical and practical training modules clearly and concisely, making training sessions interactive and encouraging active participation of farmers	-	-	-	-
PC9. check if the farmers are able to understand the concepts and functioning of tools, implements and machineries	-	-	-	-
PC10. educate the farmers on the process of preparing the layout of the field for the optimum utilisation of available space	-	-	-	-
<i>Seek feedback and make necessary improvements</i>	6	8	-	6

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. maintain the record of all training programs delivered, including any challenges faced, the feedback received and appropriate actions taken	-	-	-	-
PC12. implement appropriate changes in the training program to make it effective, as per the feedback received from farmers	-	-	-	-
<i>Follow up with the farmers</i>	4	8	-	6
PC13. follow up with the farmers to ensure they are following the newly-taught technologies and practices and assist them in resolving any issues they face	-	-	-	-
PC14. assess the benefits farmers receive from the training program and maintain the data	-	-	-	-
NOS Total	30	40	-	30

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National Occupational Standards (NOS) Parameters

NOS Code	AGR/N7604
NOS Name	Conduct training sessions for farmers
Sector	Agriculture
Sub-Sector	Agriculture Industries
Occupation	Information Management
NSQF Level	4
Credits	2
Version	2.0
Last Reviewed Date	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	18/02/2025

Qualification Pack

AGR/N7605: Assist the farmers in establishing forward and backward linkages

Description

This OS unit is about assisting the farmers in establishing forward and backward linkages with the relevant suppliers and consumers in the food industry. It also covers relevant agri-business practices.

Scope

The scope covers the following :

- Assist in establishing forward and backward linkages
- Assist in learning agri-business practices

Elements and Performance Criteria

Assist in establishing forward and backward linkages

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

- PC1.** assist the farmers in arranging various high-quality and cost-effective agricultural inputs such as seeds, fertilisers, insecticides, pesticides, tools, implements, etc.
- PC2.** assist the farmers in availing farmer-centric credit facilities along with personal and crop insurance etc.
- PC3.** assist the farmers in establishing contact with the relevant service or input providers and markets or buyers
- PC4.** identify the opportunities for establishing forward and backward linkages and assist the farmers in establishing the same through the supply chain in the food industry
- PC5.** assist the farmers in securing a timely supply of various agricultural inputs, providing them on-the-spot guidance to ensure uninterrupted farm operations
- PC6.** prepare and link a follow-up program with the relevant local institutions such as farmer cooperative society, Farmer Producer Organisations (FPOs), village panchayat etc.
- PC7.** assist the farmers in undertaking contract farming through FPOs to establish forward and backward linkages

Assist in learning agri-business practices

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

- PC8.** assist the farmers in developing entrepreneurial skills and learn effective cash management, warehouse management and marketing practices
- PC9.** assist the farmers in preparing an effective agri-business plan considering all the applicable factors

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** how to assist the farmers in arranging various high-quality and cost-effective agricultural inputs
- KU2.** the process for farmers to avail applicable farmer-centric credit facilities, and personal and crop insurance facilities
- KU3.** the importance of assisting the farmers in establishing contact with the relevant service or input providers, markets and buyers
- KU4.** the process of identifying the opportunities for establishing forward and backward linkages and assisting the farmers in establishing the same through the supply chain in the food industry
- KU5.** the importance of ensuring farmers are able to secure timely supply of various agricultural inputs
- KU6.** how to ensure uninterrupted farm operations
- KU7.** the process of preparing and linking a follow-up program with the relevant local institutions such as farmer cooperative society, FPOs, village panchayat etc.
- KU8.** the importance of assisting the farmers in developing entrepreneurial skills and learning effective cash management, warehouse management and marketing practices
- KU9.** the process of preparing an effective agri-business plan considering all the applicable factors
- KU10.** different marketing and sales channels for a variety of agricultural produce
- KU11.** the practice of planning need-based production using the appropriate forecasting techniques

Generic Skills (GS)

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

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

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Assist in establishing forward and backward linkages</i>	22	26	-	18
PC1. assist the farmers in arranging various high-quality and cost-effective agricultural inputs such as seeds, fertilisers, insecticides, pesticides, tools, implements, etc.	-	-	-	-
PC2. assist the farmers in availing farmer-centric credit facilities along with personal and crop insurance etc.	-	-	-	-
PC3. assist the farmers in establishing contact with the relevant service or input providers and markets or buyers	-	-	-	-
PC4. identify the opportunities for establishing forward and backward linkages and assist the farmers in establishing the same through the supply chain in the food industry	-	-	-	-
PC5. assist the farmers in securing a timely supply of various agricultural inputs, providing them on-the-spot guidance to ensure uninterrupted farm operations	-	-	-	-
PC6. prepare and link a follow-up program with the relevant local institutions such as farmer cooperative society, Farmer Producer Organisations (FPOs), village panchayat etc.	-	-	-	-
PC7. assist the farmers in undertaking contract farming through FPOs to establish forward and backward linkages	-	-	-	-
<i>Assist in learning agri-business practices</i>	8	14	-	12
PC8. assist the farmers in developing entrepreneurial skills and learn effective cash management, warehouse management and marketing practices	-	-	-	-
PC9. assist the farmers in preparing an effective agri-business plan considering all the applicable factors	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	30	40	-	30

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National Occupational Standards (NOS) Parameters

NOS Code	AGR/N7605
NOS Name	Assist the farmers in establishing forward and backward linkages
Sector	Agriculture
Sub-Sector	Agriculture Industries
Occupation	Information Management
NSQF Level	4
Credits	2
Version	2.0
Last Reviewed Date	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	18/02/2025

Qualification Pack

AGR/N9903: Maintain health and safety at the workplace

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

Maintain personal hygiene

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

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

Maintain clean and safe workplace

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

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

Administer appropriate emergency procedures

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

Generic Skills (GS)

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

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

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

Qualification Pack

Assessment Criteria

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

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

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	AGR/N9903
NOS Name	Maintain health and safety at the workplace
Sector	Agriculture
Sub-Sector	Generic
Occupation	Generic
NSQF Level	4
Credits	1
Version	3.0
Last Reviewed Date	22/10/2024
Next Review Date	22/10/2027
NSQC Clearance Date	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:

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- 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.

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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

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
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	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
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	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
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	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
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	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
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	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	2	3	-	-
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	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
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	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	08/05/2025
Next Review Date	31/10/2025
NSQC Clearance Date	08/05/2025

Qualification Pack

AGR/N9925: Assist in forming and operating SHGs/ FIGs/ PGs

Description

This OS unit is about identifying the target audience and helping them form and operate Self Help Groups (SHGs)/Farmers Interest Group (FIGs)/ Producer Groups (PGs) and other similar groups to address the common issues faced by them.

Scope

The scope covers the following :

- Identify and connect with the target audience
- Assist in forming the SHG/ FIG/ PG
- Assist in carrying out SHG/ FIG/ PG operations

Elements and Performance Criteria

Identify and connect with the target audience

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

- PC1.** identify and connect with the audience sharing the same concerns, to propose the formation of an SHG/ FIG/ PG and educate them about the benefits of collective farming/ activities
- PC2.** arrange meetings with the government officials /industry experts/ community leaders, to encourage the community to form SHG/ FIG/ PG to address common issues faced by the community

Assist in forming the SHG/ FIG/ PG

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

- PC3.** support the community members in creating an SHG/ FIG/ PG with an optimum number of members as per the applicable SHG/ FIG/ PG formation rules and assist them in selecting their group leader
- PC4.** assist in identifying group members to take relevant responsibilities such as accounts management-keeping, organising meetings, record-keeping, etc.
- PC5.** guide the SHG/ FIG/ PG in creating policies to govern the group operations such as the terms of membership, use of credit facility and repayment, the process to make decisions, etc.
- PC6.** assist the SHG/ FIG/ PG in opening a bank account and secure financial assistance under the relevant government schemes
- PC7.** assist in conducting fundraising activities to support the group operations

Assist in carrying out SHG/ FIG/ PG operations

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

- PC8.** support the SHG/ FIG/ PG members in planning and initiating income-generating activities to meet the market needs along with their household food security needs
- PC9.** assist the SHG/ FIG/ PG in holding meetings and undertaking other relevant tasks such as book and record keeping, induction of new members, corresponding with relevant authorities, etc.

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- PC10.** support the SHG/ FIG/ PG in identifying suppliers and bulk purchase of inputs to reduce the input costs
- PC11.** assist the SHG/ FIG/ PG members in purchasing/ hiring and using the relevant tools/ equipment/ material/ technology
- PC12.** guide the SHG/ FIG/ PG members in establishing a group-owned bank of inputs such as quality seeds/ fertilizers/ pesticides/ tools and equipment, etc.
- PC13.** support the SHG/ FIG/ PG in connecting and partnering with other SHGs/ FIGs/ PGs to increase productivity and address common concerns at a large scale
- PC14.** conduct field-visits/ trials to help the SHG/ FIG/ PG identify and resolve problems practically
- PC15.** guide the SHG/ FIG/ PG members on relevant financial practices such as money-saving, responsible lending, timely repayment of the borrowed amount, etc.
- PC16.** educate the members on appropriate value-addition practices to increase business profitability such as processing and packaging of produce

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the process of conducting a survey to connect with the target audience and educating them about the benefits of forming SHGs/ FIGs/ PGs
- KU2.** the importance of forming SHG/ FIG/ PG with the inclusion of people with common concerns and socio-economic background
- KU3.** the process of forming SHGs/ FIGs/ PGs and the applicable rules and support schemes
- KU4.** the optimum number of members to be enrolled in an SHG/ FIG/ PG for its effective performance
- KU5.** the process of opening a bank account for an SHG/ FIG/ PG and the applicable government schemes
- KU6.** suitable income-generating activities for SHGs/ FIGs/ PGs and the process of starting them
- KU7.** applicable account book and record-keeping requirements
- KU8.** the importance of purchasing inputs in bulk to reduce the input costs
- KU9.** the benefits of establishing a group-owned bank of inputs such as quality seeds/ fertilizers/ pesticides/ tools and equipment, etc.
- KU10.** the benefits of connecting and partnering with other SHGs and participating in field-visits/ trials
- KU11.** the importance of arranging for training/ upskilling of the SHG/ FIG/ PG members
- KU12.** applicable and important financial practices such as money-saving, responsible lending, timely repayment of the borrowed amount, etc.
- KU13.** appropriate forward and backward linkages practices
- KU14.** appropriate value-addition practices to increase business profitability such as processing and packaging of produce
- KU15.** the process of counselling the group members to resolve common issues/ conflicts among them

Generic Skills (GS)

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

- GS1.** write work-related records
- GS2.** read the relevant literature to stay updated about new developments in the field of work
- GS3.** listen attentively to understand the speaker
- GS4.** plan and prioritise tasks for efficient use of time
- GS5.** take quick decisions to deal with any emergencies/ accidents
- GS6.** co-ordinate with the co-workers to achieve the work objectives

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify and connect with the target audience</i>	8	10	-	6
PC1. identify and connect with the audience sharing the same concerns, to propose the formation of an SHG/ FIG/ PG and educate them about the benefits of collective farming/ activities	-	-	-	-
PC2. arrange meetings with the government officials /industry experts/ community leaders, to encourage the community to form SHG/ FIG/ PG to address common issues faced by the community	-	-	-	-
<i>Assist in forming the SHG/ FIG/ PG</i>	10	14	-	14
PC3. support the community members in creating an SHG/ FIG/ PG with an optimum number of members as per the applicable SHG/ FIG/ PG formation rules and assist them in selecting their group leader	-	-	-	-
PC4. assist in identifying group members to take relevant responsibilities such as accounts management-keeping, organising meetings, record-keeping, etc.	-	-	-	-
PC5. guide the SHG/ FIG/ PG in creating policies to govern the group operations such as the terms of membership, use of credit facility and repayment, the process to make decisions, etc.	-	-	-	-
PC6. assist the SHG/ FIG/ PG in opening a bank account and secure financial assistance under the relevant government schemes	-	-	-	-
PC7. assist in conducting fundraising activities to support the group operations	-	-	-	-
<i>Assist in carrying out SHG/ FIG/ PG operations</i>	12	16	-	10
PC8. support the SHG/ FIG/ PG members in planning and initiating income-generating activities to meet the market needs along with their household food security needs	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC9. assist the SHG/ FIG/ PG in holding meetings and undertaking other relevant tasks such as book and record keeping, induction of new members, corresponding with relevant authorities, etc.	-	-	-	-
PC10. support the SHG/ FIG/ PG in identifying suppliers and bulk purchase of inputs to reduce the input costs	-	-	-	-
PC11. assist the SHG/ FIG/ PG members in purchasing/ hiring and using the relevant tools/ equipment/ material/ technology	-	-	-	-
PC12. guide the SHG/ FIG/ PG members in establishing a group-owned bank of inputs such as quality seeds/ fertilizers/ pesticides/ tools and equipment, etc.	-	-	-	-
PC13. support the SHG/ FIG/ PG in connecting and partnering with other SHGs/ FIGs/ PGs to increase productivity and address common concerns at a large scale	-	-	-	-
PC14. conduct field-visits/ trials to help the SHG/ FIG/ PG identify and resolve problems practically	-	-	-	-
PC15. guide the SHG/ FIG/ PG members on relevant financial practices such as money-saving, responsible lending, timely repayment of the borrowed amount, etc.	-	-	-	-
PC16. educate the members on appropriate value-addition practices to increase business profitability such as processing and packaging of produce	-	-	-	-
NOS Total	30	40	-	30

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	AGR/N9925
NOS Name	Assist in forming and operating SHGs/ FIGs/ PGs
Sector	Agriculture
Sub-Sector	Generic
Occupation	Generic
NSQF Level	4
Credits	1
Version	2.0
Last Reviewed Date	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	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) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
5. In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOSs to pass the Qualification Pack.

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6. 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/N7601.Plan and prepare to provide agricultural extension services	30	40	-	30	100	30
AGR/N7603.Conduct field visits and demonstrations	30	40	-	30	100	20
AGR/N7604.Conduct training sessions for farmers	30	40	-	30	100	20
AGR/N7605.Assist the farmers in establishing forward and backward linkages	30	40	-	30	100	15
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
Total	180	215	-	155	550	100

Optional: 1 Formation of SHGs/ FIGs/ PGs

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
AGR/N9925.Assist in forming and operating SHGs/ FIGs/ PGs	30	40	-	30	100	10
Total	30	40	-	30	100	10



Qualification Pack

Qualification Pack

Acronyms

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

Qualification Pack

Glossary

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

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