

Qualification Pack



Fisheries Extension Associate

QP Code: AGR/Q5107

Version: 3.0

NSQF Level: 4

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AGR/Q5107: Fisheries Extension Associate

Brief Job Description

A Fisheries Extension Associate is responsible for educating and assisting the fishing community members in best industry practices by arranging training sessions, demonstrations, panel discussions etc. The individual also helps the community in setting up self-help groups and connect with the relevant authorities to resolve their concerns.

Personal Attributes

The individual must possess excellent communication and facilitation skills. The person must be able to take independent decisions with an ability to collaborate with individuals and institutions to achieve the work objectives

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [AGR/N5114: Prepare to provide fisheries extension services](#)
2. [AGR/N5113: Arrange training sessions, demonstrations, meetings and workshops](#)
3. [AGR/N9925: Assist in forming and operating SHGs/ FIGs/ PGs](#)
4. [AGR/N9903: Maintain health and safety at the workplace](#)
5. [DGT/VSQ/N0103: Employability Skills \(90 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Agriculture
Sub-Sector	Fisheries
Occupation	Assistance (Fisheries)
Country	India
NSQF Level	4
Credits	13
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2132

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Minimum Educational Qualification & Experience	10th Class with 2 Years of experience relevant experience OR 10th Class (Pass and pursuing continuous regular schooling) OR 8th Class with 4 Years of experience relevant experience OR Certificate-NSQF (Level-4 (Freshwater Aquaculture Farmer/Mariculture Farmer/Brackishwater Aquaculture Farmer)) with 6 Months of experience relevant experience OR Certificate-NSQF (Level-3 with minimum education as 5th grade pass) with 2 Years of experience relevant experience
Minimum Level of Education for Training in School	10th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	30/12/2024
NSQC Approval Date	30/12/2021
Version	3.0
Reference code on NQR	2022/AGR/ASCI/06535
NQR Version	1.0

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AGR/N5114: Prepare to provide fisheries extension services

Description

This OS unit is about preparing to provide extension services to the fishing community in a target area.

Scope

The scope covers the following :

- Identify and connect with the target audience
- Prepare for training, demonstrations, meetings and workshops

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 the target area and size of the audience
- PC2.** collect the relevant data from the target area and study it to understand the socio-economic conditions there
- PC3.** select appropriate methods to connect with the target audience such as classroom sessions, field visits, local forums, etc.
- PC4.** establish contact with the target audience through farm and home visits, phone calls, local forums to understand their needs and concerns and mobilise them to participate in training sessions/ demonstrations/ meetings/ workshops

Prepare for training, demonstrations, meetings and workshops

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

- PC5.** select a venue for training/ demonstrations/ meetings/ workshop, ensuring it is accessible to all the community members
- PC6.** select an appropriate method for the delivery of fisheries extension training
- PC7.** organise the required resources such as the trainer and participant's guide, tools and equipment, audio-visual aids, furniture, etc.
- PC8.** check that audio-visual aids are in working condition
- PC9.** arrange sessions with industry experts/ entrepreneurs/ community leaders to facilitate knowledge sharing with the community members
- PC10.** prepare the training/ demonstration/ meeting/ workshop calendar, selecting an appropriate time for the maximum participation of the community members
- PC11.** communicate the training/ demonstration/ meeting/ workshop calendar to the community members

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the process of identifying the target area and audience

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- KU2.** the process of conducting a survey to understand the socio-economic conditions in the target area
- KU3.** different methods to connect with the target audience such as classroom sessions, field visits, local forums, etc.
- KU4.** the importance of selecting a venue for training/ demonstrations/ meetings/ workshop that is accessible to all the community members
- KU5.** appropriate methods for the delivery of fisheries extension training according to the target audience
- KU6.** resources required for the training such as the trainer and participant guide, tools and equipment, audio-visual aids, furniture, etc.
- KU7.** the benefits of inviting industry experts/ entrepreneurs/ community leaders to share their knowledge and experience with the community members
- KU8.** the considerations for preparing the training/ demonstration/ meeting/ workshop calendar, such as selecting an appropriate time for the maximum participation of the community members

Generic Skills (GS)

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

- GS1.** maintain work-related records
- GS2.** read and interpret the relevant guides and manuals
- GS3.** communicate politely and professionally
- GS4.** listen attentively and comprehend the information/ instructions being given
- GS5.** plan and prioritise tasks to ensure timely completion
- GS6.** identify possible disruptions to work and take preventive measures
- GS7.** take quick action to deal with any emergencies/ accidents

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Identify and connect with the target audience</i>	14	24	-	16
PC1. identify the target area and size of the audience	-	-	-	-
PC2. collect the relevant data from the target area and study it to understand the socio-economic conditions there	-	-	-	-
PC3. select appropriate methods to connect with the target audience such as classroom sessions, field visits, local forums, etc.	-	-	-	-
PC4. establish contact with the target audience through farm and home visits, phone calls, local forums to understand their needs and concerns and mobilise them to participate in training sessions/ demonstrations/ meetings/ workshops	-	-	-	-
<i>Prepare for training, demonstrations, meetings and workshops</i>	16	16	-	14
PC5. select a venue for training/ demonstrations/ meetings/ workshop, ensuring it is accessible to all the community members	-	-	-	-
PC6. select an appropriate method for the delivery of fisheries extension training	-	-	-	-
PC7. organise the required resources such as the trainer and participant's guide, tools and equipment, audio-visual aids, furniture, etc.	-	-	-	-
PC8. check that audio-visual aids are in working condition	-	-	-	-
PC9. arrange sessions with industry experts/ entrepreneurs/ community leaders to facilitate knowledge sharing with the community members	-	-	-	-
PC10. prepare the training/ demonstration/ meeting/ workshop calendar, selecting an appropriate time for the maximum participation of the community members	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. communicate the training/ demonstration/ meeting/ workshop calendar to the community members	-	-	-	-
NOS Total	30	40	-	30

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National Occupational Standards (NOS) Parameters

NOS Code	AGR/N5114
NOS Name	Prepare to provide fisheries extension services
Sector	Agriculture
Sub-Sector	Fisheries
Occupation	Assistance (Fisheries)
NSQF Level	3
Credits	4
Version	2.0
Last Reviewed Date	30/12/2021
Next Review Date	17/11/2025
NSQC Clearance Date	17/11/2022

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AGR/N5113: Arrange training sessions, demonstrations, meetings and workshops

Description

This OS unit is about arranging training sessions, demonstrations, meetings and workshops for the fishing community.

Scope

The scope covers the following :

- Conduct training sessions, demonstrations, meetings and workshops
- Counsel and assist the fishing/ aquaculture community members

Elements and Performance Criteria

Conduct training sessions, demonstrations, meetings and workshops

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

- PC1.** demonstrate the use of tools, equipment and relevant technologies, along with their applicability to the local conditions
- PC2.** deliver lectures to share information with the community members on best fishing/ aquaculture practices
- PC3.** conduct group discussions to encourage and stimulate the community members to talk about their concerns and reach mutually-agreed solutions
- PC4.** arrange panel discussions with the industry experts/ entrepreneurs/ community leaders to brainstorm on important and urgent issues
- PC5.** arrange workshops to teach the community members, the relevant course of study or engage in practical problem solving
- PC6.** conduct roleplays to explain ideas effectively and stimulate discussion among community members
- PC7.** check that all the participants receive the participant's guide and any other required material during the training
- PC8.** conduct training sessions, demonstrations, meetings and workshops using the appropriate audio-visual aids
- PC9.** maintain the attendance data and minutes of the training in physical registers and/ or the relevant computer application
- PC10.** collect feedback from the participants to improve the quality of training
- PC11.** schedule the next training session as per the availability of the participants

Counsel and assist the fishing/ aquaculture community members

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

- PC12.** counsel the community members about the relevant schemes and support mechanisms such as the Sagar Mala Project, Common Service Centres (CSCs), deposit schemes and other banking services, etc.

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- PC13.** advise the community members about the selection of appropriate fresh/ brackish/ marine water fish/ crustacean species to be cultured based on trends and profitability
- PC14.** educate the community members about different capture and culture fisheries methods such as mono/ mixed/ poly culture and the applicable scientific factors
- PC15.** assist the community members in setting up fishing enterprises such as fish seed production or fish processing unit
- PC16.** educate the community members about fishing crafts, gears and nets used in different fisheries systems
- PC17.** educate the community members about the aquaculture farm preparation activities such as pond preparation, water quality management, eradication of aquatic weeds and predators, etc.
- PC18.** advise the community members about the fish/ crustacean feed management along with the common diseases and the appropriate preventive/ remedial measures to be taken
- PC19.** counsel the community members about the optimisation of resources and waste management
- PC20.** educate the community members about the value chain and market linkages
- PC21.** advise the community members about the personal insurance facility and insurance on various fishing assets and projects to protect against Permanent Total Disability due to Accident (PTD), diseases, natural calamities, etc.
- PC22.** assist the community members in securing insurance and submitting insurance claims
- PC23.** counsel the community members about the safe handling of fish, value-addition activities, etc.
- PC24.** educate the community members about the benefits and process of creating Self-Help Groups (SHGs) to achieve the common objectives collectively
- PC25.** assist the community members in creating SHGs along with organising and utilising resources
- PC26.** identify and connect with the relevant Non-governmental Organisations (NGOs) and Voluntary Organisations (VOs) for the welfare of the fishing community
- PC27.** conduct field visits/ research to identify solutions to the problems encountered by the fishing community in the field
- PC28.** identify social, economic and technical barriers encountered by the fishery community and their solutions

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** relevant fisheries schemes and support mechanisms such as the Sagar Mala Project, Common Service Centres (CSCs), deposit schemes and other banking services
- KU2.** the process of planning and starting a fishing enterprise based on trends and profitability
- KU3.** different capture and culture fisheries methods such as mono/ mixed/ poly culture and the applicable scientific factors
- KU4.** fishing crafts, gears and nets used in different fisheries systems
- KU5.** the process of aquaculture farm preparation such as pond preparation, water quality management, eradication of aquatic weeds and predators, etc.

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- KU6.** common fish/ crustacean feed management along with the common diseases and the appropriate preventive/ remedial measures to be taken
- KU7.** personal insurance facility and insurance on various fishing assets and projects to protect against Permanent Total Disability due to Accident (PTD), diseases, natural calamities, etc.
- KU8.** various practices for the conservation and sustainable use of natural resources
- KU9.** efficient harvesting, marketing and distribution practices in fisheries
- KU10.** the benefits and process of creating Self-Help Groups (SHGs) to achieve the common objectives collectively
- KU11.** the process and benefits of connecting with the relevant Non-governmental Organisations (NGOs) and Voluntary Organisations (VOs) for the welfare of the fishing community
- KU12.** the importance of conducting/ participating in field visits/ research to identify solutions to the problems encountered by the fishing community
- KU13.** various social, economic and technical barriers encountered by the fishing community
- KU14.** benefits of resource optimisation
- KU15.** different practices to recycle and dispose different types of waste

Generic Skills (GS)

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

- GS1.** write work-related records
- GS2.** read 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
- GS7.** identify possible disruptions to work and take appropriate preventive measures

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Conduct training sessions, demonstrations, meetings and workshops</i>	14	20	-	16
PC1. demonstrate the use of tools, equipment and relevant technologies, along with their applicability to the local conditions	-	-	-	-
PC2. deliver lectures to share information with the community members on best fishing/ aquaculture practices	-	-	-	-
PC3. conduct group discussions to encourage and stimulate the community members to talk about their concerns and reach mutually-agreed solutions	-	-	-	-
PC4. arrange panel discussions with the industry experts/ entrepreneurs/ community leaders to brainstorm on important and urgent issues	-	-	-	-
PC5. arrange workshops to teach the community members, the relevant course of study or engage in practical problem solving	-	-	-	-
PC6. conduct roleplays to explain ideas effectively and stimulate discussion among community members	-	-	-	-
PC7. check that all the participants receive the participant's guide and any other required material during the training	-	-	-	-
PC8. conduct training sessions, demonstrations, meetings and workshops using the appropriate audio-visual aids	-	-	-	-
PC9. maintain the attendance data and minutes of the training in physical registers and/ or the relevant computer application	-	-	-	-
PC10. collect feedback from the participants to improve the quality of training	-	-	-	-
PC11. schedule the next training session as per the availability of the participants	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Counsel and assist the fishing/ aquaculture community members</i>	16	20	-	14
PC12. counsel the community members about the relevant schemes and support mechanisms such as the Sagar Mala Project, Common Service Centres (CSCs), deposit schemes and other banking services, etc.	-	-	-	-
PC13. advise the community members about the selection of appropriate fresh/ brackish/ marine water fish/ crustacean species to be cultured based on trends and profitability	-	-	-	-
PC14. educate the community members about different capture and culture fisheries methods such as mono/ mixed/ poly culture and the applicable scientific factors	-	-	-	-
PC15. assist the community members in setting up fishing enterprises such as fish seed production or fish processing unit	-	-	-	-
PC16. educate the community members about fishing crafts, gears and nets used in different fisheries systems	-	-	-	-
PC17. educate the community members about the aquaculture farm preparation activities such as pond preparation, water quality management, eradication of aquatic weeds and predators, etc.	-	-	-	-
PC18. advise the community members about the fish/ crustacean feed management along with the common diseases and the appropriate preventive/ remedial measures to be taken	-	-	-	-
PC19. counsel the community members about the optimisation of resources and waste management	-	-	-	-
PC20. educate the community members about the value chain and market linkages	-	-	-	-
PC21. advise the community members about the personal insurance facility and insurance on various fishing assets and projects to protect against Permanent Total Disability due to Accident (PTD), diseases, natural calamities, etc.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC22. assist the community members in securing insurance and submitting insurance claims	-	-	-	-
PC23. counsel the community members about the safe handling of fish, value-addition activities, etc.	-	-	-	-
PC24. educate the community members about the benefits and process of creating Self-Help Groups (SHGs) to achieve the common objectives collectively	-	-	-	-
PC25. assist the community members in creating SHGs along with organising and utilising resources	-	-	-	-
PC26. identify and connect with the relevant Non-governmental Organisations (NGOs) and Voluntary Organisations (VOs) for the welfare of the fishing community	-	-	-	-
PC27. conduct field visits/ research to identify solutions to the problems encountered by the fishing community in the field	-	-	-	-
PC28. identify social, economic and technical barriers encountered by the fishery community and their solutions	-	-	-	-
NOS Total	30	40	-	30

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National Occupational Standards (NOS) Parameters

NOS Code	AGR/N5113
NOS Name	Arrange training sessions, demonstrations, meetings and workshops
Sector	Agriculture
Sub-Sector	Fisheries
Occupation	Assistance (Fisheries)
NSQF Level	3
Credits	4
Version	3.0
Last Reviewed Date	NA
Next Review Date	17/11/2025
NSQC Clearance Date	17/11/2022

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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

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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	-	-	-	-

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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

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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	1.0
Last Reviewed Date	30/12/2021
Next Review Date	27/01/2025
NSQC Clearance Date	27/01/2022

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AGR/N9903: Maintain health and safety at the workplace

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

Maintain personal hygiene

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

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

Maintain clean and safe workplace

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

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

Administer appropriate emergency procedures

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

Generic Skills (GS)

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

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

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

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Assessment Criteria

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

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

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National Occupational Standards (NOS) Parameters

NOS Code	AGR/N9903
NOS Name	Maintain health and safety at the workplace
Sector	Agriculture
Sub-Sector	Generic
Occupation	Generic
NSQF Level	4
Credits	1
Version	4.0
Last Reviewed Date	NA
Next Review Date	29/03/2026
NSQC Clearance Date	29/03/2023

Qualification Pack

DGT/VSQ/N0103: Employability Skills (90 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

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

- PC1.** understand the significance of employability skills in meeting the current job market requirement and future of work
- PC2.** identify and explore learning and employability relevant portals
- PC3.** research about the different industries, job market trends, latest skills required and the available opportunities

Constitutional values - Citizenship

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

- PC4.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC5.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

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

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- PC7.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life
- PC8.** adopt a continuous learning mindset for personal and professional development

Basic English Skills

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

- PC9.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC10.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC11.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

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

- PC12.** identify career goals based on the skills, interests, knowledge, and personal attributes
- PC13.** prepare a career development plan with short- and long-term goals

Communication Skills

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

- PC14.** follow verbal and non-verbal communication etiquette while communicating in professional and public settings
- PC15.** use active listening techniques for effective communication
- PC16.** communicate in writing using appropriate style and format based on formal or informal requirements
- PC17.** work collaboratively with others in a team

Diversity & Inclusion

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

- PC18.** communicate and behave appropriately with all genders and PwD
- PC19.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

- PC20.** identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.
- PC21.** carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook
- PC22.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC23.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

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

- PC24.** operate digital devices and use their features and applications securely and safely
- PC25.** carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.
- PC26.** display responsible online behaviour while using various social media platforms

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- PC27.** create a personal email account, send and process received messages as per requirement
- PC28.** carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications
- PC29.** utilize virtual collaboration tools to work effectively

Entrepreneurship

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

- PC30.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC31.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC32.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

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

- PC33.** identify different types of customers and ways to communicate with them
- PC34.** identify and respond to customer requests and needs in a professional manner
- PC35.** use appropriate tools to collect customer feedback
- PC36.** follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

- PC37.** create a professional Curriculum vitae (Résumé)
- PC38.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively
- PC39.** apply to identified job openings using offline /online methods as per requirement
- PC40.** answer questions politely, with clarity and confidence, during recruitment and selection
- PC41.** identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- KU2.** various constitutional and personal values
- KU3.** different environmentally sustainable practices and their importance
- KU4.** Twenty first (21st) century skills and their importance
- KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services

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- KU11.** components of salary and how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account
- KU16.** use applications such as word processors, spreadsheets etc.
- KU17.** how to identify business opportunities
- KU18.** types and needs of customers
- KU19.** how to apply for a job and prepare for an interview
- KU20.** apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

- GS1.** read and write different types of documents/instructions/correspondence in English and other languages
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all to maintain effective work relationship
- GS4.** how to work in a virtual mode, using various technological platforms
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
PC2. identify and explore learning and employability relevant portals	-	-	-	-
PC3. research about the different industries, job market trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC4. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC5. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
PC6. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC7. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
PC8. adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	3	4	-	-
PC9. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC11. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-
PC12. identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
PC13. prepare a career development plan with short- and long-term goals	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC14. follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
PC15. use active listening techniques for effective communication	-	-	-	-
PC16. communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
PC17. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	1	-	-
PC18. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC19. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC22. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	5	-	-
PC24. operate digital devices and use their features and applications securely and safely	-	-	-	-
PC25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
PC26. display responsible online behaviour while using various social media platforms	-	-	-	-
PC27. create a personal email account, send and process received messages as per requirement	-	-	-	-
PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
PC29. utilize virtual collaboration tools to work effectively	-	-	-	-
<i>Entrepreneurship</i>	2	3	-	-
PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC33. identify different types of customers and ways to communicate with them	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC34. identify and respond to customer requests and needs in a professional manner	-	-	-	-
PC35. use appropriate tools to collect customer feedback	-	-	-	-
PC36. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC37. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC39. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC40. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0103
NOS Name	Employability Skills (90 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	5
Credits	3
Version	1.0
Last Reviewed Date	NA
Next Review Date	29/03/2026
NSQC Clearance Date	29/03/2023

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

- 1.Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
- 2.The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
- 3.Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
- 4.Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
- 5.In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
- 6.In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

Minimum Aggregate Passing % at QP Level : 70

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(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/N5114.Prepare to provide fisheries extension services	30	40	-	30	100	25
AGR/N5113.Arrange training sessions, demonstrations, meetings and workshops	30	40	0	30	100	30
AGR/N9925.Assist in forming and operating SHGs/ FIGs/ PGs	30	40	-	30	100	30
AGR/N9903.Maintain health and safety at the workplace	40	25	-	35	100	5
DGT/VSQ/N0103.Employability Skills (90 Hours)	20	30	-	-	50	10
Total	150	175	-	125	450	100

Qualification Pack

Acronyms

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

Qualification Pack

Glossary

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

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