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Model Curriculum

QP Name: Spice Crop Cultivator

(Electives: Herbal Spices/ Seed Spices/ Tree Spices/ Rhizomatous Spices/ Oil Yielding Spices/ Pod (Cardamom) Spices) [Calibri Body|14|Bold|White]

QP Code: AGR/Q0603 [Calibri Body|14|Bold|White]

QP Version: 1.0 [Calibri Body|14|Bold|White]

NSQF Level: 4 [Calibri Body|14|Bold|White]

Model Curriculum Version: 1.0 [Calibri Body|14|Bold|White]

Agriculture Skill Council of India || Agriculture Skill Council of India (ASCI), 6th Floor, GNG Tower, Plot No. 11, Sector -44 [Calibri Body|11|White]

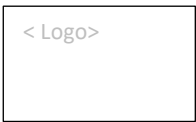


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Training Parameters

Sector <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
Sub-Sector <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
Occupation <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
Country <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
NSQF Level <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
Aligned to NCO/ISCO/ISIC Code <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
Minimum Educational Qualification and Experience <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
Pre-Requisite License or Training <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
Minimum Job Entry Age <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
Last Reviewed On <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
Next Review Date <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
NSQC Approval Date <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
QP Version <i><Please copy-paste this information from the respective Qualification Pack.></i>	[Calibri Body 11 Black]
Model Curriculum Creation Date <i><Please enter the date on which QRC approval is received for the Model Curriculum.></i>	[Calibri Body 11 Black]
Model Curriculum Valid Up to Date <i><Please enter the next review date of the Qualification Pack or sooner.></i>	[Calibri Body 11 Black]
Model Curriculum Version <i>1.0, 2.0, 3.0, 4.0 and so on></i>	[Calibri Body 11 Black]
Minimum Duration of the Course <i><Minimum Duration = Theory + Practical + Elective (if any) with the least duration + OJT Mandatory (if any)></i>	[Calibri Body 11 Black]
Maximum Duration of the Course <i><Maximum Duration = Theory + Practical + All Options and Electives (if any) + OJT Mandatory (if any)></i>	[Calibri Body 11 Black]

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.

<For a description of Training Outcome, refer to the Glossary under Annexures. For a description of how to write outcomes, check the References section under Annexures. Limit the sentence length to 400 characters per outcome statement.>

<Outcomes should be in continuation of the leading line "Participants will be able to">

- <Outcome 1 [Calibri Body|11|Black]>
- <Outcome 2 [Calibri Body|11|Black]>
- <Outcome 3 [Calibri Body|11|Black]>
- <Outcome 4 [Calibri Body|11|Black]>
- <Outcome 5 [Calibri Body|11|Black]>
- <Outcome 6 [Calibri Body|11|Black]>

Compulsory Modules

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

<NOS contents: [Calibri Body|Bold|11|Same blue as in the table]> & <Table contents: [Calibri Body|11|Black]>

< Please include Bridge modules, if applicable, in all tables (including elective & options) & italicize the name.>

<Above format applies to Elective & Options as well.>

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module(s)					
{Module 1: Name}					
{Module 2: Name}					
NOS Code – NOS Name NOS Version No. NSQF Level					
{Module 3: Name}					
{Module 4: Name}					
NOS Code – NOS Name NOS Version No. NSQF Level					
{Module 5: Name}					
Total Duration					

Elective Modules

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

Elective 1: <Name of the Elective>



NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
NOS Code – NOS Name NOS Version No. NSQF Level					
{Module 6: Name}					
{Module 7: Name}					
Total Duration					

Elective 2: *<Name of the Elective>*

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
NOS Code – NOS Name NOS Version No. NSQF Level					
{Module 8: Name}					
{Module 9: Name}					
Total Duration					

Optional Modules

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

Option 1: *<Name of the Option>*

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
NOS Code – NOS Name NOS Version No. NSQF Level					
{Module 10: Name}					
{Module 11: Name}					
Total Duration					

Option 2: *<Name of the Option>*

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
NOS Code – NOS Name					

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NOS Version No. NSQF Level					
{Module 12: Name}					
{Module 13: Name}					
NOS Code – NOS Name NOS Version No. NSQF Level					
{Module 14: Name}					
Total Duration					

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Module Details

<Create a separate entry for each module and include all fields. [Calibri Body] 11 | Black]>

Module 1: Name

Bridge Module or Mapped to NOS/N1234

Terminal Outcomes:

< For a description of Terminal Outcome, refer to the Glossary under Annexures. For a description of how to write outcomes, check the References section. Limit the sentence length to 400 characters per outcome statement.>

<Outcomes should be in continuation of the leading line "Participants will be able to>

- <Outcome 1 [Calibri Body] 11 | Black]>
- <Outcome 2 [Calibri Body] 11 | Black]>
- <Outcome 3 [Calibri Body] 11 | Black]>
- <Outcome 4 [Calibri Body] 11 | Black]>
- <Outcome 5 [Calibri Body] 11 | Black]>
- <Outcome 6 [Calibri Body] 11 | Black]>

Duration: <hh:mm>	Duration: <hh:mm>
Theory – Key Learning Outcomes <This is Declarative Knowledge. Include concepts, principles and facts that will be tested through a written exam. For a description of Key Learning Outcome, refer to the Glossary under Annexures. For a description of how to write outcomes, check the References section under Annexures. Limit each outcome length to 200 characters and number of outcomes to 7.>	Practical – Key Learning Outcomes <This is Procedural Knowledge. Include tangible tasks, or tasks which result in a tangible work output. For a description of Key Learning Outcome, refer to the Glossary under Annexures. For a description of how to write outcomes, check the References section under Annexures. Limit each outcome length to 200 characters and number of outcomes to 7.>
<Outcomes should be in continuation of the leading line "Participants will be able to>	<Outcomes should be in continuation of the leading line "Participants will be able to>
Classroom Aids:	
Tools, Equipment and Other Requirements	

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Module 2: On-the-Job Training

Mapped to QP Name

<OJT is mapped to the entire QP. Specify on-the-job training outcomes after entering details for the last module>

Mandatory Duration: <hh:mm>	Recommended Duration: <hh:mm>
Module Name: On-the-Job Training	
Location: On Site	
Terminal Outcomes	
< There should be just one terminal outcome per NOS. Limit the length of the outcome to 400 characters.>	
<ul style="list-style-type: none">• <Outcome 1 [Calibri Body 11 Black]>• <Outcome 2 [Calibri Body 11 Black]>• <Outcome 3 [Calibri Body 11 Black]>• <Outcome 4 [Calibri Body 11 Black]>• <Outcome 5 [Calibri Body 11 Black]>• <Outcome 6 [Calibri Body 11 Black]>	

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Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification <i><Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.></i>	Specialization <i><Specify the areas of specialization that are desirable.></i>	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	

<Table contents: [Calibri Body | 11 | Black]>

Trainer Certification	
Domain Certification	Platform Certification
<i><Please specify the QP certificate required></i>	<i><Specify the QP></i>

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Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification <i><Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.></i>	Specialization <i><Specify the areas of specialization that are desirable.></i>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	

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Assessor Certification	
Domain Certification	Platform Certification
<i><Please specify the QP certificate required></i>	<i><Specify the QP></i>

<Table contents: [Calibri Body] 11 | Black>

Assessment Strategy

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

<Please detail the assessment strategy or plan for the training program including details on

- *Assessment System overview*
- *Testing Environment*
(Time, place, means, resources and tools required to implement the assessment process)
- *Assessment Quality Assurance levels/framework*
(The Assessment Quality Assurance framework is the assessment verification levels where a higher numeric value indicates a higher level of confidence and certainty in the outcome of the assessment process. For e.g. in case of 4-levels assessment, 4 would detail parameters for high confidence and certainty in the assessment evidence gathered and 1 would detail parameters for no confidence and certainty in the assessment evidence gathered.)
 - *Types of evidence or evidence-gathering protocol*
 - *Method of verification or validation*
(The checks and balances in the assessment system to ensure quality, confirming that people in different places are assessed in the same way with a common interpretation of the occupational standards. This includes two levels of verification
 - *Individual – where the technical assessor’s collection of evidence is verified*
 - *Process – where the assessment procedures are verified)*
- *Method for assessment documentation, archiving, and access >*



References

Glossary

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

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Acronyms and Abbreviations

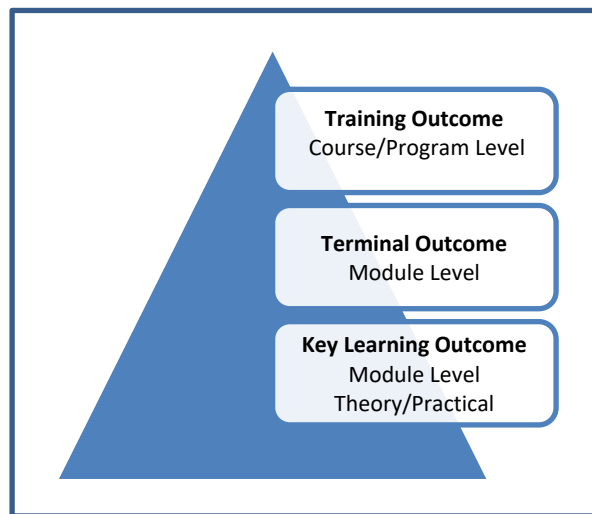
Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards

For reference – Not a part of the MC template

Learning Outcomes

1. Hierarchy of Learning Outcomes

Learning outcomes specify what learners will be able to demonstrate upon completion of the training. When written for the entire training, it is called the Training Outcome. When specified for the modules that form a part of the training, they are called Terminal Outcomes and Key Learning Outcomes.



2. Guidelines for Writing Learning Outcomes

When writing a measurable learning outcome, it is important to:

- **Focus on learner behavior:** You should present the learning-intervention from the perspective of the learner and what he/ she is expected to know, be able to do and understand.
- **Use simple, specific action verbs:** You should use action verbs to signal the level of learning expected.

3. Examples of Verbs for Writing Learning Outcomes

<Note: This is not an exhaustive list.>

Declarative	<i>Facts to be recalled</i>	Choose; Define; Find; Identify; Label; List; Match; Name; Recall; Select; Show, etc.
	<i>Concepts and principles to be understood</i>	Classify; Compare; Contrast; Categorize; Describe; Distinguish; Explain; Illustrate; Infer; Interpret; Summarize, etc.
Procedural	<i>Tasks and activities to be performed, which results in tangible work, or some tangible work output</i>	Apply; Analyze; Build; Construct; Create; Design; Develop; Demonstrate; Examine; Estimate; Interview; Inspect; Model; Modify; Organize; Plan; Solve; Troubleshoot; Test; Utilize, etc.

4. Examples of Learning Outcomes

Declarative	<i>Facts to be recalled</i>	<ul style="list-style-type: none"> List the kitchen and service areas, and surfaces to be cleaned List different personal protective equipment (PPE) Identify different types of waste generated in an F&B Unit Identify the appropriate PPE to be used while handling waste
	<i>Concepts and principles to be understood</i>	<ul style="list-style-type: none"> Distinguish between the different types of cleaning agents used for cleaning Discuss the importance of using PPE, warning signs etc., at work Discuss the SOP to be followed during cleaning Differentiate between different types of waste and segregate it into dry and wet categories Explain different methods of waste disposal Distinguish between different colour coded dustbins Describe the ways to prevent rodents and pests in the dumpster area, pickup areas and vehicles Discuss the method of maintaining waste audit checklists Explain the importance of adhering to legal requirements of health and hygiene as per government standards
Procedural	<i>Tasks and activities to be performed, which results in tangible work, or some tangible work output</i>	<ul style="list-style-type: none"> Demonstrate the use of PPE, cleaning equipment and warning signs Demonstrate the process of cleaning surfaces, and kitchen and service areas Demonstrate the procedure of handling and disposing different types of waste Demonstrate the correct way of washing and sanitising hands after handling waste Apply different approaches to perform dimension reduction on a dataset such as Principal Component Analysis, Linear Discriminant Analysis or Non-negative Matrix Factorization Build shallow and deep neural networks using different techniques such as forward propagation and back propagation Analyze unprocessed data for anomalies such as missing values, incorrect data types, etc. Analyse different type of maps i.e. toposheets, printed vector maps, open source maps for the purpose of conducting field survey Calculate the quantum of assigned work and prioritize for different types of survey Apply the principle of triangulation to measure the horizontal angles



		<ul style="list-style-type: none"> • Compute coordinates from the bearing, angle length. • Prepare gales traverse table
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Assessment Strategy Guidelines

Guidelines for Assessment			
Testing Environment	Tasks and Functions	Productivity	Teamwork
<ul style="list-style-type: none"> • Carry out assessments under realistic work pressures that are found in the normal industry workplace. • Ensure that the range of materials, equipment and tools that learners use are current and of the type routinely found in the normal industry workplace environments. 	<ul style="list-style-type: none"> • Assess that all tasks and functions are completed in a way, and to a timescale, that is acceptable in the normal industry workplace. • Assign workplace responsibilities that enable learners to meet the requirements of the NOS. 	<ul style="list-style-type: none"> • Productivity levels must be checked to ensure that it reflects those that are found in the work situation being replicated. 	<ul style="list-style-type: none"> • Provide situations that allow learners to interact with the range of personnel and contractors found in the normal industry workplace.

Assessment Methods			
Assessment Type	Formative or Summative	Strategies	Examples
Theory	Summative	Written Examination	Knowledge of facts related to the job role and functions. Understanding of principles and concepts related to the job role and functions.
Practical	Summative	Direct Observation	Tasks completed in the workplace, or in a simulated workplace environment
	Summative	Structured Tasks	<ul style="list-style-type: none"> • Role Plays • Presentations • Activity Sheets
Viva	Summative	Questioning and Probing	<ul style="list-style-type: none"> • Written Tests • Mock Interviews
Project	Formative and	Portfolios	<ul style="list-style-type: none"> • Journals • Work Products

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