



QUALIFICATION FILE

Community Service Provider

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☒ Apprenticeship

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

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

NCrF/NSQF Level: 4

Submitted By:

Agriculture Skill Council of India

Unit No. 101, First Floor, Greenwoods Plaza, Block 'B', Greenwoods City, Sector 45, Gurugram -122009, Haryana.

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Section 1: Basic Details

1.	Qualification Name	Community Service Provider																
2.	Sector/s	Agriculture																
3.	Type of Qualification: ☐ New ☒ Revised ☐ Has Electives/Options ☐ OEM	NQR Code & version of existing qualification: QG-04-AG-00291-2023-V1.1-ASCI	Qualification Name of existing/previous version: Community Service Provider															
4.	a. OEM Name b. Qualification Name (Wherever applicable)	NA																
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	QG-04-AG-03924-2025-V2-ASCI & version 2.0	6. NCrf/NSQF Level: 4															
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate																
8.	Brief Description of the Qualification	A Community Service Provider also known as Village Level Entrepreneur (VLE) provides a variety of Government to Citizen (G2C) and Business to Consumer (B2C) services. The individual sets up a Common Service Centre (CSC) in the selected rural/ semi-rural/ urban areas for the purpose and also assists farmers in subscribing to and availing relevant government schemes and benefits respectively. Through the CSC, the person sells relevant products and services offered by corporates and the government.																
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1"> <thead> <tr> <th>S. No.</th><th>Academic/Skill Qualification (with Specialization - if applicable)</th><th>Required Experience (with Specialization - if applicable)</th></tr> </thead> <tbody> <tr> <td>1</td><td>12th grade pass or equivalent</td><td></td></tr> <tr> <td>2</td><td>10 Grade pass</td><td>3 years of relevant experience in Agriculture and allied sectors</td></tr> <tr> <td>3</td><td>Previous NSQF level 3.5</td><td>1.5 years of relevant experience in Agriculture and allied sectors</td></tr> <tr> <td>4</td><td>Previous NSQF level 3</td><td>3 years of relevant experience in Agriculture and allied sectors</td></tr> </tbody> </table> b. Age: NA		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	12th grade pass or equivalent		2	10 Grade pass	3 years of relevant experience in Agriculture and allied sectors	3	Previous NSQF level 3.5	1.5 years of relevant experience in Agriculture and allied sectors	4	Previous NSQF level 3	3 years of relevant experience in Agriculture and allied sectors
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)																
1	12th grade pass or equivalent																	
2	10 Grade pass	3 years of relevant experience in Agriculture and allied sectors																
3	Previous NSQF level 3.5	1.5 years of relevant experience in Agriculture and allied sectors																
4	Previous NSQF level 3	3 years of relevant experience in Agriculture and allied sectors																

10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	13	11. Common Cost Norm Category (I/II/III) (wherever applicable): II																				
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA																					
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	☒ Offline ☐ Online ☐ Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th><th>Theory (Hours)</th><th>Practical (Hours)</th><th>OJT Mandatory (Hours)</th><th>OJT Recommended (Hours)</th><th>Total (Hours)</th></tr> </thead> <tbody> <tr> <td>Classroom (offline)</td><td>150</td><td>120</td><td>120</td><td></td><td>390</td></tr> <tr> <td>Online</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> (Refer Blended Learning Annexure for details)				Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	150	120	120		390	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																		
Classroom (offline)	150	120	120		390																		
Online																							
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO/2015-6116.0112																					
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	Community Service Provider (L4), Agri service input dealer (L5)																					
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																					
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	☐ Yes ☒ No URLs of similar Qualifications:																					
18.	Is the Job Role Amenable to Persons with Disability	☒ Yes ☐ No If "Yes", specify applicable type of Disability: SHI																					
19.	How Participation of Women will be Encouraged	Batches specific to women will be formed																					
20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	☒ Yes ☐ No DGT/VSQ/N0102 (v1.0)																					
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools ☒ Yes ☐ No Colleges ☒ Yes ☐ No																					
22.	Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Name: Ms. Purnambica K Email: standards@asci-india.com Website: www.asci-india.com Contact No.: 0124-4670029																					
23.	Final Approval Date by NSQC: 08-05-2025	24. Validity Duration: 3 years post NSQC Approval		25. Next Review Date: 30-04-2028																			

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

Th.-Theory Pr.-Practical OJT-On the Job Man.-Mandatory Training Rec.-Recommended Proj.-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1	Prepare for and set up the CSC	AGR/N7809 (v3.0)	Core	4	2	35	25			60	30	40		30	100	30
2	Promote the CSC services to the target audience	AGR/N7811 (v3.0)	Core	4	2	20	40			60	30	40		30	100	30
3	Provide the CSC services to the target audience	AGR/N7810 (v4.0)	Core	4	2	20	40			60	30	40		30	100	25
4	Maintain health and safety at the workplace	AGR/N9903 (v4.0)	Non-Core	4	1	15	15			30	40	25		35	100	5
5	Employability Skills (60 Hours)	DGT/VSQ/N0102 (v1.0)	Non-Core	4	2	60				60	20	30		-	50	10
6	OJT (Mandatory)				4			120		120						
Duration (in Hours) / Total Marks					13	150	120	120		390	150	175		125	450	100

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: ____% (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) <i>(as per NCVET guidelines)</i>	Diploma (Agriculture / Horticulture/Community Services Management/ Community Development and related streams with 3 years of relevant industry experience in community service OR Graduate (Any stream except Agriculture/Horticulture/Rural development and their related streams) with 3 years of relevant industry experience in community service* * For the school Program minimum qualification of the Trainer should be Graduate (Agriculture / Horticulture / Botany/ Rural development) with minimum 3 years Teaching experience (will be considered industry experience) OR Graduate (Agriculture/ Horticulture/Rural development and related streams) with 1 year in community service OR Post graduate (Agriculture/ Horticulture/ Extension/ Rural Development and related streams) with 0.5 years in community service
2.	Master Trainer's Qualification and experience in the relevant sector (in years) <i>(as per NCVET guidelines)</i>	5 years of training experience after Graduation (Any stream except Agriculture/ Horticulture /Rural development and their related streams) with 3 years of relevant industry experience in community service OR 5 years of training experience after Graduation (Agriculture/ Horticulture/Rural development and related streams) with 1 year of relevant industry experience in community service OR 5 years of training experience after Post graduation (Agriculture/ Horticulture/ Extension/ Rural Development and related streams) with 0.5 years of relevant industry experience in community service
3.	Tools and Equipment Required for Training	☒ Yes ☐ No <i>(If "Yes", details to be provided in Annexure)</i>
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

	Assessor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	Advance diploma (Community Services Management/ Community Development and related streams) with 7 years of relevant industry experience in village level business/ community service and other related experience OR
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		Graduate (Agriculture/ Horticulture and related streams) with 5 years of relevant industry experience in village level business/ community service and other related experience OR Post- Graduation (Agriculture/ Extension/ Rural Development and related streams) with 2 years of relevant industry experience in village level business/ community service and other related experience OR PhD Agriculture/ Extension/ Rural Development and related streams with 1 year of relevant industry experience in village level business/ community service and other related experience
	Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	Diploma/Graduate (It is mandatory for a proctor to have technical knowledge/IT knowledge Once a proctor has been on-boarded by any AA, they are oriented about skill ecosystem along with do's and don'ts.)
	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	Post- Graduation (Agriculture/ Extension/ Rural Development and related streams) with 10 years of relevant industry experience in Agriculture/ Extension/ Rural Development and related streams
	Assessment Mode <i>(Specify the assessment mode)</i>	Offline
	Tools and Equipment Required for Assessment	☒ Same as for training ☒ Yes ☐ No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No
3.	Government /Industry initiatives/ requirement (Yes/No): No
4.	Number of Industry validation provided: 19
5.	Estimated nos. of persons to be trained and employed: 2000
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: Yes

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	<i>Annexure-1</i>
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	<i>Annexure-2</i>
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	<i>Annexure-5</i>
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	<i>Annexure-6</i>
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is "Blended Learning")</i>	NA
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	NA
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	<i>Annexure-7</i>
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	Community Service Provider (L4), Agri service input dealer (L5)
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	<i>Annexure-8</i>
11.	Supporting Document: Assessment SOP <i>(Mandatory)</i>	<i>Annexure-9</i>
12.	Any other document you wish to submit:	

Annexure 1: Evidence of Level

NSQF Domain	NSQF Domain	NSQF Domain	NCrf/NSQF Level
Process	- Prepare for setting up the CSC - Set up and start CSC operations - Promote the CSC services - Provide the G2C services - Provide the B2C services - Provide farmer-specific services	A Community Service Provider also known as Village Level Entrepreneur (VLE) provides a variety of Government to Citizen (G2C) and Business to Consumer (B2C) services. The individual sets up a Common Service Centre (CSC) in the selected rural/ semi-rural/ urban areas for the purpose and also assists farmers in subscribing to and availing relevant government schemes and benefits respectively. Through the CSC, the person sells relevant products and services offered by corporates and the government.	4
Professional knowledge	- Maintain a clean and safe workplace - Practice inclusion at work	The job holder is expected to have knowledge to carry out basic safety checks before operation of all tools, implements, and	4

	• Optimise resource utilisation • Perform waste management • Administer appropriate emergency procedures	machinery and report identified hazards, follow the instructions mentioned on the labels of chemicals/pesticides/fumigants etc., work in a manner that minimises environmental damage, follow government / workplace advisories in case of outbreak of any disease/disaster, adopt gender-neutral behaviour at work, empathise with Persons with Disabilities (PwD), segregate waste into appropriate categories, recycle the recyclable waste appropriately and dispose the non- recyclable waste in an environment-friendly manner, follow procedures for dealing with accidents, fires and emergencies, use emergency equipment in accordance with the manufacturer's specifications and workplace requirements, report details of first aid administered in accordance with workplace procedures.	
Professional skill	• Provide the G2C services • Provide the B2C services • Provide farmer-specific services	The job holder is expected to assist the community members in signing up for and processing payments/ remittances via therelevant e-payment methods, provide the relevant G2C services such as signing up for and updating information, deliver healthcare solutions, assist the community members in signing up for different types of insurance services, assist the aspirants in attaining digital literacy in the use of relevant Information Technology (IT) services, assist the community members in participating in benefitting from new and relevant government schemes and programmes, assist students and in checking their eligibility for various e-learning programmes and competitive exams, assist job aspirants in searching and applying for jobs in public and private sectors, assist the target audience in availing relevant e-commerce services, identify the relevant services to be offered to farmers and plan the delivery through coordination, assist in organising training and demonstrations ofrelevant agricultural practices, assist the farmers in identifying the quality of various agricultural inputs, promote varied agricultural services and relevant government schemes to farmers through the CSC, provide information to farmers on business support services.	4
Core Skills	• Set up and start CSC operations	The job holder is expected to select an appropriate location for the setting up the CSC, arrange the resources required for the	4

	- Promote the CSC services - Maintain, review and store the records	construction and operations of the CSC, arrange for the installation of interactive kiosks at the CSC, determine the need of CSC workers, arrange the help of relevant Subject Matter Experts (SMEs) to start the required services, develop and execute promotion campaigns, connect with community members through relevant forums, coordinate with the relevant service and input providers, ensure the convenience of time and location; transparent and simple processes, maintain the manual and/ or electronic record of CSC operations, review the records periodically to ensure accuracy and compliance with relevant regulations, analyse the earning of the CSC and identify ways to improve it, store all the physical documents and electronic data safely, ensure access to the organisational records by authorised personnel only.	
Responsibility	- Providing a variety of government to Citizen (G2C) services - Assisting farmers in subscribing to and availing relevant government schemes	A Community Service Provider also known as Village Level Entrepreneur (VLE) provides a variety of Government to Citizen (G2C) and Business to Consumer (B2C) services. The individual sets up a Common Service Centre (CSC) in the selected rural/ semi-rural/ urban areas for the purpose and also assists farmers in subscribing to and availing relevant government schemes and benefits respectively. Through the CSC, the person sells relevant products and services offered by corporates and the government.	4

Annexure 2: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Video Recording Equipment	No	1
2	Computer/Laptop	No	1
3	Chart Paper	Nos	5
4	Black/White Board	Nos	1
5	Different type of chart related to Government Farmer Welfare Scheme	Pair	1
6	Pencil	Nos	5

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Whiteboard
2. Markers

Annexure 3: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	MS PRAKRITI AGRO PRODUCTS	Lila Kanta Bhattarai	Proprietor	Tinsukia	7577990058	bhattarailakant@gmail.com	
2	KVK Amravati	Dr. K P Singh	Senior Scientist and Head	Durgapur, Amaravati	9637717818	pckvkda2015@gmail.com	
3	KVK Thoubal	Dr. S Zeshmarani	Senior Scientist and Head	Thoubal	8415902143	kvkthoubal@gmail.com	
4	KVK Changlang	Dr. D S Chhonkar	Senior Scientist and Head	Jairampur	9548217151	kvkchanglang@gmail.com	
5	KVK Kendrapara	Dr. Aurovinda Das	Senior Scientist and Head	Kendrapara, Odisha	8899517939	kvk.kendrapara@ouat.nic.in	
6	RRTTS(OUAT)-Koraput	Dr. Srimant Kumar Sahoo	Jr. Agronomist	Semiliguda	9437960870	srin.ouat@gmail.com	
7	RAJINDER AGRI CLINIC	Dr. Rajinder Singh	MD	AMRITSAR, PUNJAB	9815008544	director@rejinderagriclinic.com	
8	RIC Veer Agro Food Pvt Ltd	Ramkrishna Samir	Director	Ranchi, JH	7004153501	ricveeragro@gmail.com	
9	TRCSC	Manas Kumar Das	Secretary	Jamshedpur, JH	9939377268	trcsc_jsr@yahoo.com	
10	DREAM	Dr. Tapas Paik	Secretary	Dimna, Jamshedpur	7909020158	dtp1234@gmail.com	
11	Reclamation Fish and Crops Private Limited	Indumati Nanda	Director	Bhubaneswar	6371694908	info.reclamationfc@gmail.com	

12	SPWD	Sanjay Kumar	Sr.Programme Officer	Ranchi	9955166278	sanjayspwdranchi@gmail.com	
13	SUVIDHA	Santosh Pandey	Director	Haldwani	9568501053	santosh@suvidha.org.in	
14	KVK, Nuapada	Laba Soren	Senior Scientist and Head	Nuapada	9437170974	KVK, Nuapada	
15	KVK, Hingoli	Dr.P.P.Shelke	Senior Scientist and Head	Hingoli	9765390976	kvkhingoli@gmail.com	
16	KVK, Sundargarh	Dr. Jayanta Kumar Pati	Senior Scientist and Head	Rourkela	8249338822	kvksundargarh2.ouat@gmail.com	
17	KVK, Sonapur	Dr. Biswa Ranjan Pattnaik	Senior Scientist & Head	Sonapur	8249447374	kvksonapur.ouat@gmail.com	
18	KVK, Puri	Dr. Surya Narayan Mishra	Senior Scientist & Head	Sakshigopal, Puri	9668509504	kvk.puri@ouat.ac.in	
19	KVK, Dhenkanal	Dr. Bimalendu Mohanty	Senior Scientist and Head	Dhenkanal	9861118241	kvk.dhenkanal@ouat.ac.in	

Annexure 4: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training PC.	Estimated Employment Opportunities	Estimated Training PC.	Estimated Employment Opportunities	Estimated Training PC.	Estimated Employment Opportunities
2025-26	500					
2026-27	500					
2027-28	1000					

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
3.0	2022-23	260	257	240	0	250	248	232	0	1	1	1	0

3.0	2023-24	210	163	150	0	209	163	150	0	5	5	5	0
	2024-25												

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

- 1. Tejaswini Govt of Jharkhand
- 2. UPSDM

Content availability for previous versions of qualifications:

☒ Participant Handbook ☒ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

Languages in which Content is available: Hindi and English

Annexure 5: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
AGR/N7809: Prepare for and set up the CSC	<i>Prepare for setting up the CSC</i>	12	15		12
	PC1. conduct a survey in the local community to study the socio-economic conditions in the target area and identify the need for services offered through CSC	-	-	-	-
	PC2. select the services to be offered based on the survey and prepare a plan for setting up the CSC, ensuring all the applicable factors are considered while selecting the types of services to be provided, such as the demand of specific services in the target area	-	-	-	-
	PC3. determine own eligibility for setting up a CSC based on the government-defined eligibility criteria	-	-	-	-
	PC4. complete the application process and coordinate with the relevant authority to obtain authorisation for setting up the CSC				
	PC5. prepare a cost-effective plan, following the budget guideline to provide CSC services	-	-	-	-
	<i>Set up and start CSC operations</i>	18	25		18

	PC6. select an appropriate location for setting up the CSC, ensuring it complies with the minimum area requirement and is easily accessible to the community members	-	-	-	-
	PC7. select an appropriate location for setting up the CSC, ensuring it complies with the minimum area requirement and is easily accessible to the community members	-	-	-	-
	PC8. coordinate with an expert for the construction of CSC office and secure utilities such as water, electricity, telephone, and internet connection	-	-	-	-
	PC9. ensure the electricity supply and internet connection are stable and reliable for providing uninterrupted services to community members or arrange for power backup such as an inverter along with an alternative internet service to deal with power and internet disruptions				
	PC10. arrange for the installation of interactive kiosks at the CSC with voice and local language interface				
	PC11. arrange for multi-functional space for group	-	-	-	-

	interaction and training empowerment, as appropriate				
	PC12. determine the need of CSC workers and recruit them in the required number	-	-	-	-
	PC13. train the CSC workers on relevant subject matters and systems for the effective delivery of common services	-	-	-	-
	PC14. arrange the help of relevant Subject Matter Experts (SMEs) to start the required services and gather required information				
	PC15. manage the financial aspects of the center, including budgeting, allocating funds, tracking expenses, and ensuring cost-effective operation				
	PC16. identify and address operational, logistical, or interpersonal problems that may arise in the day-today running of the center				
	NOS Total	30	40		30
AGR/N7811: Promote the CSC services to the target audience	<i>Promote the CSC services</i>	30	40		30
	PC1. build relationships with local organizations, government agencies, and volunteers to enhance the center's services and expand its reach	-	-	-	-
	PC2. coordinate with the local bodies such as gram panchayat, cooperatives, Farmer Producer	-	-	-	-

	Organisations (FPOs) to promote the CSC services				
	PC3. develop and execute state-level and local promotion campaigns, such as instructing the CSC workers to make the community members aware of various services offered by the CSC	-	-	-	-
	PC4. ensure that all services provided by the community service center are of a high standard, addressing the specific needs of individuals and the community	-	-	-	-
	PC5. regularly assess the effectiveness of programs and services, collecting data on their impact, and make necessary adjustments for improvement	-	-	-	-
	PC6. connect with community members through relevant forums such as public meetings to inform them about the CSC location and services, and address their queries and concerns	-	-	-	-
	PC7. Handle any complaints or issues that arise from community members or staff and resolve them promptly	-	-	-	-
	PC8. coordinate with the relevant service and input providers to assist the community in agricultural	-	-	-	-

	and other relevant activities				
	PC9. ensure the convenience of time and location; transparent and simple processes; friendly and cost-effective counter services, while eliminating the need for multiple visits	-	-	-	-
	PC10. leverage appropriate social networks to increase the distribution of information	-	-	-	-
	PC11. participate in community meetings to stay connected with key stakeholders and understand the evolving needs of the population	-	-	-	-
	PC12. use appropriate technologies to reach farmers directly with timely and tailored information PC13. devise and execute strategies for incentivising the community members for using the CSC services	-	-	-	-
	PC14. conduct awareness sessions on government policies and digital finance options available for rural citizens as well as enabling various mechanisms for digital financial services such as Immediate Payment Service (IMPS), Unified Payments Interface (UPI), Bank Point of Sale (PoS)	-	-	-	-

	machines, etc.				
	PC15. ensure that services are inclusive and accessible to all members of the community, regardless of background, age, gender, or socio economic status	-	-	-	-
	NOS TOTAL	30	40		30
AGR/N7810: Provide the CSC services to the target audience	<i>Provide the G2C services</i>	10	15	-	10
	PC1. provide banking services such as account balance enquiry, deposit and withdrawal of cash, electronic remittances, recurring or fixed deposits, disbursement of credit facilities involving small amounts as per the instructions of the bank, etc.	-	-	-	-
	PC2. assist the community members in signing up for and processing payments/ remittances via the relevant e-payment methods such as Aadhaar Enabled Payment System (AEPS), Unified Payments Interface (UPI), National Electronic Funds Transfer (NEFT), etc.	-	-	-	-
	PC3. provide the relevant G2C services such as signing up for and updating information in Aadhaar Card, Voter ID card, passport, Personal Account Number (PAN) card, etc.	-	-	-	-

	PC4. deliver healthcare solutions such as telemedicine, diagnostic services and generic medicine services through the network of CSCs	-	-	-	-
	PC5. assist the community members in signing up for different types of insurance services such as life, health, motor insurance and making insurance premium payments	-	-	-	-
	PC6. use the national network of CSCs to connect target citizens in rural and remote areas, such as women and marginalised communities, with mainstream financial services such as zero-balance bank a/c and pension schemes under the government's mandate of financial inclusion	-	-	-	-
	PC7. assist the aspirants in attaining digital literacy for using the relevant Information Technology (IT) services and products under the National Digital Literacy Mission (NDLM)	-	-	-	-
	PC8. ensure cost-effective access to key information and government services with increased administrative efficiency along with timely delivery of critical information and services	-	-	-	-

	PC9. use the relevant Information and Communication Technologies (ICT) to create awareness and empower citizens on digital technologies, financial management, legal rights and facilitate educational services	-	-	-	-
	PC10. assist the community members in registering for and submitting the application for the relevant government schemes and programmes	-	-	-	-
	PC11. assist the community via the e-District project in accessing the relevant district-level services such as certificates, licences, ration cards, soil health cards, disbursement of social welfare pensions, online filing of Right to Information (RTI) requests, land registration, land records, tax payment, etc.	-	-	-	-
	PC12. assist the rural community in registering and getting the Food Safety and Standards Authority of India (FSSAI) certificate	-	-	-	-
	PC13. assist the rural community members in the registration of their rural e-commerce ventures	-	-	-	-
	PC14. deliver relevant services such as helping merchants in filing taxes under the new tax regime,	-	-	-	-

	acting as a GST Suvidha Provider				
	<i>Provide the B2C services</i>	5	8		5
	PC15. provide the relevant B2C services such as electricity and mobile bill payment; data card, Direct to Home (DTH) and mobile recharge; bus/ train/ air ticket bookings; etc.	-	-	-	-
	PC16. assist students in checking their eligibility for various e-learning programmes and competitive exams such as medical, Indian Institutes of Technology (IIT), banking courses, Indian Administrative Service (IAS), and signing up for them	-	-	-	-
	PC17. assist job aspirants in searching and applying for jobs in public and private sectors	-	-	-	-
	PC18. assist the target audience in availing relevant e-commerce services, such as purchase and sale of agricultural inputs and produce respectively	-	-	-	-
	<i>Provide farmer-specific services</i>	10	8		10
	PC19. identify the relevant services to be offered to farmers and plan the delivery through coordination with the gram pradhan, agricultural extension services officer or other concerned authorities	-	-	-	-
	PC20. assist in organising training and				

	demonstrations of relevant agricultural practices and the use of various machineries, tools and equipment for farmers through coordination with the concerned authorities and professionals	-	-	-	-
	PC21. assist the farmers in identifying the quality of various agricultural inputs and connect them with the relevant vendors	-	-	-	-
	PC22. promote varied agricultural services and relevant government schemes to farmers through the CSC	-	-	-	-
	PC23. provide information to farmers on business support services and assist them in availing the services	-	-	-	-
	<i>Maintain, review and store the records</i>	5	9		5
	PC24. keep accurate records of community programs, attendance and services provided for accountability and reporting purposes	-	-	-	-
	PC25. maintain the manual and/ or electronic record of CSC operations including the payments made and received, using the physical registers and/ or the relevant computer application	-	-	-	-

	PC26. review the records periodically to ensure accuracy and compliance with relevant regulations	-	-	-	-
	PC27. analyse the earning of the CSC and identify ways to improve it to make CSC operations profitable	-	-	-	-
	PC28. store all the physical documents and electronic data safely, creating a regular backup to protect against accidental loss	-	-	-	-
	PC29. ensure access to the organisational records by authorised personnel only	-	-	-	-
	PC30. provide regular reports to funding agencies, local authorities, or organizational boards regarding the activities, performance, and needs of the center	-	-	-	-
	NOS Total	30	40		30
	AGR/N9903: Maintain health and safety at the workplace	10	5	-	10
	<i>Maintain personal hygiene</i>				
	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				
	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
DGT/VSQ/N0102: Employability Skills (60 Hours)	<i>Introduction to Employability Skills</i>	1	1	-	-
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	<i>Constitutional values – Citizenship</i>	1	1	-	-
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC6. practice the 21st Century Skills such as Self				

	Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
	<i>Basic English Skills</i>	2	3	-	-
	PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
	PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	<i>Career Development & Goal Setting</i>	1	2	-	-
	PC10. understand the difference between job and career	-	-	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
	<i>Communication Skills</i>	2	2	-	-
	PC12. follow verbal and non-verbal				

	communication etiquette and active listening techniques in various settings	-	-	-	-
	PC13. work collaboratively with others in a team	-	-	-	-
	<i>Diversity & Inclusion</i>	1	2	-	-
	PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	<i>Financial and Legal Literacy</i>	2	3	-	-
	PC16. select financial institutions, products and services as per requirement	-	-	-	-
	PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
	<i>Essential Digital Skills</i>	3	4	-	-
	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
	PC21. use e- mail and social media platforms and				

	virtual collaboration tools to work effectively	-	-	-	-
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
	<i>Entrepreneurship</i>	2	3	-	-
	PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
	PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
	PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
	<i>Customer Service</i>	1	2	-	-
	PC26. identify different types of customers	-	-	-	-
	PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
	PC28. follow appropriate hygiene and grooming standards	-	-	-	-
	<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
	PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-

	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
	PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	NOS Total	20	30		

Annexure 6: Assessment Strategy

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

1. Assessment System Overview

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

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

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

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

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

Viva: 20%

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

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

2. Testing Environment

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

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

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

facilitation be increased and facilitated

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

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

3. Assessment Quality Assurance framework

Assessment Framework and Design:

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

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

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

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

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

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

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

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

4. Type of Evidence and Evidence Gathering Protocol:

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

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

5. Methods of Validation

- Morning Check (Pre-Assessment): Backend team of AA calls and confirms assessor/technical spoc event status. Assessor/Technical spoc are instructed to reach the centre on time by 9:30 AM / as decided with TC and delay should be highlighted to the Training Partner in advance.
- Video Calls: Random video calls are made to the technical spoc/assessor so as to keep check on assessment quality and ensure assessment is carried out in fair and transparent manner
- Aadhar verification of candidates
- Evening Check (Post Assessment): Calls are made to the ground team to ensure event is over by what time and the documentation is done in proper manner or not.

- TP Calling: To keep check on malpractice activity, independent audit team calls to TP on recorded line to take confirmation if there was any malpractice activity observed in assessment on part of AA/SSC team. If calls are not connected, email is send to TP Spoc for taking their confirmation
- Video and Picture Evidence: Backend team collects video and pictures for assessment on real time basis and highlights any issue like, Students sitting idle/trainer allowed for helping out candidates during assessment.
- Surprise Visit: Time to time SSC/AA Audit team can visit the assessment location and do surprise audit for assessment process carried out by ground team.
- Geo Tagging: On day of assessment, each technical spoc is required to login in our internal app which is Geo tagged. Any deviation with centre address needs to be highlighted to assessment team on real-time basis.

Method for assessment documentation, archiving, and Access:

- ASCI has fully automated result generation process in association with multiple AAs
- Theory, Practical and Viva marks forms the basis of the results and encrypted files generated to avoid data manipulation. All responses captured and stored in System with Time-Stamped at the end of AAs and SSC. NOS-wise and PC-wise scores can be generated.
- Maker Checker concept: 1 person prepares results and other audit result which is internally approved by AA at first and then gets vetted at the end of SSC
- All soft copy of documents is received from the on-ground tech team over mail. The same are downloaded by our internal backend team and saved in Repository. The repository consists of scheme wise folders. These scheme wise folders have job role specific folders. These specific folders have Year wise and Month wise folders where all documents are saved in Batch specific folders. All Hard copies are filed and stored in storeroom.
- **Result Review & Recheck Mechanism –**
- Time stamped assessment logs
- Answer/Endorsement sheets for each candidate
- Attendance Sheet
- Feedback Forms: Assessor feedback form, Candidate feedback form, TP feedback form
- The results for each of the candidate shall be stored and available for review (retained for 5 years/ till conclusion of project or scheme)

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf