Model Curriculum

QP Name: Agri Service Input Dealer

QP Code: AGR/Q7804

Version: 2.0

NSQF Level: 5

Model Curriculum Version: 1.0

Agriculture Skill Council of India || Agriculture Skill Council of India (ASCI), 6th Floor, GNG Tower, Plot No. 10, Sector – 44

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Training Parameters

Sector	Agriculture
Sub-Sector	Agriculture Industries
Occupation	Agri-Entrepreneurship & Rural Enterprises
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	10th Class pass +ITI (2 years) in relevant sector with 4 years of experience OR 2 Years Diploma (Agriculture/ Horticulture) post 10th Class from recognized institute with 2 years of experience OR 12th Class with 4 Years of relevant experience OR Certificate-NSQF Level-4 (Agriculture Extension Service Provider or in Job roles of Field Crop/Vegetable OR Pesticide and Fertilizer Applicator) with 3 Year of relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	27/01/2022
Next Review Date	27/01/2025
NSQC Approval Date	27/01/2022
QP Version	2.0
Model Curriculum Creation Date	27/01/2022
Model Curriculum Valid Up to Date	27/01/2025
Model Curriculum Version	1.0
Minimum Duration of the Course	480 Hours
Maximum Duration of the Course	480 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills to:

- Demonstrate the process of setting up the agricultural input outlet.
- Describe the process of conducting outreach programs for farmers.
- Describe the process of marketing the agricultural inputs and maintaining the inventory.
- Demonstrate the process of preparing and maintaining various records using a computer.
- Explain the basic entrepreneurial activities for small enterprise.
- Describe the process of undertaking employability and entrepreneurial practices.
- Explain the importance of following inclusive practices for all genders and PwD at work.
- Demonstrate various practices to maintain health, hygiene and safety at the workplace.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	**04:00**	**00:00**	**0:00**	**0:00**	**04:00**
Module 1: Introduction to the role of an Agri Service Input Dealer	04:00	0:00	0:00	0:00	04:00
AGR/N7818 Set up the agricultural input outlet **NOS Version- 2.0** **NSQF Level- 5**	**20:00**	**52:00**	**0:00**	**24:00**	**96:00**
Module 2: Process of setting up the agricultural input outlet	20:00	52:00	0:00	24:00	96:00
AGR/N7819 Conduct outreach programs for farmers **NOS Version- 2.0** **NSQF Level- 5**	**20:00**	**52:00**	**0:00**	**24:00**	**96:00**
Module 3: Process of conducting outreach programs for farmers	20:00	52:00	0:00	24:00	96:00

AGR/N7820 Market the agricultural inputs and maintain the inventory **NOS Version- 2.0** **NSQF Level- 5**	**20:00**	**28:00**	**0:00**	**24:00**	**72:00**
Module 4: Process of marketing the agricultural inputs and maintaining the inventory	20:00	28:00	0:00	24:00	72:00
AGR/N7821 Prepare and maintain various records using a computer **NOS Version- 2.0** **NSQF Level- 5**	**18:00**	**24:00**	**0:00**	**20:00**	**62:00**
Module 5: Process of preparing and maintaining various records using a computer	18:00	24:00	0:00	20:00	62:00
AGR/N9908 Undertake basic entrepreneurial activities for small Enterprise **NOS Version- 2.0** **NSQF Level- 4**	**12:00**	**28:00**	**0:00**	**10:00**	**50:00**
Module 6: Basic entrepreneurial activities for small enterprise	12:00	28:00	0:00	10:00	50:00
AGR/N9926 Follow the relevant employability and entrepreneurial practices **NOS Version- 1.0** **NSQF Level- 4**	**18:00**	**22:00**	**0:00**	**10:00**	**50:00**
Module 7: Employability and entrepreneurial practices	18:00	22:00	0:00	10:00	50:00
AGR/N9918 Communicate effectively at the workplace **NOS Version-1.0** **NSQF Level- 4**	**04:00**	**12:00**	**0:00**	**10:00**	**26:00**
Module 8: Effective Communication at the workplace	04:00	12:00	0:00	10:00	26:00
AGR/N9903 Maintain health and safety at the workplace	**04:00**	**12:00**	**0:00**	**8:00**	**24:00**

NOS Version- 3.0 NSQF Level-4					
Module 9: Hygiene and cleanliness	2:00	2:00	0:00	0:00	4:00
Module 10: Safety and emergency procedures	2:00	10:00	0:00	8:00	20:00
Total Duration	**120:00**	**230:00**	**0:00**	**130:00**	**480:00**

Module Details

Module 1: Introduction to the role of an Agri Service Input Dealer
Bridge Module

Terminal Outcomes:

- Discuss the job role of an Agri Service Input Dealer.

Duration: 04:00	Duration: 0:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the size and scope of the agriculture industry and its sub-sectors. - Discuss the role and responsibilities of an Agri Service Input Dealer. - Identify various employment opportunities for an Agri Service Input Dealer.	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 2: Process of setting up the agricultural input outlet
Mapped to AGR/N7818 v2.0

Terminal Outcomes:

- Describe the process of preparing for setting up the outlet.
- Describe the process of planning and arranging the finances.
- Describe the process of arranging the agriculture inputs.
- Demonstrate the process of establishing the agriculture input outlet.
- Demonstrate the process of setting up the merchandise display.
- Demonstrate various waste management practices.

Duration: 20:00	Duration: 52:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the process of identifying the agro-climatic zone to understand the impact of the local weather on agriculture production. - Explain how to identify the agri-input needs in the area based on the prevalent cropping systems. - State the licensing requirements for dealing in regulated inputs such as fertilizers/ pesticides/ insecticides/ weedicides. - Explain how to estimate the number of agents and workers required to work at the outlet. - Explain how to calculate the space required for setting up an agri-input outlet and the storage. - Describe the process of estimating the need for finances for setting up the outlet. - Describe the application process to secure financial assistance. - Describe the process of identifying and selecting a company/ distributor to procure agri-inputs. - State the safe handling and storage requirements of the Agri inputs as per the manufacturer's instructions. - Explain how to select the location for setting up an Agri inputs outlet. - Describe the process of construction	- Demonstrate how to calculate the space required for setting up the outlet including the storage space for the inputs. - Demonstrate the process of setting up the merchandise display in the outlet for displaying the agricultural inputs. - Demonstrate the process of applying labels on the agricultural inputs with the necessary information. - Demonstrate the process of recycling and disposing different types of waste appropriately.

of the outlet and recruiting agents and workers.

- Explain the importance and process of training the agents and workers on the inputs offered by the outlet.

- Describe the process for securing utilities such as water, electricity, telephone for the outlet.

- Explain the use of the appropriate Personal Protective Equipment (PPE) for handling hazardous inputs such as pesticides/ insecticides/ weedicides.

- Explain the relevant acts, viz. seed act, insecticide act, fertilizer control order, essential commodity act, consumer protection act, agricultural produce market committees act, sales Tax/ VAT etc.

- Explain the importance of recycling and disposing different types of waste as per the applicable regulations.

Classroom Aids

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements

Manual Weigh Machine with Weights, Digital Weigh Machine, Walkie Talkie, Pallets, Tote Pans, Cartons, Soil Testing Kit, Social Maps

Module 3: Process of conducting outreach programs for farmers
Mapped to ARG/N7819 v2.0

Terminal Outcomes:

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

Duration: 20:00	Duration: 52:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain various soil profiles, characteristics, physical, chemical and biological properties. - Explain the importance of soil testing. - Describe the process of soil sampling, interpretation of the soil test results and the appropriate solutions. - Explain different types of problematic soil and describe their management practices. - Explain the symptoms of macro-micro nutrient deficiencies. - Explain the integrated nutrient management practices. - Explain the use of liquid fertilizers and plant growth regulators. - Describe the process of planning various crops in rainfed areas. - Explain the importance and process of water management in crop production. - Explain natural resource management practices for dryland	- Demonstrate the process of taking soil samples and interpreting the soil test results. - Demonstrate the process of using liquid fertilizers and plant growth regulators. - Demonstrate the process of installing and managing micro irrigation systems such as sprinkler and drip irrigation. - Demonstrate the use of various farm implements and machineries. - Demonstrate the process of cleaning/ washing/ brushing different types of cattle. - Demonstrate the process of treating the cattle to cure a variety of diseases and disorders. - Demonstrate the use of relevant and popular mobile apps providing agriculture and allied sector-related advisory services.

- agriculture.
- State the impact of climate change in rainfed agriculture and the appropriate adaptation strategies.
- State the relevant integrated watershed management practices to the farmers.
- Explain the importance of using quality seeds in crop production.
- Explain the process of basic treatment of a variety of seeds.
- Explain the storage and maintenance needs of a variety of seeds.
- State the seed production practices and certification process.
- Explain the benefits of using different methods of irrigation and various practices for the efficient use of water.
- State the irrigation and the applicable budget requirements.
- Explain the importance of effective weed management in crops and the integrated weed.
- Explain management practices i.e. physical, chemical and biological methods for eliminating a variety of weeds.
- Explain the importance of opting for farm mechanisation compared to manual labour.
- Explain the use of various farm implements and machineries.
- Explain the concept and importance of custom hiring centres and the approximate cost of hiring.
- Explain the use of various farm implements and machineries.
- State the common repairs and maintenance needs of various farm implements and machineries.
- Explain the importance of pest and disease control in agriculture.
- Explain the difference between

harmful and beneficial insects.

- List various symptoms of insect and disease infestation in a variety of crops.

- Explain the difference between the symptoms of nutrition deficiency and disease in crops.

- Explain different classes of pesticides including storage pests and their management practices.

- Describe the process of checking the compatibility of a variety of agro-chemicals.

- Explain the harmful effect of indiscriminate use of agricultural inputs.

- Describe the process of integrated pest management and residual analysis.

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

- Explain the crop production technology for major crops such as cereals, paddy, pulses, vegetables, commercial and horticulture crops, and the inputs required for growing them.

- Explain various cattle management practices including their feed, health and disease management.

- Explain the concept of collective marketing and its benefits.

- Explain the benefits of app-based farm advisory services and the popular government-run mobile apps providing agriculture and allied sector-related advisory services.

- Explain the importance of conserving water in farm operations and the related practices.

- Explain the importance of and the relevant farm waste management practices.

Classroom Aids

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements

Manual Weigh Machine with Weights, Digital Weigh Machine, Walkie Talkie, Pallets, Tote Pans, Cartons

Module 4: Process of marketing the agricultural inputs and maintaining the inventory

Mapped to AGR/N7820 v2.0

Terminal Outcomes:

- Describe the process of marketing and selling the agricultural inputs.
- Demonstrate how to process the payments.
- Describe the process of maintaining the inventory.
- Demonstrate various practices for effective resource optimisation.

Duration: 20:00	Duration: 28:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain different ways of connecting with farmers such as the agri-input outlet/ kiosks/ marketing agents. - Explain how to identify the requirement of the farmers for a variety of agricultural inputs. - Describe the process of accepting and processing orders. - Explain the importance and the process of offering agri-inputs to farmers on credit. - State safe transportation for a variety of agricultural inputs. - Describe various electronic payment methods available in India such as Aadhar Enabled Payment System (AEPS), Bharat Interface for Money (BHIM) app, mobile or e-wallets, UPI, USSD, etc. and the process of using them to make and accept payments. - State payment and order related documentation. - Explain the storage requirement of the inventory based on priority for easy retrieval. - Explain the importance of maintaining adequate stock of agricultural inputs such as seeds, fertilizers, pesticides and restocking the inventory in a timely manner to ensure availability during the critical farming seasons.	- Demonstrate how to register for various electronic payment methods for making and accepting payments. - Demonstrate the use of various payment methods. - Demonstrate the process of performing necessary documentation. - Demonstrate the use of the relevant computer software/ application to maintain the inventory. - Demonstrate various practices to optimise the usage of various resources such as water and electricity.

- Explain how to use the relevant data and tool to forecast the need for a variety of inputs.

- State the healthy market practices in maintaining the stock of agricultural inputs i.e. not hoarding the agri-inputs.

- Explain the use of an appropriate computer software/ application to maintain the inventory.

- Explain the efficient inventory management practices such as Economic order quantity (EOQ), ABC analysis, Just-in-time (JIT), etc.

- Explain the use of the inventory rotation system such as First-In, First-Out (FIFO) and Last In, First Out (FIFO) to maintain the shelf life of the inventory.

- Explain the batch tracking technique to group inventory based on various parameters such as the type of inputs, its quality, expiration, etc.

- Explain the benefits of resource optimisation.

Classroom Aids

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements

Manual Weigh Machine with Weights, Digital Weigh Machine, Walkie Talkie, Pallets, Tote Pans, Cartons

Module 5: Process of preparing and maintaining various records using a computer

Mapped to NOS AGR/N7821 v2.0

Terminal Outcomes:

- Explain the use of a computer and e-mail.
- Demonstrate the process of maintaining the financial records and records of operations.

Duration: 18:00	Duration: 24:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the use of the relevant accounting and computer applications for maintaining the outlet's accounts and business records. - Explain different types of financial statements generated in the process of maintaining the outlet's accounts. - Explain the meaning and use of basic accounting terminology and the classification of various transactions. - Explain different online cloud storage services for backing up business data and reports. - Explain the use of email communication services. - State the legal and standard requirements and processes concerning business documentation and recordkeeping. - State the relevant details to be recorded in business reports such as data on marketing, logistics, distribution and sale. - Explain the safe handling and storage of reports and documents. - Explain best practices for the protection of data and privacy.	- Demonstrate the use of the selected computer software/ application to prepare the relevant records. - Demonstrate the process of using email to communicate with the relevant authorities and distributors. - Show how to record various costs correctly as fixed and variable costs. - Demonstrate the process of maintaining an accurate record of sales and payments into and from the outlet's bank account. - Show how to prepare the financial statements i.e. income statement, balance sheet, cash flow statement, etc. - Demonstrate the process of evaluating the financial records to ensure the accuracy of data. - Show how to maintain the record of farmer visits, frequency of visits, sessions conducted, etc. - Demonstrate how to create a database of farmers and the distributors of agricultural inputs. - Prepare a sample record of in-demand agricultural inputs according to the seasons to ensure sufficient stock. - Demonstrate the process of creating a regular backup of the documents and data to prevent accidental loss.
Classroom Aids:	

Training Kit (Trainer **G**uide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements

Multi-functional Printer, Accounting Software (Ex. Tally or Saral), MS office or its equivalent, Books of Accounts (Ex. Ledger Book, Cash Book, Bank Book, Purchase Register, Sales Register, Journal Voucher, Receipt Book).

Module 6: Basic entrepreneurial activities for small enterprise
Mapped to AGR/N9908 v2.0

- Describe the process of planning the agricultural enterprise/ business.
- Describe the process of managing the agricultural production process.
- Describe the process of managing the post-production and marketing processes.

Duration: 12:00	Duration: 28:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain how to analyse the demand and supply of the relevant agricultural produce in the market - Describe the process of identifying the target customers and assess their needs and expectations with respect to the quality and price of the produce. - Explain how to identify various types of agricultural entrepreneurship/ business opportunities. - Explain how to prepare a basic business plan for agricultural entrepreneurship/business activities. - State the appropriate sources of funding for the agricultural entrepreneurship/ businesses - State the relevant government schemes and programs - Explain the importance of ensuring compliance with the government structural reforms and - framework, along with the applicable rules and regulations. - List various resources required for agricultural production - Describe the process of planning agricultural production and the use of relevant technologies to enhance production - Explain the importance of ensuring no cause adverse impact on the environment and produce during production - State the recommended practices to be followed for efficient input	- Demonstrate how to analyse the demand and supply of the relevant agricultural produce in the market. - Prepare a sample basic business plan for agricultural entrepreneurship/business activities. - Demonstrate how to calculate the costs incurred and determine the price of the product for profitability. - Prepare a sample marketing plan considering the 4Ps i.e., product, price, promotion, and place and 4As i.e., acceptability, affordability, accessibility, and awareness. - Demonstrate the process of using the relevant digital services such as e-commerce, e-payments, electronic recordkeeping, etc.

- resource management.

- Describe the process of optimising the production processes and output through the amalgamation of existing practices with smart technologies.

- Explain the recommended sustainability practices to be followed during agricultural production to prevent and deal with deforestation, loss of biodiversity, soil degradation, etc.

- Explain how to collect information related to the wholesale and retail price of agricultural produce.

- Explain how to calculate the economics of the produce viz. production cost, price of the produce, B:C Ratio etc.

- Explain the relevant government schemes with the provision of subsidies/funds for the promotion of agricultural produce.

- Describe the process of selecting appropriate marketing channels for marketing agricultural produce, and the applicable requirements and constraints.

- List the relevant buyers of different types of agricultural produce.

- Explain how to identify and manage various risks to production and post-production processes.

- Explain how to undertake outreach programs to promote agricultural products and services, and expand agri-business.

- Explain the 4Ps i.e., product, price, promotion, and place and 4As i.e., acceptability, affordability, accessibility, and awareness considered while preparing and executing a marketing plan.

- Explain the use of the relevant digital services such as e-commerce, e-payments, electronic recordkeeping, etc.

• Explain the importance of using efficient post-production logistics. • Explain the importance of maintaining various records accurately.	

Classroom Aids

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements

NA

Module 7: Employability and entrepreneurial practices
Mapped to AGR/N9926 v1.0

- Explain the importance of following the employability practices.
- Demonstrate the process of using the computer and relevant electronic services
- Explain the importance of following entrepreneurial practices.

Duration: 18:00	Duration: 22:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- State the recommended practices to be followed to prevent and deal with common health and safety issues at work. - Explain Maslow's Hierarchy of Needs theory and its application at work. - List various characteristics of entrepreneurs with the motivation for achievement - Explain the appropriate practices to be followed to maintain a positive attitude at work - Explain the role of attitude in self-analysis - Explain how to utilise personal strengths at work and overcome weaknesses - Explain the importance of conducting work/business with honesty - Explain the importance of maintaining the required quality standards in work. - State the characteristics of highly creative and innovative people - Explain how to find creative solutions to work-related problems - Explain the benefits of time management and the relevant practices to be followed for effective utilisation of time - Explain the relevant practices to be followed for anger and stress management at work - Explain the use of relevant computer software/ applications for various purposes.	- Prepare a sample resume including all the relevant information. - Prepare sample answers to frequently asked interview questions. - Demonstrate how to set up a bank account and personal insurance policy. - Demonstrate the process of setting up a computer and relevant accessories/ peripherals for use according to the manufacturer's instructions. - Demonstrate the process of maintaining various work-related records electronically using the computer. - Demonstrate the process of carrying out commercial activities such as buying and selling commodities using the appropriate e-commerce platforms. - Demonstrate how to process payments using the relevant e-payment method. - Demonstrate the process of setting up a bank account with the required facilities to conduct business transactions.

- Explain the benefits of maintaining electronic records using a computer

- Explain the Digital India campaign, and the modes and benefits of carrying out business transactions digitally

- Explain the benefits and use of email communication services

- Explain different types of bank accounts and their benefits.

- Explain the importance and methods of saving money.

- Explain the difference between fixed and variable business costs.

- Explain the importance of making investments and the different types of investment options available.

- Explain different types of insurance products and the importance of availing of personal and business insurance.

- Explain the use and benefits of online banking.

- List frequently asked interview questions and how to answer them appropriately. Explain basic workplace terminology.

- State the recommended practices to be followed to ensure effective team building at work.

- Explain the appropriate techniques for effective listening and speaking.

- Describe the process of identifying and implementing appropriate and cost-effective solutions to work-related problems.

- Describe the process of carrying out outreach programs to expand the business.

- Explain the Make in India campaign to promote products made in the country.

- State the relevant government programs and schemes for entrepreneurs.

- State the recommended practices to be followed for a stable enterprise.

- Explain the importance and process of reviewing the business account regularly to ensure the profitability of the business.

- Explain the concept and significance of entrepreneurship.

- Explain the entrepreneurship ecosystem.

- Explain different types of entrepreneurs and their characteristics.

- List the qualities of an effective leader and the benefits of effective leadership.

- State appropriate practices to be followed to build a strong team of professionals working towards a common goal.

- Explain how to identify new business opportunities within a business.

- Explain the relationship between entrepreneurship, risk appetite, and resilience.

- Explain different techniques to deal with failure effectively.

Classroom Aids

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements

NA

Module 8: Effective communication at the workplace

Mapped to NOS AGR/N9918 v2.0

Terminal Outcomes:

- Apply techniques for effective communication with the stakeholders.
- Explain how to mentor an apprentice.
- Discuss ways to promote diversity and inclusion at the workplace.

Duration: 04:00	Duration: 12:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the importance of verbal and non-verbal communication at the workplace. - Explain the effective methods of sharing and seeking information and feedback at the workplace. - Explain the procedure for completing work-related documentation. - Describe the process of mentoring an apprentice at the workplace. - Explain the importance of inclusion of all genders and People with Disability (PwD) at the workplace. - Explain gender concepts (gender as a social construct, gender sensitivity, gender equality etc.), issues and applicable legislation. - Explain ways in which a conducive working environment can be created for all genders and PwD. - Define the need for appropriate verbal and non-verbal communication while interacting with all genders and PwD. - Explain the applicable PwD related regulations. - Explain the procedure to report inappropriate behaviour e.g., harassment.	- Demonstrate the requisite level of proficiency in verbal and non-verbal communication at the workplace. - Demonstrate different approaches to mentoring an apprentice at the workplace. - Prepare a sample training schedule for an apprentice. - Demonstrate appropriate verbal and non-verbal communication that is respectful of genders and disability.
Classroom Aids:	
Trainee's Training Kit and Guide, Power-Point Presentation, Computer, Projector, Black/ Whiteboard. Charts And Videos on Workplace Communication.	
Tools, Equipment and Other Requirements	
Workplace Records and Documents.	

Module 9: Hygiene and cleanliness
Mapped to NOS AGR/N9903 v3.0

Terminal Outcomes:

- Discuss how to adhere to personal hygiene practices.
- Demonstrate ways to ensure cleanliness around the workplace.

Duration: 02:00	Duration: 02:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the requirements of personal health, hygiene and fitness at work. - Describe common health-related guidelines laid down by the organizations/ Government at the workplace. - Explain the importance of good housekeeping at the workplace. - Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases.	- Demonstrate personal hygiene practices to be followed at the workplace. - Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs. - Demonstrate the steps to follow to put on and take off a mask safely. - Show how to sanitize and disinfect one's work area regularly. - Demonstrate adherence to the workplace sanitization norms. - Show how to ensure the cleanliness of the work area.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Personal Protective Equipment, Cleaning Equipment and Materials, Sanitizer, Soap, Mask	

Module 11: Safety and emergency procedures
Mapped to NOS AGR/N9903 v3.0

Terminal Outcomes:

- Describe how to adhere to safety guidelines.
- Show how to administer appropriate emergency procedures.

Duration: 02:00	Duration: 10:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- List the Personal Protective Equipment (PPE) required at the workplace. - Describe the commonly reported hazards at the workplace. - Describe the hazards caused due to chemicals/pesticides/fumigants. - Describe the basic safety checks to be done before the operation of any equipment/machinery. - Describe the common first aid procedures to be followed in case of emergencies. - State measures that can be taken to prevent accidents and damage s at the workplace. - Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures. - State common health and safety guidelines to be followed at the workplace.	- Check various areas of the workplace for leakages, water-logging, pests, fire, etc. - Demonstrate how to safely use the PPE and implements it as applicable to the workplace. - Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc. - Sanitize the tools, equipment and machinery properly. - Demonstrate the safe disposal of waste. - Demonstrate procedures for dealing with accidents, fires and emergencies. - Demonstrate emergency procedures to the given workplace requirements. - Demonstrate the use of emergency equipment in accordance with manufacturers' specifications and workplace requirements. - Demonstrate the administration of first aid. - Prepare a list of relevant hotline/ emergency numbers.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Personal Protective Equipment, First Aid Kit, Equipment used in Medical Emergencies.	

Module 12: On-the-Job Training
Mapped to Agri Service Input Dealer

Mandatory Duration: 00:00	Recommended Duration: 130:00
Location: On Site	

Terminal Outcomes

- Demonstrate various requirements to set up the agricultural inputs outlet
- Show how to do estimation of finances for setting up the outlet
- Discuss relevant government schemes and financial institution(s) to secure finances
- Explain the process of identifying the target audience and relevant training programs.
- Show how to set up the merchandise display
- Prepare farmer training or outreach calendar along with a schedule on good farming practices for conducting sessions
- Show production technology for major local crops
- Show utilization of various agr-inputs and their recommended doses
- Show how to market the agricultural inputs and maintain the inventory as per industry recommendation
- Demonstrate how to prepare and maintain various records using a computer
- Show how to Communicate effectively at the workplace with internal and external stakeholders
- Carry out commercial activities such as buying and selling agr-inputs using the appropriate e-commerce platforms or from authorized vendor
- Process payments using the relevant e-payment method.
- Prepare training schedule for an apprentice.
- Explain the requirements of personal health, hygiene and fitness at work.
- Discuss the industry recommended practices for the safe utilization of agri-inputs
- Implement the practices related to gender and PwD sensitization.

Annexure

Trainer Requirements

Trainer Prerequisites					
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	*Specialization*	*Years*	*Specialization*	

Qualification	Stream	Years	Service Type	Exp		Notes
12th Class	Biology/ Mathematics/ Business Mathematics	4	Agri input related service	0		Ex-Service-Man including Ex-Paramilitary personnel: Minimum Qualification is 10+2 with an Honorable Discharge/Pension. SSC would consider a relaxation/waiver of sector-specific experience on case to case basis.
Diploma	Agriculture/Horticulture	3	Agri input related service	0		
Graduate	Graduate in Science except Agriculture/ Agronomy/ Horticulture/ Extension/ Agri Business and related streams	3	Agri input related service	O		For the school Program minimum qualification of the Trainer should be Graduate (in Botany/ Agriculture/ Agronomy/ Horticulture/ Extension/ Agri Business and related streams) with Teaching experience of minimum 3 years. (will be considered industry experience)
Graduate	Agriculture/ Agronomy/ Horticulture/ Extension/ Agri Business and related streams	2	Agri input related service	0		
Diploma	Agricultural Extension Services for Input Dealers (DAESI)	1	Agri input related service			
Post-Graduate Diploma	Agricultural Extension Management / Agri-Business Management and related streams	0.5	Agri input related service			
Post-Graduate	Agriculture/ Agronomy/ Horticulture/ Extension and related streams	0.5	Agri input related service			

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role "**Agri Service Input Dealer**", mapped to QP: "AGR/Q7804, v2.0", Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601, v1.0". The minimum accepted score as per MEPSC guidelines is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	

Graduation	Agriculture/ Agronomy/ Horticulture/ Extension/ Agri Business and related streams	5	Agriculture/ Botany/ Forestry/ Horticulture and related streams	0		Practical skills and knowledge required in the Agri Input industry
PGDM	PGDM Agri-Business/ Agri Marketing and related streams	2	Agriculture/ Botany/ Forestry/ Horticulture and related streams	0		Practical skills and knowledge required in the Agri Input industry
MBA	Agri-Business/ Agri Marketing and related streams	2	Agriculture/ Botany/ Forestry/ Horticulture and related streams	0		Practical skills and knowledge required in the Agri Input industry
PGDAEM		2	Agriculture/ Botany/ Forestry/ Horticulture and related streams	0		Practical skills and knowledge required in the Agri Input industry
Post-Graduation	Agriculture/ Agronomy/ Horticulture/ Extension/ Agri Business and related streams)	2	Agriculture/ Botany/ Forestry/ Horticulture and related streams	0		Practical skills and knowledge required in the Agri Input industry
PhD	Agriculture/ Agronomy/ Horticulture/ Extension/ Agri Business and related streams	1	Agriculture/ Botany/ Forestry/ Horticulture and related streams and fields	0		Practical skills and knowledge required in the Agri Input industry

Assessor Certification	
Domain Certification	**Platform Certification**
Certified for Job Role "**Agri Service Input Dealer**", mapped to QP: "AGR/Q7804, v2.0", Minimum accepted score is 80%	Certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701, v1.0", with a minimum score of 80%.

Assessment Strategy

Assessment System Overview

In Agriculture Sector it is of ultimate importance that individuals dealing with crop production or livestock have the requisite knowledge and competencies to undertake the task. Based on the Assessment Criteria, SSC in association with empaneled AAs, define the test structure for the given

job roles to cover the required skills and competencies. Assessment strategy consists of the following:

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

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

An individual must have adequate knowledge and skills to perform a specific task, weightage for different aspects of the assessment is given as follows:

- Multiple Choice Questions: 20%-30%, depending on the specific QP
- Viva: 20%
- Practical: 50% - 60% (Involves demonstrations of applications and presentations of procedures/tasks and other components)
- Assessment will be carried out by certified assessors through empaneled assessment partners. Based on the results of the assessment; ASCI will certify the learners/candidates

Testing Environment

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

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

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

- Question bank of theory and practice will be prepared by ASCI /assessment agency and approved ASCI. Only from approved Question Bank assessment agency will prepare the question paper. Theory testing will include multiple-choice questions, pictorial questions, etc. which will test the trainee on his theoretical knowledge of the subject.

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

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

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

Assessment Quality Assurance framework

Assessment Framework and Design:

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

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

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

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

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

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

Type – Procedural questions, dos and don'ts, subjective questions to check the understanding of practical tasks.

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

Type of Evidence and Evidence Gathering Protocol:

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

- GeoTagging to track ongoing assessment
- AA's coordinator emails the list of documents and evidence (photos and videos) to the assessor one day before the assessment. The list is mentioned below:
  - o Signed Attendance sheet
  - o Assessor feedback sheet
  - o Candidate feedback sheet

- o Assessment checklist for assessor
- o Candidate Aadhar/ID card verification
- o Pictures of the classroom, labs to check the availability of adequate equipment's and tools to conduct the training and assessment
- o Pictures and videos of Assessment, training feedback and infrastructure.

- Apart from the Assessor, a Technical assistant is popularly known as Proctor also ensures the proper documentation and they verify each other's tasks.

- To validate their work on the day of the assessment, regular calls and video calls are done.

- On-boarding and training of the assessor and proctor are done on a timely basis to ensure that the quality of the assessment should be maintained.

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

Methods of Validation

- Morning Check (Pre-Assessment): Backend team of AA calls and confirms assessor/technical SPOC event status. Assessor/Technical SPOC are instructed to reach the centre on time by 9:30 AM / as decided with TC and delay should be highlighted to the Training Partner in advance.

- Video Calls: Random video calls are made to the technical SPOC/assessor so as to keep a check on assessment quality and ensure assessment is carried out in a fair and transparent manner

- Aadhar verification of candidates

- Evening Check (Post Assessment): Calls are made to the ground team to ensure the event is over by what time and the documentation is done properly or not.

- TP Calling: To keep a check on malpractices, an independent audit team calls the TP on a recorded line to take confirmation if there was any malpractice activity observed in the assessment on part of the AA/SSC team. If calls are not connected, an email is sent to TP SPOC for taking their confirmation

- Video and Picture Evidence: Backend team collects video and pictures for assessment on a real-time basis and highlights any issue such as students sitting idle/ trainer helping the candidates during the assessment.

- Surprise Visit: Time to time SSC/AA Audit team can visit the assessment location and conduct a surprise audit for the assessment carried out by the ground team.

- Geo Tagging: On the day of the assessment, each technical SPOC is required to login into our internal app which is Geotagged. Any deviation with the centre address needs to be highlighted to the assessment team on a real-time basis.

Method for assessment documentation, archiving, and Access:

- ASCI have a fully automated result generation process in association with multiple AAs

- Theory, Practical and Viva marks form the basis of the results and encrypted files generated to avoid data manipulation. All responses were captured and stored in the System with Time-Stamps at the end of AAs and SSC. NOS-wise and PC-wise scores can

be generated.

- Maker Checker concept: One person prepares the results and another audit result which is internally approved by AA at first and then gets vetted at the end of SSC

- All softcopies of documents are received from the on-ground tech team over email. The same is downloaded by our internal backend team and saved in Repository. The repository consists of scheme-wise folders. These scheme-wise folders have two job role-specific folders. These specific folders have Year wise and Month wise folders where all documents are saved in Batch specific folders. All Hard copies are filed and stored in the storeroom.

Result Review & Recheck Mechanism –

- Time-stamped assessment logs
- Answer/Endorsement sheets for each candidate
- Attendance Sheet
- Feedback Forms: Assessor feedback form, Candidate feedback form, TP feedback form
- The results for each of the candidates shall be stored and available for review (retained for 5 years/ till the conclusion of the project or scheme)

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	The Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on-site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on-site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	The Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	The Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
AGR	Agriculture
NOS	National Occupational Standard (s)
NSQF	National Skills Qualifications Framework
OJT	On-the-job Training
QP	Qualifications Pack
PwD	People with Disability
PPE	Personal Protective Equipment