



# Model Curriculum

**QP Name: Tea Maker (Production)**

**QP Code: AGR/Q0506**

**Version: 2.0**

**NSQF Level: 4**

**Model Curriculum Version: 2.0**

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

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## Training Parameters

<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Agriculture Crop Production
<b>Occupation</b>	Plantation Crops Cultivation
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL
<b>Minimum Educational Qualification and Experience</b>	<p>Minimum Educational Qualification: 12th grade pass OR Completed 2nd year of 3-year diploma (after 10th) and pursuing regular diploma OR 10th grade pass plus 2-year NTC OR 10th grade pass plus 1-year NTC plus 1 year NAC OR 8th pass plus 2-year NTC plus 1-Year NAC plus CITS OR 10th grade pass and pursuing continuous schooling OR 10th Grade Pass with 2-year relevant experience OR Previous relevant Qualification of NSQF Level 3.0 with minimum education as 8th Grade pass with 3- year relevant experience OR Previous relevant Qualification of NSQF Level 3.5 with 1.5- year relevant experience</p>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	28-04-2022
<b>Next Review Date</b>	28-04-2025
<b>NSQC Approval Date</b>	28-04-2022
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	28-04-2022

<b>Model Curriculum Valid Up to Date</b>	28-04-2025
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	570 Hours
<b>Maximum Duration of the Course</b>	570 Hours

## Program Overview

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

### Training Outcomes

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

- Demonstrate the process of setting up and maintaining the hydroponic system and plants/crop.
- Demonstrate the process of setting up and maintaining the aeroponic farm.
- Demonstrate the process of carrying out harvesting, post-harvest management and marketing activities.
- Explain the basic entrepreneurial activities for small enterprise.
- Describe the process of undertaking employability and entrepreneurial practices.
- Demonstrate various practices to maintain personal hygiene, cleanliness, and safety at the workplace.

### Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>05:00</b>	<b>00:00</b>	<b>0:00</b>	<b>0:00</b>	<b>05:00</b>
Module 1: Introduction to the role of a Tea Maker	05:00	0:00	0:00	0:00	05:00
<b>AGR/N0526: Ensure adherence of proper tea cultivation practices</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 4</b>	<b>45:00</b>	<b>40:00</b>	<b>0:00</b>	<b>0:00</b>	<b>85:00</b>
Module 2: Adhere to proper tea cultivation practices	45:00	40:00	0:00	0:00	85:00
<b>AGR/N0527: Follow SOP while Tea Manufacturing &amp; Factory operations</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 4</b>	<b>40:00</b>	<b>50:00</b>	<b>0:00</b>	<b>0:00</b>	<b>90:00</b>
Module 3: Standard Operating Procedure for Tea Manufacturing & Factory operations	40:00	50:00	0:00	0:00	90:00

<b>AGR/N0528: Carry out Tea Tasting and Tea Auctioning activities</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 4</b>	<b>30:00</b>	<b>60:00</b>	<b>0:00</b>	<b>0:00</b>	<b>90:00</b>
Module 4: Tea Tasting and Tea Auctioning	30:00	60:00	0:00	0:00	90:00
<b>AGR/N0529: Ensure Quality Management and Food Safety Management in Tea factories</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 4</b>	<b>25:00</b>	<b>35:00</b>	<b>0:00</b>	<b>0:00</b>	<b>60:00</b>
Module 5: Food Safety and Quality Management in Tea	25:00	35:00	0:00	0:00	60:00
<b>AGR/N0530: Carry out fundamental accounting function, documentation, and record keeping</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 4</b>	<b>25:00</b>	<b>35:00</b>	<b>0:00</b>	<b>0:00</b>	<b>60:00</b>
Module 6: Documentation and Record keeping	25:00	35:00	0:00	0:00	60:00
<b>AGR/N0531: Follow relevant management practices at workplace</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 4</b>	<b>20:00</b>	<b>40:00</b>	<b>0:00</b>	<b>0:00</b>	<b>60:00</b>
Module 7: Management Practices at Tea Factory	20:00	40:00	0:00	0:00	60:00
<b>AGR/N0532: Recognize &amp; comply safe working practices, environment regulation, and Housekeeping</b> <b>NOS Version- 1.0</b> <b>NSQF Level-4</b>	<b>20:00</b>	<b>40:00</b>	<b>0:00</b>	<b>0:00</b>	<b>60:00</b>
Module 8: Safe working, environment regulation and House keeping practices	20:00	40:00	0:00	0:00	60:00
<b>DGT/VSQ/N0102 Employability Skills</b> <b>NOS Version-1.0</b> <b>NSQF Level-4</b>	<b>60:00</b>	<b>00:00</b>	<b>0:00</b>	<b>0:00</b>	<b>60:00</b>

Module 9: Employability Skills	60:00	00:00	0:00	0:00	60:00
<b>Total Duration</b>	<b>270:00</b>	<b>300:00</b>	<b>0:00</b>	<b>0:00</b>	<b>570:00</b>

# Module Details

## Module 1: Introduction to the role of a Tea Maker

### Bridge Module

#### Terminal Outcomes:

- Discuss the job role of a Tea Maker.

<b>Duration: 05:00</b>	<b>Duration: 0:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the size and scope of the Tea industry and its sub-sectors.</li> <li>• Discuss the role and responsibilities of a Tea Maker.</li> <li>• Identify various employment opportunities for a Tea Maker</li> </ul>	
<b>Classroom Aids</b>	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Adhere to proper tea cultivation practices

### Mapped to AGR/N0526 v1.0

#### Terminal Outcomes:

- Demonstrate the agricultural practices in tea plantation.
- Demonstrate the process of collecting soil samples in the field.
- Demonstrate the procedure for propagation of tea saplings.
- Describe the process of harvesting tea crop

Duration: 45:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the origin and History of Tea in India</li> <li>• Explain various types of teas and its health benefits</li> <li>• Explain the conducive climatic conditions and limiting factors for tea cultivation</li> <li>• Describe the soil Testing procedures and soil parameters for better plant growth</li> <li>• Describe the process of Tea planting</li> <li>• Describe the process of Harvesting of Tea leaves</li> <li>• List methods of harvesting of Tea leaves</li> <li>• Explain agricultural operations like Pruning and their types, Manuring, and Liming</li> <li>• Explain general practices of organic tea cultivation</li> <li>• Explain about chemical spraying techniques and the equipment used for spraying chemicals</li> <li>• Explain various agricultural practices as per calendar of operations</li> <li>• Explain about importance of optimal resource utilisation</li> <li>• Explain the importance of waste management</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the procedure for collecting soil samples from different parts of the field for the purpose of testing</li> <li>• Determine the suitability of soil for tea cultivation by coordinating with an authorised soil testing lab</li> <li>• Demonstrate the procedure for maintaining the record of soil testing and field preparation as per the documentation requirements of the company</li> <li>• Examine the site for accessibility and availability of quality water, labour and other inputs required for tea cultivation</li> <li>• identify the risks associated with tea cultivation at the selected site and demonstrate the appropriate preventive measures</li> <li>• create the appropriate drainage system for effective drain of water</li> <li>• demonstrate the procedure for propagation of tea sapling in the nursery</li> <li>• demonstrate the preparation of the field and transplantation of the saplings as per recommendation</li> <li>• demonstrate agricultural operations like pruning, manuring, and liming</li> <li>• demonstrate the procedure for harvesting of tea crop as per the crop</li> </ul>

	<p>calendar</p> <ul style="list-style-type: none"> <li>• demonstrate the procedure for integrated nutrient management and irrigation management as per the recommendations for optimal growth</li> <li>• show how to check preventive and remedial measures for weed control as per the case</li> <li>• demonstrate the integrated pest management for tea crop to prevent and control insects, pests and diseases</li> <li>• demonstrate waste management practices during agricultural operations</li> </ul>
<p><b>Classroom Aids</b></p>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Greenhouse / Polyhouse with Ongoing Hydroponic Cultivation (Media or Solution Based), Temperature and Humidity Meter, EC And Ph Meter – 3 Different Types That Are Commonly Used in India, Mister, Fogger, Circulatory Fans, Drip Irrigation System with Aero Drippers, Inner (Net) Curtain, Automated Fertigation and Humidity Control Mechanism (Sand Filter, Disc Filter, Motor, Valves, Pressure Gauge), PAR Meter (Photosynthetically Active Radiation)</p>	

## Module 3: Standard Operating Procedures for Tea Manufacturing & Factory operations

*Mapped to ARG/N0527 v1.0*

### Terminal Outcomes:

- Demonstrate manufacturing processes of Specialty teas
- Demonstrate SOP for packing and storing
- Demonstrate SOP for fermentation in tea
- Demonstrate SOP for grading of teas

<b>Duration: 40:00</b>	<b>Duration: 50:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• explain standard procedures of intake of raw material i.e., Green Tea leaf from Tea Gardens, quality checking of raw material, handling of raw material</li> <li>• Describe Standard Operating Procedures of Withering Process and operation of Withering troughs</li> <li>• Describe Standard Operating Procedures of operation of Rotorvanes, Crushing, Tearing and Curling (CTC) process, Orthodox rolling and operation of CTC Machines, Orthodox rolling machines</li> <li>• Explain Standard Operating Procedures of Fermentation process and operation of Fermentation Machines</li> <li>• Explain Standard Operating Procedures of drying process and operation of Drying Machines</li> <li>• Explain Standard Operating Procedures operation of Sorting Machines</li> <li>• Explain various mess sizes and grades of CTC Teas</li> <li>• Explain Standard Operating Procedures of Usage of Storage Bins, Tea Packing and storing</li> <li>• Explain Green tea manufacturing process</li> <li>• Explain manufacturing process of specialty teas like White Tea and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate proper grading of different types of teas and as per size</li> <li>• Demonstrate manufacturing process of specialty teas like White Tea and Oolong Tea as per company Quality standard</li> <li>• Demonstrate recommended Green tea manufacturing process</li> <li>• identify appropriate mesh sizes and Grades of CTC Teas, Orthodox and Green Teas</li> <li>• Demonstrate Standard Operating Procedures of Usage of Storage Bins, Tea Packing and storing</li> <li>• Demonstrate Standard Operating Procedures operation of Sorting Machines</li> <li>• Demonstrate Standard Operating Procedures of Drying process and operation of Drying Machines</li> <li>• Demonstrate Standard Operating Procedures of Fermentation process and operation of Fermentation Machines</li> <li>• Demonstrate Standard Operating Procedures of operation of Rotorvanes, Crushing, Tearing and Curling (CTC) process, Orthodox rolling and operation of CTC Machines, Orthodox rolling machines</li> <li>• Demonstrate Standard Operating Procedures of Withering Process and operation of Withering troughs</li> </ul>

<p>Oolong Tea</p> <ul style="list-style-type: none"> <li>List grades of different types of teas and their size</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate Standard Operating Procedures of Intake of Raw material i.e., Green Tea leaf from Tea Gardens, Quality checking of Raw Material, Handling of Raw material</li> </ul>
<p><b>Classroom Aids</b></p>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Calibrated Containers and Plates to Measure Run Off (Water), Different Types of Media Samples (Coco Peat, Perlite, Vermiculite, Rock Wool, Etc.)</p>	

## Module 4: Tea Tasting & Auctioning

### Mapped to AGR/N0528 v1.0

#### Terminal Outcomes:

- Demonstrate tea sampling and tasting techniques
- Demonstrate e-auction process
- Demonstrate importance of tea tasting in Auctioning process

<b>Duration: 30:00</b>	<b>Duration: 60:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain various parameters of Tea Tasting</li> <li>• Explain different grades of teas and furnish evaluation and scoring report</li> <li>• Explain the concept of tea blending and ratios for achieving quality as per customer requirements</li> <li>• Explain about tea sampling</li> <li>• Explain tea tasting techniques</li> <li>• Explain about tea-cataloguing for auction</li> <li>• Discuss pre-auction and post-auction activities</li> <li>• Explain the importance of tea tasting in determining the price in auction</li> <li>• Describe e-Auction process</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate proper techniques of Tea tasting and Tea sampling</li> <li>• Demonstrate procedure for Tea-Cataloguing</li> <li>• Identify different key features of tea tasting like appearance, aroma, flavour and mouth feel</li> <li>• Demonstrate pre-auction and post-auction activities</li> <li>• Demonstrate e-auction process</li> <li>• Demonstrate the preparation of tea for tea testing as per procedure</li> <li>• Demonstrate Tea blending and ratios for achieving quality as per customer requirement</li> <li>• Demonstrate procedure for testing different grades of teas and furnishing evaluation and scoring report</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 5: Food Safety and Quality Management in Tea Factories

### Mapped to AGR/N0529 v1.0

#### Terminal Outcomes:

- Explain Good Management Practices in Tea Industries
- Explain the SOP for Food Transportation, Storage & Distribution
- Explain HACCP & FSSAI rules and regulations for Tea Manufacturing

<b>Duration: 25:00</b>	<b>Duration: 35:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the process of forming Quality Circles in Processing</li> <li>• Explain process Quality Controls based on 4M Conditions (Man, Machine, Material, Methods) in Tea Factories</li> <li>• Explain the concept of 6 Sigma, Statistical Process Controls (SPC) in Tea Industry</li> <li>• State Good Manufacturing Practices in Tea Industries</li> <li>• Explain various methods to Identify and Eliminate the Source of contamination</li> <li>• Explain various Quality checks at different stages of Manufacturing</li> <li>• Explain about cleaning &amp; Sanitation procedures and Factory Upkeep measures</li> <li>• Explain about personal hygiene</li> <li>• Explain procedures and codes of Food Safety Audit</li> <li>• Explain Standard Operating Procedures of Food Transportation, Storage &amp; Distribution</li> <li>• Explain HACCP Practices, ISO 22000:2018(Food Safety Management System) Practices in Tea Factories</li> <li>• Explain the importance of documentation and recording for</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate Quality Circles in Processing</li> <li>• Demonstrate Process Quality Controls based on 4M Conditions (Man, Machine, Material, Methods) in Tea Factories</li> <li>• Demonstrate implementing implement 6 Sigma, Statistical Process Controls (SPC) in Tea Industry</li> <li>• identify and eliminate the Source of contamination</li> <li>• Demonstrate Good Manufacturing Practices in Tea Industries</li> <li>• Demonstrate Quality checks at different stages of Manufacturing</li> <li>• Demonstrate the procedure for cleaning &amp; sanitizing and Factory upkeep measures</li> <li>• Demonstrate personal hygiene measures</li> <li>• Demonstrate Procedures and codes of Food Safety Audit</li> <li>• Demonstrate Standard Operating Procedures of Food Transportation, Storage &amp; Distribution</li> <li>• Demonstrate HACCP Practices, ISO 22000:2018 (Food Safety Management System) Practices in tea Factories</li> <li>• Demonstrate procedure for documentation and recording for</li> </ul>

<p><b>Food Safety Management</b></p> <ul style="list-style-type: none"> <li>• Explain various methods to avoid Physical, Chemical and Biological Contaminations-Good manufacturing practices</li> <li>• Explain about Control Critical Point, Prerequisites and Operational Prerequisites of Tea Processing units</li> <li>• Explain about TRUSTEA Certification Sustainability Code and practices in Tea factories</li> <li>• Explain the FSSAI standards and the limits for iron fillings in the processed tea</li> <li>• Explain certification codes and practices in Tea Factories</li> <li>• Explain about ISO 22000:2018(Food Safety Management System) Practices in Tea Factories</li> <li>• Explain about ISO 9001:2015(Quality Management System) Practices in Tea factories</li> <li>• Explain the concepts of quality tools and their application, labour welfare laws, and its application in day-to-day work to improve productivity &amp; quality</li> <li>• Explain various legislations such as Factories Act, Employees State Insurance Act (ESI), Payment Wages Act, Employees Provident Fund Act (EPF), The Workmen's compensation Act, Prevention of Sexual Harassment at Work place (POSH) Act, Formation of VISHAKA Committee</li> </ul>	<p><b>Food Safety Management</b></p> <ul style="list-style-type: none"> <li>• Demonstrate methods to avoid Physical, Chemical and Biological Contaminations-Good Manufacturing Practices</li> <li>• identify Control Critical Point, Prerequisites and Operational Prerequisites of Tea Processing Units</li> <li>• Demonstrate the measures to limit the iron fillings in the processed tea</li> </ul>
<p><b>Classroom Aids</b></p>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>NA</p>	

## Module 6: Documentation and Record keeping

*Mapped to AGR/N0530 v1.0*

### Terminal Outcomes:

- Explain the importance of documentation and record keeping
- Demonstrate handling trading account
- Demonstrate digital documentation of the data

<b>Duration: 25:00</b>	<b>Duration: 35:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the process of writing bank cheque/ preparation of other bank instruments and present the same to authorized signatories</li> <li>• Explain how to prepare financial statements like profit and loss account, Balance Sheet etc.</li> <li>• Explain the process of Filing of GST Returns</li> <li>• Explain the importance of documentation</li> <li>• Explain fundamentals of Accounting</li> <li>• Explain concept of file management</li> <li>• Explain about trading account</li> <li>• Explain the importance of electronics/ digital systems for storing data</li> <li>• Explain the use of digital systems</li> <li>• Explain various formats of official letters for communication</li> <li>• Explain the procedure for reviewing the records to ensure they are up to date</li> <li>• Explain the importance of audit of the records</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate preparation of financial statements like profit and loss account, Balance Sheet etc.</li> <li>• Demonstrate carrying out accounting function in Trading Account</li> <li>• Demonstrate filing GST Returns in timely manner</li> <li>• Demonstrate writing bank cheque/ preparation of other bank instruments and present the same to authorized signatories</li> <li>• Demonstrate the procedure for maintaining accounting documents/records/resources of the company safely</li> <li>• create work related file manually or electronically as per the organization requirements</li> <li>• demonstrate the use of digital systems for storing organization's data</li> <li>• demonstrate carrying out work-related documentation by seeking requisite information from a source or person</li> <li>• demonstrate writing necessary official work related notes</li> <li>• demonstrate filing of supporting documents to maintain records</li> <li>• Demonstrate drafting official letters for communication</li> <li>• Show how to co-ordinate with the</li> </ul>

	relevant personnel for the audit of the records
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 7: Management Practices in Tea Factory

### Mapped to AGR/N0531 v1.0

- Demonstrate measures for effective production planning in Tea manufacturing
- Demonstrate inclusive practices at workplace
- Demonstrate assigning roles and responsibilities for effective execution of task

<b>Duration: 20:00</b>	<b>Duration: 40:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of noting down the instructions received from the seniors</li> <li>• Explain the procedure for seeking guidance and work-related information and clarification</li> <li>• Explain how to seek accurate and requisite information from a source or person</li> <li>• Explain the importance of information sharing</li> <li>• Explain the methods of information storage</li> <li>• Explain gender concepts, issues and legislations</li> <li>• Discuss about actions and consequences of gendered behaviour</li> <li>• Discuss the need for gender sensitization</li> <li>• Explain different types of disabilities</li> <li>• Describe PwD related Laws/Schemes/Acts/Provisions</li> <li>• Discuss the challenges faced by PwD and the ways to help them overcome the same</li> <li>• Explain the importance of displaying empathy towards PwD</li> <li>• Explain inclusive practices at the workplace</li> <li>• Explain about work-related documentation and procedures</li> <li>• Explain the importance of documentation</li> <li>• Explain the reporting procedure for</li> </ul>	<ul style="list-style-type: none"> <li>• Show how to interpret verbal and written instructions carefully</li> <li>• Demonstrate assigning roles and responsibilities of the co-employees for the execution of the task effectively</li> <li>• Show how to guide and monitor the activities of co-employees</li> <li>• Demonstrate effective production planning, manpower allocation and capacity utilization</li> <li>• Demonstrate recording the materials distributed to co-employee as per the work requirements and company policy</li> <li>• Show how to promote a conducive environment and encourage appropriate behavior and conduct across all the genders and PwD at the workplace</li> <li>• Demonstrate the use of use appropriate verbal and non-verbal communication while interacting with Persons with Disabilities (PwD)</li> <li>• Show how to promote equal participation of people across genders and PwD in discussions</li> </ul>

<p>accidents and incidents</p> <ul style="list-style-type: none"> <li>• Explain applicable legislation, standards, policies and procedures for work</li> <li>• Explain about own job role &amp; responsibilities pertaining to work</li> <li>• Explain about means of communication at the workplace</li> </ul>	
<p><b>Classroom Aids</b></p>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>NA</p>	

## Module 8: Safe working, environment regulation, and housekeeping Practices

### Mapped to NOS AGR/N0532 v1.0

#### Terminal Outcomes:

- Discuss how to adhere to personal hygiene practices.
- Demonstrate ways to ensure cleanliness around the workplace
- Demonstrate emergency and safety procedures according to the site policy.

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain measures to achieve a safe working environment in line with occupational health and safety regulations and requirements</li> <li>• Explain the importance of washing hands, legs and face with soap/alcohol based sanitizer</li> <li>• Explain the importance of washing worn clothes with soap and sun drying</li> <li>• Discuss workplace sanitization norms including distancing from sick people</li> <li>• Explain measures to avoid waste</li> <li>• Explain methods to dispose waste as per standard procedure in environment-friendly manner</li> <li>• Explain how to optimize the use of energy, materials and other resources in the relevant tasks and processes in an environmentally friendly manner to avoid environment pollution</li> <li>• Explain the the concept of energy conservation, global warming, pollution and utilize the available recourses optimally &amp; remain sensitive to avoid environment pollution</li> <li>• Explain different components of 5S and apply the same in the working environment</li> <li>• Explain how to use the basic first aid under different circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs.</li> <li>• Demonstrate the correct way of wearing mask</li> <li>• Identify and take necessary precautions on fire and safety hazards and report according to site policy and procedures</li> <li>• Demonstrate basic safety checks before operation of all tools, implements, and machinery and report identified hazards to the appropriate authority</li> <li>• Demonstrate precautions on fire and safety hazards and report according to site policy and procedures</li> <li>• identify environmental Pollution &amp; contribute to avoidance of same</li> <li>• demonstrate how to segregate waste into appropriate categories</li> <li>• Demonstrate the emergency procedures according to the site policy</li> <li>• demonstrate various waste disposal techniques</li> <li>• identify different fire extinguishers and demonstrate the use the same as per requirement</li> <li>• demonstrate the use of basic first aid under different circumstances</li> <li>• Demonstrate the use of Personal</li> </ul>

<ul style="list-style-type: none"> <li>• Explain how to handle, store and dispose dangerous/ unsalvageable goods and substances according to the site policy/ procedures following safety regulations and requirements</li> <li>• Explain about site policies and procedures in regard to illness or accident</li> <li>• Explain the importance of safety alarms</li> <li>• Explain who to approach for support in order to obtain work related information, clarifications and support</li> <li>• Explain the reporting procedures in the event of accident or sickness of any staff</li> <li>• Explain evacuation procedures according to site policy</li> <li>• Explain the use of PPE in the working environment</li> <li>• Explain the use of different fire extinguishers as per the requirement</li> <li>•</li> </ul>	<p>Protective Equipment (PPE) and use the same as per related working environment</p> <ul style="list-style-type: none"> <li>• Demonstrate the evacuation procedures according to the site policy</li> <li>• Demonstrate documentation of the site accidents/ injuries in the working environment</li> <li>• Demonstrate the correct way of washing worn clothes with soap and sun dry</li> <li>• Demonstrate the use of safety alarms</li> </ul>
<p><b>Classroom Aids:</b></p>	
<p>Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator’s Guide, Participant’s Handbook.</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Personal Protective Equipment, Cleaning Equipment and Materials, Sanitizer, Soap, Mask</p>	

## Module 9: Employability Skills (60 hours)

Mapped to NOS DGT/VSQ/N0102 v1.0

**Duration: 60:00**

### Key Learning Outcomes

#### Introduction to Employability Skills Duration: 1.5 Hours

After completing this programme, participants will be able to:

1. Discuss the Employability Skills required for jobs in various industries
2. List different learning and employability related GOI and private portals and their usage

#### Constitutional values - Citizenship Duration: 1.5 Hours

3. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
4. Show how to practice different environmentally sustainable practices.

#### Becoming a Professional in the 21st Century Duration: 2.5 Hours

5. Discuss importance of relevant 21st century skills.
6. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.
7. Describe the benefits of continuous learning.

#### Basic English Skills Duration: 10 Hours

8. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone
9. Read and interpret text written in basic English
10. Write a short note/paragraph / letter/e -mail using basic English

#### Career Development & Goal Setting Duration: 2 Hours

11. Create a career development plan with well-defined short- and long-term goals

#### Communication Skills Duration: 5 Hours

12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.
13. Explain the importance of active listening for effective communication
14. Discuss the significance of working collaboratively with others in a team

#### Diversity & Inclusion Duration: 2.5 Hours

15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD
16. Discuss the significance of escalating sexual harassment issues as per POSH act.

#### Financial and Legal Literacy Duration: 5 Hours

17. Outline the importance of selecting the right financial institution, product, and service
18. Demonstrate how to carry out offline and online financial transactions, safely and securely
19. List the common components of salary and compute income, expenditure, taxes, investments etc.
20. Discuss the legal rights, laws, and aids

#### **Essential Digital Skills Duration: 10 Hours**

21. Describe the role of digital technology in today's life
22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
23. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely
24. Create sample word documents, excel sheets and presentations using basic features
25. utilize virtual collaboration tools to work effectively

#### **Entrepreneurship Duration: 7 Hours**

26. Explain the types of entrepreneurship and enterprises
27. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan
28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
29. Create a sample business plan, for the selected business opportunity

#### **Customer Service Duration: 5 Hours**

30. Describe the significance of analysing different types and needs of customers
31. Explain the significance of identifying customer needs and responding to them in a professional manner.
32. Discuss the significance of maintaining hygiene and dressing appropriately

#### **Getting Ready for apprenticeship & Jobs Duration: 8 Hours**

33. Create a professional Curriculum Vitae (CV)
34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
35. Discuss the significance of maintaining hygiene and confidence during an interview
36. Perform a mock interview
37. List the steps for searching and registering for apprenticeship opportunities

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Certificate-NSQF	Tea Maker	5	Tea Maker	0		Hydroponics Technician with 5 Years of experience with corporates/ NGO/ Hydroponics Entrepreneur and 10th Pass
12 <sup>th</sup> Class	Biology Stream/ Elective Agriculture	5	Tea Maker			Ex-Service-Man including Ex-Paramilitary personnel: Minimum Qualification is 10+2 with an Honourable Discharge/ Pension. SSC would consider a relaxation/waiver of sector specific experience on case-to-case basis.
Diploma	Agriculture/ Horticulture	3	Tea Maker	0		
Graduate	Agriculture /Horticulture / Botany/ Biotechnology/ Agriculture Engineering	1	Tea Maker	0		For the school Program minimum qualification of the Trainer should be Graduate (Agriculture /Horticulture / Botany/ Biotechnology/ Agriculture Engineering) with minimum 3 years Teaching experience (will be considered industry experience)
Post-Graduate	Agriculture/ Horticulture/ Botany/ Biotechnology	1	Tea Maker	0		

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role <b>“Tea Maker”</b> , mapped to QP: <b>“AGR/Q0506, v2.0”</b> , Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: <b>“Trainer (Vet and Skills)”</b> , mapped to the Qualification Pack: <b>“MEP/Q2601, v2.0”</b> . The minimum accepted score as per MEPSC guidelines is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
<b>Diploma</b>	Tea Tasting/Tea management/Plan tation Management/Pla ntation Technology Agriculture/Hortic ulture/Food technology and other related streams	5	Tea Tasting/Tea management /Certification courses in Tea tasting & marketing or production technology and other related streams	0		Practical skills and knowledge required in Tea Tasting & quality management/ production/pr ocessing and other management practices
<b>Graduation</b>	Tea Tasting/Tea management/Plan tation Management/Pla ntation Technology Agriculture/Hortic ulture/Food technology and other related streams	3	Tea Tasting/Tea management /Certification courses in Tea tasting & marketing or production technology and other related streams	0		Practical skills and knowledge required in Tea Tasting & quality management/ production/pr ocessing and other management practices
<b>Post graduation</b>	Tea Tasting/Tea management/Plan tation Management/Pla ntation Technology Agriculture/Hortic ulture/Food technology and other related streams	2	Tea Tasting/Tea management /Certification courses in Tea tasting & marketing or production technology and other related streams	0		Practical skills and knowledge required in Tea Tasting & quality management/ production/pr ocessing and other management practices
<b>Post-Graduate Diploma/MB A/Agri-Buisness</b>	Tea Tasting/Tea management/Plan tation Management/Pla ntation Technology	2	Tea Tasting/Tea management /Certification courses in Tea tasting & marketing or	0		Practical skills and knowledge required in Tea Tasting & quality

<b>Management</b>	Agriculture/Horticulture/Food technology and other related streams		production technology and other related streams			management/production/processing and other management practices
<b>PhD</b>	Tea management/Plantation Management/Plantation Technology Agriculture/Horticulture/Food technology and other related streams	1	Tea Tasting/Tea management /Certification courses in Tea tasting & marketing or production technology and other related streams	0		Practical skills and knowledge required in Tea Tasting & quality management/production/processing and other management practices

### Assessor Certification

Domain Certification	Platform Certification
Certified for Job Role “ <b>Tea Maker</b> ”, mapped to QP: “AGR/Q0808, v2.0”, Minimum accepted score is 80%	Certified for the Job Role: “Assessor (Vet and Skills)”, mapped to the Qualification Pack: “MEP/Q2701, v2.0”, with a minimum score of 80%.

## Assessment Strategy

### Assessment System Overview

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

1. 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.

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

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

### Testing Environment

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

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

- Multilingual assessments (ASCI is conducting the assessments in 13 + languages pan India)
- Rubric driven assessments in Practical/Viva sections and responses recorded accordingly
- All responses, data, records and feedback are stored digitally on the cloud
- Advanced auto-proctoring features – photographs, time-stamp, geographic-tagging, toggle- screen/copy-paste disabled, etc.
- Android-based monitoring system
- End to end process from allocation of a batch to final result upload, there is no manual intervention

- Assessment will normally be fixed for a day after the end date of the training / within 7 days of completion of training.
- Assessment will be conducted at the training venue
- The room where assessment is conducted will be set with proper seating arrangements with enough space to curb copying or other unethical activities
- Question bank of theory and practice will be prepared by ASCI /assessment agency and approved ASCI. Only from approved Question Bank assessment agency will prepare the question paper. Theory testing will include multiple-choice questions, pictorial questions, etc. which will test the trainee on his theoretical knowledge of the subject.
- The theory, practical and viva assessments will be carried out on the same day. In case of a greater number of candidates, the number of assessors and venue facilitation be increased and facilitated

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

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

## Assessment Quality Assurance framework

### Assessment Framework and Design:

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

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

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

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

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

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

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

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

### Type of Evidence and Evidence Gathering Protocol:

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

- GeoTagging to track ongoing assessment
- AA's coordinator emails the list of documents and evidence (photos and videos) to the assessor one day before the assessment. The list is mentioned below:
  - 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 tools to conduct the training and assessment
  - Pictures and videos of Assessment, training feedback and infrastructure.
- Apart from the Assessor, a Technical assistant is popularly known as Proctor also ensures the proper documentation and they verify each other's tasks.
  - To validate their work on the day of the assessment, regular calls and video calls are done.
  - On-boarding and training of the assessor and proctor are done on a timely basis to ensure that the quality of the assessment should be maintained.
  - Training covers the understanding of QP, NSQF level, NOS and assessment structure

### **Methods of Validation**

- Morning Check (Pre-Assessment): Backend team of AA calls and confirms assessor/technical SPOC event status. Assessor/Technical SPOC are instructed to reach the centre on time by 9:30 AM / as decided with TC and delay should be highlighted to the Training Partner in advance.
- Video Calls: Random video calls are made to the technical SPOC/assessor so as to keep a check on assessment quality and ensure assessment is carried out in a fair and transparent manner
- Aadhar verification of candidates
- Evening Check (Post Assessment): Calls are made to the ground team to ensure the event is over by what time and the documentation is done properly or not.
- TP Calling: To keep a check on malpractices, an independent audit team calls the TP on a recorded line to take confirmation if there was any malpractice activity observed in the assessment on part of the AA/SSC team. If calls are not connected, an email is sent to TP SPOC for taking their confirmation
- Video and Picture Evidence: Backend team collects video and pictures for assessment on a real-time basis and highlights any issue such as students sitting idle/ trainer helping the candidates during the assessment.
- Surprise Visit: Time to time SSC/AA Audit team can visit the assessment location and conduct a surprise audit for the assessment carried out by the ground team.
- Geo Tagging: On the day of the assessment, each technical SPOC is required to login into our internal app which is Geotagged. Any deviation with the centre address needs to be highlighted to the assessment team on a real-time basis.

### **Method for assessment documentation, archiving, and Access:**

- ASCI have a fully automated result generation process in association with multiple AAs
- Theory, Practical and Viva marks form the basis of the results and encrypted files generated to avoid data manipulation. All responses were captured and stored in the System with Time-Stamps at the end of AAs and SSC. NOS-wise and PC-wise scores can

be generated.

- Maker Checker concept: One person prepares the results and another audit result which is internally approved by AA at first and then gets vetted at the end of SSC
- All softcopies of documents are received from the on-ground tech team over email. The same is downloaded by our internal backend team and saved in Repository. The repository consists of scheme-wise folders. These scheme-wise folders have two job role-specific folders. These specific folders have Year wise and Month wise folders where all documents are saved in Batch specific folders. All Hard copies are filed and stored in the storeroom.

#### ***Result Review & Recheck Mechanism –***

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

# References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	The key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on-site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on-site
<b>Procedural Knowledge</b>	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.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
<b>Terminal Outcome</b>	The terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
AGR	Agriculture
DFT	Deep Flow Technique
DWC	Deep-Water Culture
EC	Electrical conductivity
NFT	Nutrient Film Technique
NOS	National Occupational Standard (s)
NSQF	National Skills Qualifications Framework
OJT	On-the-job Training
QP	Qualifications Pack
PVC	Polyvinyl Chloride
PwD	People with Disability
PPE	Personal Protective Equipment