

<b>NSDA Code</b> <b>2020/FI/DGT/03697</b>
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**CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE**

Directorate General of Training (DGT)  
Government of India, Ministry of Skill Development and Entrepreneurship,  
1st and 2nd Floor, CIRTES Building  
Next to Pusa ITI, Pusa Campus  
New Delhi – 110012.

**Name and address of submitting body:**

Directorate General of Training (DGT)  
Government of India, Ministry of Skill Development and Entrepreneurship,  
1st and 2nd Floor, CIRTES Building  
Next to Pusa ITI, Pusa Campus  
New Delhi – 110012.

**Name and contact details of individual dealing with the submission**

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Position in the organisation: Deputy Director General (C & P)

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**List of documents submitted in support of the Qualifications File**

**1. Competency-based curriculum with following details:**

Model Curriculum to be added which will include the following:

- a) Indicative list of tools/equipment to conduct the training: Enclosed with curriculum
- b) Trainers qualification: Indicated in the curriculum
- c) Lesson Plan: All DGT curricula are designed indicating specific practical to be carried out during training along with details of trade theory. Based on this the concerned instructor prepares the Lesson Plan and Demonstration Plan with support of IMPs developed by NIMI, DGT.

- d) Distribution of training duration into theory /practical/ OJT component:  
Indicated in the curriculum.
- 2. Curriculum for Core Skills (Employability Skills).

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**e) SUMMARY**

<b>1</b>	<b>Qualification Title</b>	<b>‘AGRO PROCESSING’</b>
<b>2</b>	<b>Qualification Code, if any</b>	<b>DGT/1106</b>
<b>3</b>	<b>NCO code and occupation</b>	a) 8160.0700 - Miller, Food Grains b) 8160.0800 - Husker, Machine (Food Grains) c) 8160.0900 - Roller Man, (Food Grains) d) 8160.1000 - Flour Mill Operator e) 8160.1200 - Oil Crusher Operator, Power
<b>4</b>	<b>Nature and purpose of the qualification (Please specify whether qualification is short term or long term)</b>	Prepare skilled craftsman to undertake the job roles of agro processing and will enable the trainee to grow crops, vegetables, fruits, etc. depending upon soil, irrigation facilities, market, and sells produce.  It is long term qualification.
<b>5</b>	<b>Body/bodies which will award the qualification</b>	Directorate General of Training (DGT).
<b>6</b>	<b>Body which will accredit providers to offer courses leading to the qualification</b>	Directorate General of Training (DGT) accredits the Training providers (ITIs/ NSTIs/MSTIs/BTCs/BTPs / Industries / Establishments).
<b>7</b>	<b>Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)</b>	Yes. The accreditation/ affiliation norms and any amendments made from time to time are available on DGT web portal.
<b>8</b>	<b>Occupation(s) to which the qualification gives access</b>	a) 8160.0700 - Miller, Food Grains b) 8160.0800 - Husker, Machine (Food Grains) c) 8160.0900 - Roller Man, (Food Grains) d) 8160.1000 - Flour Mill Operator e) 8160.1200 - Oil Crusher Operator, Power
<b>9</b>	<b>Job description of the occupation</b>	The individual operates different agro machineries viz. hammer mill, ground nut decorticator, mini dal mill, mini rice mill, mini oil expeller, grain cleaner, micro pulveriser, etc. Undertakes pre-processing activities in cereal grains. Prepares products from different food grains & soya products;

## NSQF QUALIFICATION FILE

Approved in 24<sup>th</sup> NSQC, dated: 27<sup>th</sup> Feb, 2020

Agro Processing

		checks the quality parameters for raw materials & finished products.		
10	Licensing requirements	NOT REQUIRED		
11	Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)	NOT APPLICABLE		
12	Level of the qualification in the NSQF	Level 4		
13	Anticipated volume of training/learning required to complete the qualification	Sl. No.	Course Element	Notional Training Hours
		1	Professional Skill (Trade Practical)	1200
		2	Professional Knowledge (Trade Theory)	240
		5	Employability Skills	160
			Total	1600
14	Indicative list of training tools required to deliver this qualification	As per Annexure-I of curriculum.		
15	Entry requirements and/or recommendations and minimum age	Passed 10th Class Examination. Minimum age 14years as on first day of academic session		
16	Progression from the qualification (Please show Professional and academic progression)	An Individual can proceed for:		
		Professional	Technical / Academic	
		<ul style="list-style-type: none"> <li>Craftsman</li> <li>Senior Craftsman</li> <li>Supervisor</li> <li>Manager</li> <li>Entrepreneur</li> </ul>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">                     Diploma/ Advance Diploma (Vocational)                 </div>	
		ATS CITS		
17	Arrangements for the Recognition of Prior learning (RPL)	<ul style="list-style-type: none"> <li>Yes (For more details refer "Guidelines for Private candidate" in DGT website MIS portal).</li> </ul>		
18	International comparability where known (research evidence to be provided)	-		
19	Date of planned review of the	5 Yrs. from the Date of Approval		

	<b>qualification.</b>			
<b>20</b>	<b>Formal structure of the qualification</b>			
	<b>Mandatory components</b>			
	<b>Title of component and identification code/NOSs/ Learning Outcomes</b>	<b>Estimated size (learning hours)</b>		<b>Level</b>
		<b>Skills</b>	<b>Knowledge</b>	
<b>TRADE SPECIFIC</b>				
(i)	Explain structures and suitable conditions for cereal grains following safety precautions.	90	18	3
(ii)	Explain composition and structure of different cereals and pulses.	90	18	3
(iii)	Operate agro machinery; hammer mill, ground nut decorticator hand operated, mini dal mill, mini rice mill, mini oil expeller, grain cleaner, mini grain mill, wheat flour mill, micro pulveriser, destoner, packaging machine (heat sealing machine), weighing balance, and extruder.	120	24	4
(iv)	Practice and explain various pre-processing activities in cereal grains prepared products.	90	18	4
(v)	Explain packaging methods and materials for finished products from cereals and pulses.	60	12	4
(vi)	Prepare products from different pulses.	60	12	4
(vii)	Check the quality parameters for raw materials & finished products.	60	12	4
(viii)	Explain the food regulations.	60	12	4
(ix)	Prepare and demonstrate spice grinding and packaging.	90	18	4

(x)	Demonstrate and explain oil extraction.	90	18	4
(xi)	Demonstrate and explain processing of paddy for rice milling.	90	18	4
(xii)	Prepare soya products (soya milk, soya flour, soya paneer (tofu).	90	18	4
(xiii)	Operate groundnut decorticators for production of decorticated groundnut.	60	12	4
(xiv)	Pack, seal and test the quality of prepared products with market survey.	60	12	4
(xv)	Demonstrate the knowledge of general safety of machinery and practice first aid treatment and hygienic and sanitary conditions as per HACCP and GMP	90	18	4
<b>CORE SKILL</b>				
<b>EMPLOYBILITY SKILLS</b>				
(i)	Apply safe working practices.	-	20	4
(ii)	Comply with environment regulation and housekeeping.		20	4
(iii)	Interpret & use formal and technical communication.		20	4
(iv)	Apply the concept in productivity & quality management in day to day work to improve productivity & quality.		20	4
(v)	List and interpret various acts of labour welfare legislation.		20	4
(vi)	Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources.		20	4
(vii)	Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal & societal growth.		20	4
(viii)	Utilize basic computer applications and internet to take benefit of IT developments in the industry.		20	4

	<b>Total</b>	1600	
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**SECTION 1**  
**ASSESSMENT**

21	<p><b>Body/Bodies which will carry out assessment:</b>          Controller of Examinations, DGT</p>
22	<p><b>How will RPL assessment be managed and who will carry it out?</b>          DGT will carry out the RPL assessment following the below mentioned eligibility criteria for Trainee:</p> <p>Applicants aspiring to appear as Private Candidates in the AITT under CTS for award of NTC, have been categorized based on their educational background and experience. Subsequently 'Private Candidates' may be admitted under one of the following categories. Category wise 'eligibility criteria' for appearing as 'Private Candidate' in AITT under CTS has been listed below:</p> <p>Category I: Ex-trainees (successful pass-outs) of ITI</p> <p>A. Ex-trainees of ITI who already possess NTC in one of the trades under CTS, are eligible for applying as Private candidate for an allied trade, provided he/ she fulfils all the conditions regarding educational qualification etc. prescribed for that allied trade. (Refer Annexure III for list of allied trades)</p> <p>B. In addition, the applicant should possess minimum of 1 year experience (as on date of submission of application) post the date of AITT result declaration in the desired allied trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State. II.</p> <p>Category II: 'Ex-trainees (successful pass-outs) and current trainees under CoE scheme</p> <p>A. The applicant should have the minimum prescribed entry qualification and should fulfil eligibility criteria for the desired trade under CTS, in which he/she intends to appear for AITT as Private Candidate. Mapping of CoE trades, with that of regular CTS trades is provided in Annexure IV. CoE candidates must register as 'Private Candidate' under CTS in the relevant/mapped CTS trade only.</p> <p>B. There should be a minimum gap of 1 year between successful completions of CoE training i.e. from the date of result declaration to the date of submission of application for 'Private Candidate' certification.</p> <p>C. During this gap of 1 year, the candidate must have undergone Industry training or gained experience in desired trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities registered with any government/local authorities / shops covered under</p>



	<p>Factories Act 1948 and Shops and Establishments Act applicable for the concerned State.</p> <p>Category III: SCVT Candidates (admitted till August 2018 session)  A. No special provisions have been made for SCVT Trainees to enrol as 'Private Candidate'. Going forward, SCVT trainees have been granted equivalence vide G.S.R 186(E) dated 2nd March 2017 for undergoing apprenticeship training under the Apprentices Act 1961 to obtain 'NAC' (Refer Annexure V).  B. Only for SCVT trainees admitted till August 2018 batch, provision has been made for obtaining NTC by appearing in AITT under 'Private Candidate'. Such trainees will continue to be governed by old guidelines for 'Private Candidate'.</p> <p>Category IV: Other Candidates (candidate not falling in any of the above 3 categories, including SCVT trainees enrolled from admission session 2019 onwards)  A. The applicant should have the minimum prescribed entry qualification and should fulfil eligibility criteria for the relevant trade under CTS, in which he/she desires to appear for AITT as Private Candidate.  B. Applicant should be minimum 21 years of age on the date of submission of application. There is no upper age limit.  C. The applicant should possess minimum of 3 years' experience (on the date of submission of application) in the relevant trade in establishments implementing Apprenticeship Training Scheme (ATS)/ establishments registered under the Apprenticeship portal or registered MSMEs or Entities registered with any government/local authorities / shops covered under Factories Act 1948 and Shops and Establishments Act applicable for the concerned State.  For updated information please refer to DGT web portal.</p>
23	<p><b>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</b></p> <p><b>(1) Assessment process:</b>  The assessment for the qualification is carried out by conducting formative assessments, and end of year examinations (Summative). The formative assessments in respect of each Learning Outcome for practical and related theory are conducted by the concerned instructors for evaluating the knowledge and skill acquired by trainees and the behavioural transformation of the trainees. This formative assessment is primarily carried out by collecting evidence of competence gained by the trainees by</p>

evaluating them at work based on assessment criteria, asking questions and initiating formative discussions to assess understanding and by evaluating records and reports. Summative assessment is carried out by All India Trade Test on Trade Theory, Trade practical and Employability Skills. The question papers for the theory Examinations contain objective type questions.

The marking pattern and distribution of marks for the qualification are as under:

Sl. No.	Type of assessment	Subject for the trade test	Marks
1	Summative Assessment	Practical	250
2		Trade Theory	100
5		Employability Skills	50
6	Formative assessment based on Learning Outcomes		200
TOTAL:			600

**(2) Minimum pass marks:**

The minimum pass percent for Trade Practical and Formative assessment is 60% & for all other subjects is 33%. There will be no Grace marks.

**Testing and certifications for the course:**

Controller of examinations, DGT carries out the assessment and issues National Trade Certificate (NTC) following the norms and guidelines issued by the Directorate from time to time.

**Overall assessment strategy:**

Assessment of the qualification evaluates trainees to show that they can integrate knowledge, skills and values for carrying out relevant tasks as per the defined learning outcomes and assessment criteria. The trainees may choose the preferred language for assessment. The underlying principle of assessment is fairness and transparency. While assessing the trainee, assessor is directed to assess as per the defined assessment criteria against the learning outcomes. The evidence of the competence acquired by the trainees can be obtained by conducting theory and practical examinations, observing the trainees at work, asking questions and initiating discussions to assess, understand and evaluate records and

	<p>reports. The ultimate objective of the assessment is to assess the candidates as per the defined assessment criteria for the learning outcomes.</p> <p><b>Specific Arrangements for assessment:</b></p> <ul style="list-style-type: none"> <li>• Assessment is outcome-based.</li> <li>• There are formative and summative assessments in Theory and Practical.</li> <li>• Assessment is carried out in Trade theory, Trade Practical and Employability Skills.</li> <li>• While Trade Theory and Trade Practical are used for assessing Trade-related jobs and Employability skills is used to test the communication, professional language, leadership and entrepreneurship and team-work abilities of the trainee.</li> <li>• In addition to demonstration of theory and practical knowledge, trainees get a chance to present total personality.</li> </ul> <p><b>Quality assurance activities:</b>                  Question papers are set by external paper setters/ software generated.                  Evaluation of Theory Examinations in Trade and Employability Skill is done by third-party agency.                  Trade Practical is examined by External Examiner.</p>
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#### **24. Assessment evidences**

**Title of Component: Formative Assessment Breakup**  
 ( on half yearly average of the learning assessment covered)

##### **Means of assessment**

Assessment will be evidence based comprising the following for each Learning Outcome:

<b>Serial No.</b>	<b>Terminal Competency</b>	<b>Maximum Weightage (%)</b>
1	Safety consciousness	15
2	Workplace hygiene	5
3	Attendance/ Punctuality	10
4	Ability to follow Manuals/ Written instructions	5
5	Application of Knowledge	10
6	Skills to handle tools / equipment/ Instruments/ Devices	10
7	Economical use of materials	5
8	Working Strategy	10
9	Quality in workmanship/ Performance	15

	10	VIVA	15
		Total Maximum Weightage (%)	100

**Pass/Fail**

The minimum pass percentage is 60% marks for formative assessment.

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**LEARNING OUTCOME WITH ASSESSMENT CRITERIA:**

<b>LEARNING OUTCOME (TRADE SPECIFIC)</b>	
<b>LEARNING OUTCOME</b>	<b>ASSESSMENT CRITERIA</b>
1. Explain structure and suitable storage conditions for cereal grains following safety precautions	Identify different types of storage structures for different cereal grains (cover, grain bins, warehouses & silos).
	Enlist the specifications for storage structures.
2. Explain composition and structure of different cereals and pulses.	Identify cereals (wheat, rice, corn, barley, sorghum, and oats).
	Identify pulse (green gram, black gram, horse gram, pigeon pea, and lentil).
	Demonstrate the knowledge of composition, nutritional value and structure of cereals and pulses.
3. Operate agro machinery ; hammer mill, mini rice mill, ground nut decorticator hand operated, grain cleaner, mini oil expeller, grain cleaner, wheat flour mill, micro pulveriser, mini dal mill, destoner, packing machine(heat sealing machine), weighing balance, extruder.	Describe the safety measures before operating machinery.
	Demonstrate the working principles for all machinery.
	Identify the basic faults and remove the problems.
	Evaluate the capacity of different agro processing machines.
4. Practice and explain various pre-processing activities in cereal grains and prepare products.	Describe the preprocessing methods (cleaning, grading).
	Prepare whole wheat flour, maida, dalia, suji.
	Prepare cereal based products like macaroni, noodles, spaghetti and vermicelli.
	Determine the starch content.

5. Explain packaging methods and materials for finished products from different cereals and pulses.	Identify different packaging materials.
	Describe the packing and labeling methods in agro industry.
6. Prepare products from different pulses.	Describe the pretreatment in dal milling like cleaning, grading, soaking and drying.
	Prepare dal by pulse milling. e.g. pigeon pea, green gram, Bengal gram.
	Prepare whole pulses for packing. like Bengal gram, black gram, green gram and ground nut.
	Demonstrate and explain packing machines and equipments used for packing of finished products.
7. Check the quality parameters for raw materials and finished products.	Determination of moisture content of flour from cereals and pulses.
	Determination of starch content in different cereal grains.
	Check the adulteration in pulses.
8. Explain the food regulations.	Explain and follow food safety standards act, 2006 BIS, ISO-22000, Agmark, HACCP, and International Food Standards GMP.
	Use of agro industry waste.
9. Prepare and demonstrate grinding and packaging of spice.	Identify and procure the raw materials for spice grinding like coriander, black pepper, red chili, and turmeric.
	Describe the preprocessing of spices, cleaning, grading, destoning.
	Demonstrate the working principle for the production of spice powders.
	Describe the method of packing of whole spice for marketing like black pepper.
10. Demonstrate and explain oil extraction	Demonstrate the knowledge of working for oil expellers.
	Explain the different methods for oil extraction from different oil seeds like mustard, ground nut.
	Describe various processing steps involved in oil extraction like

	filtration, refining, purification, deodorization, stabilization, and hydrogenation.
11. Demonstrate and explain processing of paddy for rice milling.	Describe paddy processing in lab.
	Demonstrate the parboiling process for rice milling.
	Demonstrate and explain the packing of rice, weighing, bagging, sealing machine.
12. Prepare soya products (soya flour, soya paneer (tofu)).	Prepare soya products.
	Describe the processing methods of soya flour, soya paneer (tofu), soya milk.
13. Operate groundnut decorticators for production of decorticated groundnut.	Explain decortication process.
	Perform decortications using the groundnut decortications machine.
	Perform cleaning/grading/package of groundnuts.
14. Pack, seal and test the quality of prepared products with market survey.	Identify the packaging material for suitable storage conditions.
	Describe the packing methods.
15. Demonstrate the knowledge of general safety of machinery and practice first aid treatment and hygienic and sanitary conditions as per HACCP and GMP.	Describe the general safety precautions and handling of equipments to prevent accidents.
	Identify the safety equipments.
	Describe the knowledge about HACCP and GMP.

<b>LEARNING OUTCOME (CORE SKILL)</b>	
<b>LEARNING OUTCOME</b>	<b>ASSESSMENT CRITERIA</b>
<b>EMPLOYABILITY SKILLS</b>	
1. Apply safe working practices	Follow and maintain procedures to achieve a safe working environment in line with occupational health and safety regulations and requirements and according to site policy.
	Recognize and report all unsafe situations according to site policy.
	Identify and take necessary precautions on fire and safety hazards and report according to site policy and procedures.
	Identify, handle and store / dispose off dangerous goods and substances according to site policy and procedures following safety regulations and requirements.
	Identify and observe site policies and procedures in regard to illness or accident.
	Identify safety alarms accurately.
	Report supervisor/ Competent of authority in the event of accident or sickness of any staff and record accident details correctly according to site accident/injury procedures.
	Identify and observe site evacuation procedures according to site policy.
	Identify Personal Protective Equipment (PPE) and use the same as per related working environment.
	Identify basic first aid and use them under different circumstances.
	Identify different fire extinguisher and use the same as per requirement.
	2. Comply with environment regulation and housekeeping
Deploy environmental protection legislation & regulations	
Take opportunities to use energy and materials in an environmentally friendly manner.	
Avoid waste and dispose waste as per procedure	
Recognize different components of 5S and apply the same in the working environment.	
3. Interpret & use formal and technical	Obtain sources of information and recognize information.
	Use and draw up technical drawings and documents.



communication.	Use documents and technical regulations and occupationally related provisions.
	Conduct appropriate and target oriented discussions with higher authority and within the team.
	Present facts and circumstances, possible solutions & use English special terminology.
	Resolve disputes within the team.
	Conduct written communication.
4. Apply the concept in productivity & quality management in day to day work to improve productivity & quality.	Explain the concept of productivity and apply during execution of job.
	Explain the concept of quality tools and apply during execution of job.
5. List and interpret various acts of labour welfare legislation.	Explain basic concept of labour welfare legislation, adhere to responsibilities and remain sensitive towards such laws.
	Knows benefits guaranteed under various acts.
6. Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources.	Explain the concept of energy conservation, global warming, pollution and utilize the available resources optimally & remain sensitive to avoid environment pollution.
	Explain standard procedure for disposal of waste.
7. Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal & societal growth.	Explain personnel finance and entrepreneurship.
	Explain role of various schemes and institutes for self-employment i.e. DIC, SIDA, SISI, NSIC, SIDO, Idea for financing/ non-financing support agencies to familiarize with the policies/ programmes, procedure & the available scheme.
	Prepare a report to become an entrepreneur for submission to financial institutions.
8. Utilize basic computer applications and internet to take benefit of IT developments in the industry.	Explain the basic hardware of personal computer.
	Use common application software viz., word, excel, power point etc., in day to day work.
	Awareness about useful internet websites, search relevant information pertaining to the assigned tasks.

**SECTION 2**  
**25. EVIDENCE OF LEVEL**

**OPTION A**

<b>Title/Name of qualification/component: AGRO PROCESSING</b>			<b>Level: 4</b>
<b>NSQF Domain</b>	<b>Outcomes of the Qualification/Component</b>	<b>How the outcomes relates to the NSQF level descriptors</b>	<b>NSQF Level</b>
Process	<p><b>Familiar, Predictable, Routine Situations of Clear Choice</b></p> <ul style="list-style-type: none"> <li>• Prepare products from different pulses.</li> <li>• Check the quality parameters for raw materials &amp; finished products.</li> <li>• Prepare soya products (soya milk, soya flour, soya paneer (tofu).</li> <li>• Operate groundnut decorticators for production of decorticated groundnut</li> </ul>	<p>In learning outcomes for example 'Operate groundnut decorticators for production of decorticated groundnut ', ' Prepare soya products (soya milk, soya flour, soya paneer (tofu).' and 'Check the quality parameters for raw materials &amp; finished products', the learner will be required to choose appropriate tools, equipments, procedures as per the requirement of the job. The learner requires demonstrating ability to work in familiar, predictable, routine, situation of clear choice.</p> <p>Hence the NSQF level as per this descriptor will be 4.</p>	4
Professional knowledge	<p><b>Factual Knowledge of field of Knowledge or study</b></p>	<p>The learner is expected to possess knowledge about different skin types, their problems and care methods like basic and deep cleaning,</p>	4

<b>Title/Name of qualification/component: AGRO PROCESSING</b>			<b>Level: 4</b>
<b>NSQF Domain</b>	<b>Outcomes of the Qualification/Component</b>	<b>How the outcomes relates to the NSQF level descriptors</b>	<b>NSQF Level</b>
	<ul style="list-style-type: none"> <li>• Common hair problems:-Dandruff, Hair falling, Split ends.</li> <li>• Hair Cutting &amp; Blowdry-Facial shapes Knowledge; Sectioning.</li> <li>• Yoga and its Components: Purpose, Definition, Benefits.</li> <li>• Skin analysis-Tools, equipments&amp; product knowledge; Basic and deep cleansing Procedure.</li> </ul>	<p>product knowledge, contra actions, contra indications etc. He/she should know about different hair cutting styles, basic knowledge of handling blow dry and its usage, advise various yoga exercises, yogic diet, safety and precautions to be followed etc..</p> <p>The above knowledge expected to be possessed by the learner are the factual knowledge of this field of work or study.</p> <p>Hence NSQF Level 4 for this Descriptor.</p>	
Professional skill	<ul style="list-style-type: none"> <li>• Explain composition and structure of different cereals and pulses.</li> <li>• Operate agro machinery; hammer mill, ground nut decorticator hand operated, mini dal mill, mini rice mill, mini oil expeller, grain cleaner, mini grain mill, wheat flour mill, micro pulveriser, destoner, packaging machine (heat sealing machine), weighing balance, and extruder.</li> <li>• Pack, seal and test the quality of prepared</li> </ul>	<p>In learning outcomes such as 'Pack, seal and test the quality of prepared products with market survey' and 'Explain composition and structure of different cereals and pulses', the learner is expected to recall and demonstrate practical skills and make use of appropriate rules and tools in order to perform the assigned tasks. The nature of work performed by the learner is repetitive in narrow range of application and routine type.</p> <p>Hence NSQF Level 4 for this Descriptor.</p>	4

Title/Name of qualification/component: AGRO PROCESSING			Level: 4
NSQF Domain	Outcomes of the Qualification/Component	How the outcomes relates to the NSQF level descriptors	NSQF Level
	products with market survey.		
Core skill	<p><b>Language to communicate written or oral, with required clarity</b></p> <ul style="list-style-type: none"> <li>Interpret &amp; use formal and technical communication.</li> </ul> <p><b>Basic Arithmetic and algebraic principles</b></p> <ul style="list-style-type: none"> <li>Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal &amp; societal growth.</li> </ul> <p><b>Basic Understanding of social/political</b></p> <ul style="list-style-type: none"> <li>Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources</li> </ul>	<p>The learning outcomes for example 'Interpret &amp; use formal and technical communication' and 'Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal &amp; societal growth.' are the learning outcomes where the learner requires to display competence in written language with required clarity, skill of basic arithmetic &amp; algebraic principles in order to understand the work enlisted in the job card/service card and use the measuring &amp; marking tools. The learner will also need to communicate with team supervisor to understand the job and explain ones work.</p> <p>The learner is also expected to possess basic understanding of social political and natural environment as mentioned in the learning outcome for example 'Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources'.</p> <p>Hence NSQF Level is 4 for this descriptor.</p>	4

<b>Title/Name of qualification/component: AGRO PROCESSING</b>			<b>Level: 4</b>
<b>NSQF Domain</b>	<b>Outcomes of the Qualification/Component</b>	<b>How the outcomes relates to the NSQF level descriptors</b>	<b>NSQF Level</b>
Responsibility	<ul style="list-style-type: none"> <li>• Demonstrate the knowledge of general safety of machinery and practice first aid treatment and hygienic and sanitary conditions as per HACCP and GMP.</li> <li>• Pack, seal and test the quality of prepared products with market survey.</li> <li>• Practice and explain various pre-processing activities in cereal grains prepared products.</li> </ul>	<p>The role of the learner is to perform the work as per specifications and apply their own analysis of what needs to be done based on their understanding of various pre-processing activities in cereal grains prepared products, food production, spice grinding and packaging processes.</p> <p>Here the learner is responsible for his own quality work and learning to ensure the conformance of given job requirements.</p> <p>Hence NSQF Level is 4 for this descriptor.</p>	4

**SECTION 3**  
**EVIDENCE OF NEED**

26	<p><b>What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?</b></p> <table border="1" data-bbox="339 533 1390 1630"> <thead> <tr> <th data-bbox="339 533 627 678"><b>Basis</b></th> <th data-bbox="627 533 1390 678"><b>In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="339 678 627 1037">Need of the qualification</td> <td data-bbox="627 678 1390 1037">Food Industry Sector has a significant presence of organized as well as unorganized skilled manpower requirement. This sector is poised to grow exponentially in the years to come and is highly labor intensive and there are many emerging trends in this sector. Hence the qualification has been designed keeping in view to cater to the ever-increasing demand of skilled manpower in consultation with stakeholders.</td> </tr> <tr> <td data-bbox="339 1037 627 1440">Industry Relevance</td> <td data-bbox="627 1037 1390 1440">The job role defined for the qualification is as per the National Classification of Occupations 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. Moreover, the training is imparted in ITIs/ NSTIs/ MSTIs/ BTC/ BTPs/ Industries / Establishments etc. where such requirement is available. This justifies the qualification is very much relevant for industry.</td> </tr> <tr> <td data-bbox="339 1440 627 1563">Usage of the qualification</td> <td data-bbox="627 1440 1390 1563">The Proposed qualification will create skilled craftsman for various establishments in different Sectors.</td> </tr> <tr> <td data-bbox="339 1563 627 1630">Estimated uptake</td> <td data-bbox="627 1563 1390 1630">The present seating capacity is 78.</td> </tr> </tbody> </table>	<b>Basis</b>	<b>In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</b>	Need of the qualification	Food Industry Sector has a significant presence of organized as well as unorganized skilled manpower requirement. This sector is poised to grow exponentially in the years to come and is highly labor intensive and there are many emerging trends in this sector. Hence the qualification has been designed keeping in view to cater to the ever-increasing demand of skilled manpower in consultation with stakeholders.	Industry Relevance	The job role defined for the qualification is as per the National Classification of Occupations 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. Moreover, the training is imparted in ITIs/ NSTIs/ MSTIs/ BTC/ BTPs/ Industries / Establishments etc. where such requirement is available. This justifies the qualification is very much relevant for industry.	Usage of the qualification	The Proposed qualification will create skilled craftsman for various establishments in different Sectors.	Estimated uptake	The present seating capacity is 78.
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27	<p><b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences.</b></p> <p>The qualification originally designed for Craftsman Training Scheme is in existence for many years and approved by DGT (Regulatory Body) under Ministry of Skill Development and Entrepreneurship, Govt. of India.</p>										
28	<p><b>What steps were taken to ensure that the qualification(s) does (do)</b></p>										

	<p><b>not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</b></p> <p>The qualification is originally designed and approved by DGT for the Craftsman Training Scheme and is in existence for many years. No such duplicate qualification of same duration and competencies exists.</p>
29	<p><b>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here</b></p> <ul style="list-style-type: none"> <li>• The research wing of CSTARI &amp; DGT reviews and updates the qualification, in consultation with industries and other stakeholders, on a regular basis by conducting trade committee meetings.</li> <li>• DGT will monitor any duplicity by comparing existing qualifications with upcoming ones in the National Qualifications Register (NQR) and relevant sectors.</li> </ul>

**SECTION 4**  
**EVIDENCE OF PROGRESSION**

30	<p><b>What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector? Show the career map here to reflect the clear progression</b></p> <p>On completion of the training the trainee will have an opportunity to move in vertical/horizontal pathways to promote to higher designations. The learner can further undergo other specialised courses to excel in the relevant field.</p> <pre> graph LR     A[Craftsman] --&gt; B[Senior Craftsman]     B --&gt; C[Supervisor]     C --&gt; D[Manager]     B --&gt; E[Entrepreneur]             </pre> <p>The diagram illustrates a career progression path. It starts with 'Craftsman', which leads to 'Senior Craftsman'. From 'Senior Craftsman', the path branches into two: one leading to 'Supervisor' and then 'Manager', and another leading directly to 'Entrepreneur'.</p>
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