



Model Curriculum

QP Name: Gardener

QP Code: PWD/AGR/Q0801

Version: 2.0

NSQF Level: 3

Model Curriculum Version: 2.0

Expository – Low Vision (E003)

**Skill Council for Person with Disability | Address: 501-City Centre,
12/5 Dwarka New Delhi – 110075**

Table of Contents

Training Parameters	3
Program Overview	4
Training Outcomes	4
Compulsory Modules	4
Module 1: Use Smartphone	6
Module 2: Introduction to the role of a Gardener	8
Module 3: Propagation of plants in a nursery	9
Module 4: Preparation for setting up the garden	10
Module 5: Process of establishing the garden	11
Module 6: Maintenance of the garden	12
Module 7: Effective communication at the workplace	13
Module 8: Hygiene and cleanliness	15
Module 9: Safety and emergency procedures	16
Module 10: Process of designing, setting up and maintaining a rooftop garden	17
Annexure	18
Trainer Requirements	18
Assessor Requirements	20
Assessment Strategy	22
Guidelines for Trainers	28
References	29
Glossary	29
Acronyms and Abbreviations	30

Training Parameters

Sector	Agriculture
Sub-Sector	Agriculture Crop Production
Occupation	Landscaping, Gardening & Urban Farming
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/6113.0301
Minimum Educational Qualification and Experience	5th Class OR Certificate-NSQF (L3, AGR/Q0804 Assistant Gardener) OR Certificate-NSQF (L3, AGR/Q0807 Nursery Worker)
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	22/02/2022
Next Review Date	18/03/2026
NSQC Approval Date	27/02/2022
QP Version	2.0
Model Curriculum Creation Date	22/12/2022
Model Curriculum Valid Up to Date	18/03/2026
Model Curriculum Version	2.0
Minimum Duration of the Course	427 Hours
Maximum Duration of the Course	427 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 raising saplings in the nursery for transplanting in the garden.
- Describe various activities required to prepare for setting up the garden.
- Describe the process of planning and setting up a garden.
- Demonstrate the process of setting up the garden as per a plan.
- Demonstrate the process of carrying out maintenance of the garden.
- Explain the importance of practicing inclusion and gender equality at work.
- Demonstrate various practices to maintain personal hygiene, cleanliness, and safety at the workplace.
- Demonstrate the process of designing, setting up and maintaining a rooftop garden.

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	1:00	17:00			18:00
Module 1: Use Smartphone	01:00	17:00	-	-	18:00
Bridge Module	4:00	0:00	0:00	0:00	4:00
Module 2: Introduction to the role of a Gardener	4:00	0:00	0:00	0:00	4:00
AGR/N0801 Raise saplings in the nursery for transplanting in the garden NOS Version- 2.0	28:00	40:00+ 13:00	0:00	0:00	81:00
Module 3: Propagation of plants in a nursery	28:00	40:00+ 13:00	0:00	0:00	81:00

AGR/N0802 Prepare a plan to set up the garden NOS Version- 2.0	32:00	48:00+16:00	0:00	0:00	96:00
Module 4: Preparation for setting up the garden	32:00	48:00+16:00	0:00	0:00	96:00
AGR/N0803 Set up the garden as per the plan NOS Version- 2.0	20:00	32:00+11:00	0:00	0:00	63:00
Module 5: Process of establishing the garden	20:00	32:00+11:00	0:00	0:00	63:00
AGR/N0842 Carry out maintenance of the garden NOS Version- 1.0	20:00	32:00+10:00	0:00	0:00	62:00
Module 6: Maintenance of the garden	20:00	32:00+10:00	0:00	0:00	62:00
AGR/N9918 Communicate effectively at the workplace NOS Version-2.0	4:00	12:00+4:00	0:00	0:00	20:00
Module 7: Effective communication at the workplace	4:00	12:00+4:00	0:00	0:00	20:00
AGR/N9903 Maintain health and safety at the workplace NOS Version- 3.0	4:00	12:00+4:00	0:00	0:00	20:00
Module 8: Hygiene and cleanliness	2:00	2:00+1:00	0:00	0:00	5:00
Module 9: Safety and emergency procedures	2:00	10:00+3:00	0:00	0:00	15:00
AGR/N0843 Design, set up and maintain a rooftop garden NOS Version- 1.0	20:00	32:00+11:00	0:00	0:00	63:00
Module 10: Process of designing, setting up and maintaining a rooftop garden	20:00	32:00+11:00	0:00	0:00	63:00
Total Duration	133:00	294:00	00:00	0:00	427:00

Module Details

Module 1: Use of Smartphone

Mapped to: Bridge Module

Terminal Outcomes:

- Demonstrate the use of a smartphone to make calls, message, read books & documents, write emails, and web browsing.

Duration: 01:00	Duration: 17:00
Theory: Key Learning Outcomes	Practical: Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the benefits of a smartphone for Persons with Visual Impairment. • Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g. GPS, Social media Applications and Cab Booking Applications). • Discuss the barriers in accessing some Software Applications (like Gaming Application). 	<ul style="list-style-type: none"> • Demonstrate how to use the different functions of the screen such as power on/off, accessing the main menu, home button, volume rocker, power buttons, memory slot and sim tray. • Demonstrate basic operations on the screen by using, “explore by touch”. • Use talk back, speech, and volume settings. • Use a mobile phone for making calls and for sending and receiving messages. • Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts. • Use basic applications like Google Play Store and calculator. • Use book reading apps such as Kota, Daisy Reader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library. • Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones. • Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps. • Demonstrate how to download apps on a smartphone.
Classroom Aids	
One smart phone with talkback per trainee	
Tools, Equipment and other requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 2: Introduction to the role of a Gardener

Bridge Module

Terminal Outcomes:

- State the role and responsibilities of a Gardener.

Duration: 04:00	Duration: 00:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the size and scope of the agriculture industry and its sub-sectors. • Discuss the role and responsibilities of a Gardener. • Identify various employment opportunities for a Gardener. 	
Classroom Aids	
Training kit - Trainer guide, Presentations, Whiteboard, Marker, projector, laptop	
Tools, Equipment and Other Requirements	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 3: Propagation of plants in a nursery

Mapped to AGR/N0801 v2.0

Terminal Outcomes:

- Describe different methods of plant propagation.
- Demonstrate the process of propagating plants through different propagation methods.

Duration: 28:00	Duration: 53:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List different types of plants grown in gardens according to the season. • Describe different methods of propagating plants in a nursery. • List various inputs required for propagating plants in a nursery. • Describe the process of preparing a nursery bed and seedbed. • Describe the process of constructing framed structures such as poly-tunnels, hardening chamber, mist chamber for plant propagation. 	<ul style="list-style-type: none"> • Demonstrate the process of preparing the nursery bed. • Demonstrate the process of preparing farmyard manure or compost. • Demonstrate the use of relevant nursery tools and equipment. • Show how to sort out and treat the seeds before sowing them. • Demonstrate the process of preparing the raised, level or sunken seedbed. • Show how to acclimatize the saplings before transplanting them. • Demonstrate the process of propagating plants through cutting, root division, layering, and budding methods. • Prepare a sample record of nursery operations.
Classroom Aids	
Training kit (Trainer guide, Presentations). Whiteboard, Marker, projector, laptop	
Tools, Equipment and Other Requirements	
Seedling Tray, sacks, polythene, watering cans and equipment, shade net, greenhouse, shade house, plant labels, labellers, spade, khurpi, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

Module 4: Preparation for setting up the garden

Mapped to ARG/N0802 v2.0

Terminal Outcomes:

- Describe the process of planning a garden.
- List various resources required for setting up a garden.

Duration: 32:00	Duration: 64:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the process of assessing the soil and climate characteristics at a proposed site to establish suitability for planting a garden. • Describe the process of coordinating with an authorised lab to identify the soil’s micro and macro-nutrient requirements. • List a variety of materials required for setting up a garden. • List various trees, plants, shrubs, grass, hedges and edges used for setting up a garden. • Describe the process of preparing a layout for setting up a garden. • Describe basic practices related to maintaining the record of purchase and payments. • Describe the basic accounting and inventory management practices. 	<ul style="list-style-type: none"> • Demonstrate the process of assessing various parameters required for setting up the garden. • Demonstrate the process of applying the necessary treatment to improve the soil’s fertility. • Prepare a sample layout for setting up a garden. • Prepare a sample list of various materials and resources required for establishing a garden.
Classroom Aids	
Training kit (Trainer guide, Presentations). Whiteboard, Marker, projector, laptop	
Tools, Equipment and Other Requirements	
Samples of accessories, conduit pipes, drain boards, GC fabric, working drawings: irrigation layout, electric lines layout, concept drawing Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System) etc.	

Module 5: Process of establishing the garden

Mapped to AGR/N0803 v2.0

Terminal Outcomes:

- Describe the process of planting a garden.
- Demonstrate the process of preparing the field for planting.
- Demonstrate the process of setting up various garden features, and irrigation and fertigation systems.

Duration: 20:00	Duration: 43:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the process of preparing the field for planting. • Identify various materials used for treating garden soil. • Describe the process of planting various types of trees, plants, shrubs, hedges and edges. • Describe the process of preparing a flower bed. • Describe the process of installing different types of irrigation systems. • List different garden features and describe their installation process. • Explain the benefits of resource optimisation. 	<ul style="list-style-type: none"> • Demonstrate the process of preparing the field for planting. • Demonstrate the process of planting trees, plants, shrubs, grass, hedges, edges, vegetables and fruit plants. • Show how to apply fertilizers, manure and mulch. • Demonstrate the process of setting up different types of irrigation system such as drip irrigation, sprinkler irrigation, subsurface irrigation. • Demonstrate the process of installing a fertigation system. • Show how to set up various garden features such as walkways, statues, and fountain. • Demonstrate the process of preparing a flower bed.
Classroom Aids	
Training kit (Trainer guide, Presentations)	
Tools, Equipment and Other Requirements	
Hedge cutter, shears, loppers, sprayers, plant labels, pesticides, weedicides, fertilizers, water pumps and equipment, watering timers, and controllers, , Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System).	

Module 6: Maintenance of the garden

Mapped to AGR/N0842 v1.0

Terminal Outcomes:

- ☑ Describe the process of performing nutrition, pest and disease management for a variety of garden plants.
- ☑ Demonstrate the process of performing nutrition, pest and disease management for a variety of garden plants.
- ☑ Demonstrate the process of carrying out training, pruning, and mowing in a garden.
- ☑ Demonstrate the process of carrying out maintenance of the irrigation and fertigation system.
- ☑ Demonstrate the process of carrying out maintenance of garden features.

Duration: 20:00	Duration: 42:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the use of different types of fertilizers, pesticides, and insecticides. • Explain macro and micronutrient management of various types of horticultural plants, trees, shrubs, hedges and edges. • Describe the process of training and pruning a variety of plants, trees, shrubs, hedges and edges. • Describe the process of carrying out repair and maintenance of different types of irrigation and fertigation systems. • Describe various weed control methods. 	<ul style="list-style-type: none"> • Show how to assess various garden plants, trees, shrubs, hedges and edges for the presence of pests and diseases. • Demonstrate the process of applying different types of insecticides and pesticides using the relevant Personal Protective Equipment (PPE). • Prepare a sample record of insecticides and pesticides used in the garden. • Demonstrate the process of training and pruning different types of plants, trees, shrubs, hedges and edges. • Demonstrate the process of carrying out regular repair and maintenance of the irrigation or fertigation installed in the garden. • Show how to maintain a variety of garden features.
Classroom Aids	
Training kit (Trainer guide, Presentations)	
Tools, Equipment and Other Requirements	
Kassi / Spade, Khurpi, Weeder, Side shear, Broom, Rake, Watering Can, Hand hose, Bucket, Plant Pruner, Wheel Barrow, Hand Sprayer, Budding & Grafting Set, Earthen Pots, Hedge Cutter, Polythene Bags (Garbage), Seed Packets, Gunny bags, Tags-labels, Budding-tape, Sutli, Moss-grass, Speech to Text software, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System) etc.	

Module 7: 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: 16:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System).	

Module 8: 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: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 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, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System).	

Module 9: 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: 13:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the PPE required at the workplace. • Describe the commonly reported hazards at the workplace. • Explain the hazards caused by overuse and exposure to various chemicals, pesticides and fumigants. • Describe the basic safety checks to be done before the operation of any equipment or 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. 	<ul style="list-style-type: none"> • Check various areas of the workplace for leakages, water-logging, pests, fire, etc. • Demonstrate how to safely use the PPE and implements 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, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System).	

Module 10: Process of designing, setting up and maintaining a roof top garden

Mapped to AGR/N0843 v1.0

Terminal Outcomes:

- Discuss various parameter to assess for setting up a rooftop garden.
- Demonstrate the process of setting up the rooftop garden.
- Describe the process of carrying out the repair and maintenance of a rooftop garden.

Duration: 20:00	Duration: 43:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain various parameters to assess while planning a rooftop garden. • Explain the importance of planning rooftop garden plants and features according to the roof's loading capacity. • List various materials of appropriate size and weight for setting up a rooftop garden. • Explain different ways of waterproofing a rooftop garden. • List varieties of trees, plants, and shrubs suitable for a rooftop garden. • Describe the process of installing windbreaks and appropriate support to provide shade for rooftop plants, trees, and shrubs. 	<ul style="list-style-type: none"> • Show how to assess various parameters while planning a rooftop garden such as the roof's loading capacity, climatic conditions, sunlight and wind exposure, etc. • Prepare a sample plan for the rooftop garden. • Show how to plant trees, plants, and shrubs in a rooftop garden. • Demonstrate the process of installing windbreaks, and shading for the plants, trees, and shrubs. • Demonstrate the process of carrying out repair and maintenance of the rooftop garden, garden features, irrigation and drainage system.
Classroom Aids	
Training kit (Trainer guide, Presentations)	
Tools, Equipment and Other Requirements	
Kassi / Spade, Khurpi, Weeder, Side shear, Broom, Rake, Watering Can, Hand hose, Bucket, Plant Pruner, Wheel Barrow, Hand Sprayer, Budding & Grafting Set, Earthen Pots, Hedge Cutter, Polythene Bags (Garbage), Seed Packets, Gunny bags, Tags-labels, Budding-tape, Sutli, Moss-grass, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System).	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
10th Class		7	Gardening / Landscaping	0		Nursery Worker with 7 Years' experience with Government / civic authority / registered nursery/ corporates
12th Class		4	Gardening / Landscaping	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 a case-to-case basis.
Diploma	landscaping/ Agriculture/ Horticulture	3	Gardening / Landscaping	0		
Graduate	In any stream	2	Gardening / Landscaping	0		For the school Program minimum qualification of the Trainer should be Graduate. Their Teaching experience will be considered industry experience
Graduate	Agriculture / Horticulture/ Forestry	0.5	Gardening / Landscaping	0		

Trainer Certification

Domain Certification	Platform Certification	Disability specific Top Up training
<p>Certified for Job Role “Gardener”, mapped to QP: “AGR/Q0801, v2.0”, Minimum accepted score is 80%</p>	<p>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 MEPC guidelines is 80%.</p>	<p>The Inclusive Trainer should be certified in Disability Specific Top Up Training PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines. A Diploma in Computer Education (Visual Impairment)-D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred. Minimum 1 years training experience is mandatory for training Persons with Blindness.</p> <p>Trainer should have necessary technical knowledge, skill and competencies to teach different features of technology with the help of screen reading software such as Talkback to end users. The Inclusive Trainer is expected to have patience, empathy and compassion, sensitivity, strong communication and interpersonal skills, ability to measure and assess the individual needs of Persons with Low Vision.</p>

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
12 th Class	Science stream	7	Agriculture / Forestry / Horticulture and related streams and fields	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 a case-to-case basis. Practical skills and knowledge required in various tasks of gardening
Diploma	Landscaping/ Agriculture/ Horticulture	7	Agriculture / Forestry / Horticulture and related streams and fields	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 a case-to-case basis. Practical skills and knowledge required in various tasks of gardening
B.Sc.	Agriculture/ Botany/ Forestry/ Horticulture/ Floriculture and related streams	5	Agriculture / Forestry / Horticulture and related streams and fields	0		Practical skills and knowledge required in various tasks of Gardening

M.Sc.	Agriculture/ Botany/ Forestry/ Horticulture/ Floriculture and related streams	2	Agriculture / Forestry / Horticulture and related streams and fields	0		Practical skills and knowledge required in various tasks of gardening
PhD	Agriculture/ Botany/ Forestry/ Horticulture/ Floriculture and related streams	1	Agriculture / Forestry / Horticulture and related streams and fields	0		Practical skills and knowledge required in various tasks of gardening

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
“Gardener”, “AGR/Q0801, 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%.	The Inclusive Assessor should be certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

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 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 the ground through qualified and ToA certified assessors.

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

- Multiple Choice Questions: 20%-30%, depending on the specificQP
- 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 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 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 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 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 the same day. In case of more 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 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, behavioral 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 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:

- Geo Tagging 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:
 - Signed Attendance sheet
 - Assessor feedback sheet
 - Candidate feedback sheet
 - Assessment checklist for assessor
 - Candidate Aadhar/ID card verification
 - Pictures of the 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, a 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 the assessment, regular calls and video calls are done.
- On-boarding and training of assessor and proctor is 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 the 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 has 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 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 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 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 candidate shall be stored and available for review (retained for 5 years/ till the conclusion of the project or scheme)

Guidelines for Trainer

Accommodation Guideline recommended for Inclusive Trainers

Persons with Low Vision (Visual Impairment)

Characteristics

- The learning happens through non-visual modes mostly by touch; hence it is recommended to use real, concrete materials.
- Listening will include greater use of detailed and descriptive instructions.
- Training which relates to understanding of smell and taste real & concrete material should be used e.g. job role of pickle-making technician may include training on smell and taste.

Guidelines for Trainers

- Low Vision assessment is recommended before training Persons with Low Vision. Low Vision assessment helps to assess the right training requirements for a Person with Low Vision.
Please note: Low Vision assessment is different from a clinical eye exam. While the clinical procedure focuses on diagnoses and management of the eye disease, the priority in Low Vision assessment is to enable an individual to utilize his or her residual vision to its maximum potential. After the assessment, the person will be clear about the devices (optical or non-optical) that will work the best for her/him. The assessment can be done from any centre that is designated for Low Vision assessment.
- Facilitate the use of existing visual skills wherever/whenever you can by making the candidate sit closer to the board.
- There should be appropriate lighting and contrast colors in the work area.
- Reserve a seat in the front row of the classroom (or, closer to the teacher).
- Keep the passages and available open spaces in the classroom clear.
- When speaking with the student specifically, address her/him by name.
- Modify/adapt assignments.
- Use educational aids like talking books, tape-recorders, use of color, contrast and texture.
- Minimize noise so that students can hear you speak.
- When speaking, face the class.
- If you feel the student is not attentive, touch her/ him on the shoulder or arm to draw attention; this also helps in indicating to the student that you are including her/him in your instructions and discussions.
- Provide large print versions when needed so that the student can follow the classroom's text-based teaching and lessons along with the sighted peers.

References

Glossary

Term	Description
Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests
Key Learning	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
Training Outcome	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	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