

**CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE**

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

**Name and address of submitting body:**

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Government of India, Ministry of Skill Development and Entrepreneurship,  
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Next to Pusa ITI, Pusa Campus  
New Delhi - 110012

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

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

1. Competency-based curriculum (Annexure 1)
2. Advertisements of different organisations for posts relevant to NTC in the trade

**Model Curriculum to be added which will include the following:**

- **Indicative list of tools/equipment to conduct the training:** Enclosed with curricula
- **Trainers qualification:** Indicated in the curriculum
- **Lesson Plan:** All NCVT curricula are designed indicating specific practical to be carried out during training along with details of trade theory. Based on this the concerned instructor prepares the Lesson Plan with support of Reference Books and IMPs developed by DGT.
- **Distribution of training duration into theory/practical/OJT component:** Indicated in the curriculum.

## SUMMARY

|    |                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                         |
|----|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | <b>Qualification Title</b>                                                                                        | ‘Horticulture’                                                                                                                                                                                                                                                                                                                                                          |
| 2  | <b>Qualification Code, if any</b>                                                                                 | N/A                                                                                                                                                                                                                                                                                                                                                                     |
| 3  | <b>NCO code and occupation</b>                                                                                    | 6113.0301 – Gardener, General<br>6113.0200 – Nurseryman<br>6113.0100 – Planter                                                                                                                                                                                                                                                                                          |
| 4  | <b>Nature and purpose of the qualification (Please specify whether qualification is short term or long term)</b>  | National Council for Vocational Training (NCVT)<br>(long term qualification)                                                                                                                                                                                                                                                                                            |
| 5  | <b>Body/bodies which will award the qualification</b>                                                             | <b>National Council for Vocational Training (NCVT)</b><br>affiliates the ITIs as per DGT guidelines issued from time to time.                                                                                                                                                                                                                                           |
| 6  | <b>Body which will accredit providers to offer courses leading to the qualification</b>                           | National Council for Vocational Training (NCVT)                                                                                                                                                                                                                                                                                                                         |
| 7  | <b>Whether accreditation/affiliation norms are already in place or not, if applicable (if yes, attach a copy)</b> | Yes.<br>The accreditation/ affiliation norms for all training providers are as per DGT guidelines issued from time to time with approval of NCVT.                                                                                                                                                                                                                       |
| 8  | <b>Occupation(s) to which the qualification gives access</b>                                                      | Horticulture has a wide scope of Employability ranging from self-employment, contractual employment to Industrial jobs. On successful completion of this course, the candidates shall be gainfully employed in the industries for following occupations: <ul style="list-style-type: none"> <li>• Gardener, General</li> <li>• Nurseryman</li> <li>• Planter</li> </ul> |
| 9  | <b>Job description of the occupation</b>                                                                          | The person knows about importance of different elements of weather and climate of agriculture. He/she is responsible for cultivation of vegetables & spices; flowers, climbers, foliages & other crops; management of potted plants; layout of plots and gardens; pest management; inventory control & maintenance of records.                                          |
| 10 | <b>Licensing requirements</b>                                                                                     | N/A                                                                                                                                                                                                                                                                                                                                                                     |
| 11 | <b>Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)</b>          | N/A                                                                                                                                                                                                                                                                                                                                                                     |
| 12 | <b>Level of the qualification in the NSQF</b>                                                                     | Level 4                                                                                                                                                                                                                                                                                                                                                                 |

|           |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                       |                                |
|-----------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------|
| <b>13</b> | <b>Anticipated volume of training/learning required to complete the qualification</b>         | <b>Sl. No.</b>                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Course Element</b>                 | <b>Notional Training Hours</b> |
|           |                                                                                               | 1.                                                                                                                                                                                                                                                                                                                                                                                                              | Professional Skill (Trade Practical)  | 1290                           |
|           |                                                                                               | 2.                                                                                                                                                                                                                                                                                                                                                                                                              | Professional Knowledge (Trade Theory) | 258                            |
|           |                                                                                               | 3.                                                                                                                                                                                                                                                                                                                                                                                                              | Employability Skills                  | 110                            |
|           |                                                                                               | 4.                                                                                                                                                                                                                                                                                                                                                                                                              | Extracurricular activities            | 62                             |
|           |                                                                                               | 5.                                                                                                                                                                                                                                                                                                                                                                                                              | Project work                          | 160                            |
|           |                                                                                               | 6.                                                                                                                                                                                                                                                                                                                                                                                                              | Revision & Examination                | 200                            |
|           |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Total</b>                          | <b>2080</b>                    |
| <b>14</b> | <b>Indicative list of training tools required to deliver this qualification</b>               | As per Annexure enclosed in the curriculum                                                                                                                                                                                                                                                                                                                                                                      |                                       |                                |
| <b>15</b> | <b>Entry requirements and/or recommendations and minimum age</b>                              | Passed 10 <sup>th</sup> class examination under 10+2 system of education                                                                                                                                                                                                                                                                                                                                        |                                       |                                |
| <b>16</b> | <b>Progression from the qualification (Please show Professional and academic progression)</b> | <ul style="list-style-type: none"> <li>Can join Apprenticeship programme in different types of industries leading to National Apprenticeship certificate (NAC).</li> <li>Can join as Horticultural consultants, Horticultural technician, Plant Care Worker, Nursery Staffer, Pest Management, Horticultural Inspector, Gardener, General, Nurseryman, Planter.</li> </ul>                                      |                                       |                                |
| <b>17</b> | <b>Arrangements for the Recognition of Prior learning (RPL)</b>                               | <ol style="list-style-type: none"> <li>At present the students who have passed 10<sup>th</sup> class with minimum 3 years' experience in relevant field can appear for NCVT theory and practical semester examination directly.</li> <li>The students who have passed SCVT examination in 'Horticulture' trade can also appear for the NCVT Examination in the relevant semester and Trade directly.</li> </ol> |                                       |                                |
| <b>18</b> | <b>International comparability where known (research evidence to be provided)</b>             | <ol style="list-style-type: none"> <li>Existence of any official document suggesting the comparability of the qualification with the qualifications in other countries is not known.</li> <li>However, ITI passed out trainees are getting employment in many Gulf countries, European countries, Australia, New Zealand, Singapore etc.</li> </ol>                                                             |                                       |                                |
| <b>19</b> | <b>Date of planned review of the qualification.</b>                                           | March 2023                                                                                                                                                                                                                                                                                                                                                                                                      |                                       |                                |
| <b>20</b> | <b>Formal structure of the qualification</b>                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                       |                                |
|           | <b>Mandatory components</b>                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                       |                                |

|        | <b>Title of component and identification code/NOSs/ Specific Learning outcomes</b>                                                                                           | <b>Estimated size (learning hours)</b> | <b>Level</b> |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--------------|
| (i)    | Identify metrological instruments and understand the diversity within the profession of horticulture.                                                                        | 120                                    | 4            |
| (ii)   | Plan and prepare Life cycles of plants, scope of horticulture and introduction to fruits, flowers & vegetables.                                                              | 40                                     | 4            |
| (iii)  | Identify fruits and vegetables.                                                                                                                                              | 40                                     | 4            |
| (iv)   | Install Agro-meteorology instruments, analyze metrological data and record the data.                                                                                         | 120                                    | 4            |
| (v)    | Identify, select and maintain different farm power machinery.                                                                                                                | 80                                     | 4            |
| (vi)   | Measure physical and chemical properties of soil, soil pH, different methods and ingredient use for correction of Acid soil.                                                 | 80                                     | 4            |
| (vii)  | Plan, install different irrigation systems. Water lifting systems and assessment of water quality. Perform different methods of irrigation.                                  | 40                                     | 4            |
| (viii) | Identify different types of soil, methods of soil sampling and collection, study on soil physical characters, Interpret soil test reports, different soil correction methods | 40                                     | 4            |
| (ix)   | Analyze Soil water holding capacity, Different methods and ingredient used for correction of Saline soil. Field visit for identification of soil problems.                   | 40                                     | 4            |
| (x)    | Plan and execute different soil correction method through drainage and agronomic practices.                                                                                  | 40                                     | 4            |
| (xi)   | Measure Soil fertility and apply soil fertility management for improvement of fertility of soil.                                                                             | 40                                     | 4            |

|                      |                                                                                                                                                                                       |     |   |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---|
| (xii)                | Apply integrated nutrient Management system (INMS) in the field.                                                                                                                      | 40  | 4 |
| (xiii)               | Identify, prepare and apply Bio-fertilizers.                                                                                                                                          | 80  | 4 |
| (xiv)                | Identify the role of major and minor plant nutrients and its deficiency symptoms.                                                                                                     | 40  | 4 |
| <b>Semester – II</b> |                                                                                                                                                                                       |     |   |
| (xv)                 | Produce different types of fruits, vegetables and flowers as per the requirements.                                                                                                    | 40  | 4 |
| (xvi)                | Develop the Cultivation techniques and methods of different fruit crops & vegetables.                                                                                                 | 80  | 4 |
| (xvii)               | Plan and execute different garden layouts and design.                                                                                                                                 | 80  | 4 |
| (xviii)              | Identify and select different Vegetative propagation method & use of plant hormones.                                                                                                  | 40  | 4 |
| (xix)                | Perform propagation techniques of cutting, grafting, budding and layering.                                                                                                            | 40  | 4 |
| (xx)                 | Develop the skill for Vegetable and fruit processing and its preservation. Techniques on preparation of jam, jelly, squash, sauce, pickle, ketchup etc. its preservation and storage. | 40  | 4 |
| (xxi)                | Develop the Cultivation technique of different vegetables and spice crops.                                                                                                            | 80  | 4 |
| (xxii)               | Perform on Floriculture and cultivation technique of different Flowers, Climbers, Foliages and Medicinal plants and decorate.                                                         | 160 | 4 |
| (xxiii)              | Perform Cultivation techniques of Betel Vine and Mushroom farming.                                                                                                                    | 80  | 4 |
| (xxiv)               | Identify Pest Management Practice and control of Pest and Diseases of Horticultural Crops.                                                                                            | 80  | 4 |
| (xxv)                | Identify and select Techniques on Seed Production, Processing and                                                                                                                     | 80  | 4 |

## NSQF QUALIFICATION FILE

### *Horticulture*

|                           |                                                                                                                       |                                            |                 |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------|
|                           | Packaging.                                                                                                            |                                            |                 |
| (xxvi)                    | Maintain the record viz. Inventory Control, Maintenance of Records and Store management.                              | 40                                         | 4               |
| (xxvii)                   | Develop the method of Market study, Survey and Legal requirement for Trading for the development of entrepreneurship. | 40                                         | 4               |
| (xxviii)                  | <b>Revision, Project work and Examination</b>                                                                         | <b>360</b>                                 | <b>4</b>        |
|                           | <b>Sub Total (A)</b>                                                                                                  | <b>2080</b>                                | <b>4</b>        |
|                           | <b>Optional components</b>                                                                                            | <b>N/A (All components are compulsory)</b> |                 |
|                           | <b>Title of component and identification code/NOSs/ Learning outcomes</b>                                             | <b>Estimated size (learning hours)</b>     | <b>Level</b>    |
|                           |                                                                                                                       |                                            |                 |
|                           |                                                                                                                       |                                            |                 |
|                           | <b>Sub Total (B)</b>                                                                                                  |                                            |                 |
| <b><u>Total (A+B)</u></b> |                                                                                                                       | <b><u>2080</u></b>                         | <b><u>4</u></b> |

## SECTION 1

### ASSESSMENT

| 21              | <b>Body/Bodies which will carry out assessment:</b><br>National Council for Vocational Training (NCVT)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    |  |  |         |                            |                                    |    |           |     |    |              |                                                                                                    |    |                      |    |                     |    |        |  |     |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--|--|---------|----------------------------|------------------------------------|----|-----------|-----|----|--------------|----------------------------------------------------------------------------------------------------|----|----------------------|----|---------------------|----|--------|--|-----|
| 22              | <b>How will RPL assessment be managed and who will carry it out?</b><br><div>1. At present the students who have passed 10th class with minimum 3 years' experience can appear for NCVT theory and practical semester examination directly.</div> <div>2. The students who have passed SCVT examination in 'Horticulture' trade can also appear for the NCVT Examination in the relevant semester and Trade directly. NCVT will carry out the assessment and State Directorates advertise in newspapers for informing the prospective candidates.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                    |  |  |         |                            |                                    |    |           |     |    |              |                                                                                                    |    |                      |    |                     |    |        |  |     |
| 23              | <b>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</b><br><b>(1) Assessment process:</b><br>The assessment for the semester-based qualification is carried out by conducting formative assessments, and end-of-semester examinations. The internal assessments for theory subjects and practical are conducted by the concerned instructors for evaluating the knowledge and skill acquired by trainees and the behavioural transformation of the trainees. This internal assessment is primarily carried out by collecting evidence of competence gained by the trainees by evaluating them at work based on assessment criteria, asking questions and initiating formative discussions to assess understanding and by evaluating records and reports, and sessional marks are awarded to them. Theory and practical examinations are conducted in Trade theory, and Employability Skills. The question papers for the theory Examinations contain objective type questions. Trade practical examinations are conducted by the respective State Governments. However, the question papers for the Trade practical are prepared by NCVT.<br>The marking pattern and distribution of marks for the qualification are as under: <table><tr><th colspan="3">Marking Pattern</th></tr><tr><th>Sl. No.</th><th>Subject for the trade test</th><th>Maximum marks for the each subject</th></tr><tr><td>a)</td><td>Practical</td><td>100</td></tr><tr><td>b)</td><td>Trade Theory</td><td rowspan="2">80 Objective type Written test of 80 marks (Trade Theory 30 marks &amp; Employability Skills 50 marks)</td></tr><tr><td>c)</td><td>Employability Skills</td></tr><tr><td>d)</td><td>Internal assessment</td><td>20</td></tr><tr><td colspan="2">TOTAL:</td><td>200</td></tr></table><br><b>(2) Minimum pass marks:</b> | Marking Pattern                                                                                    |  |  | Sl. No. | Subject for the trade test | Maximum marks for the each subject | a) | Practical | 100 | b) | Trade Theory | 80 Objective type Written test of 80 marks (Trade Theory 30 marks & Employability Skills 50 marks) | c) | Employability Skills | d) | Internal assessment | 20 | TOTAL: |  | 200 |
| Marking Pattern |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                    |  |  |         |                            |                                    |    |           |     |    |              |                                                                                                    |    |                      |    |                     |    |        |  |     |
| Sl. No.         | Subject for the trade test                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Maximum marks for the each subject                                                                 |  |  |         |                            |                                    |    |           |     |    |              |                                                                                                    |    |                      |    |                     |    |        |  |     |
| a)              | Practical                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 100                                                                                                |  |  |         |                            |                                    |    |           |     |    |              |                                                                                                    |    |                      |    |                     |    |        |  |     |
| b)              | Trade Theory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 80 Objective type Written test of 80 marks (Trade Theory 30 marks & Employability Skills 50 marks) |  |  |         |                            |                                    |    |           |     |    |              |                                                                                                    |    |                      |    |                     |    |        |  |     |
| c)              | Employability Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                    |  |  |         |                            |                                    |    |           |     |    |              |                                                                                                    |    |                      |    |                     |    |        |  |     |
| d)              | Internal assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20                                                                                                 |  |  |         |                            |                                    |    |           |     |    |              |                                                                                                    |    |                      |    |                     |    |        |  |     |
| TOTAL:          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 200                                                                                                |  |  |         |                            |                                    |    |           |     |    |              |                                                                                                    |    |                      |    |                     |    |        |  |     |

The minimum pass percentage for practical is 60% & minimum pass percentage of theory subjects is 40%. For the purposes of determining the overall result, 50% weightage is applied to the result of each semester examination.

**(3) Testing and certifications for the course:**

- OMR sheet based question paper.
- A panel of expert paper setters, who are graduates in the concerned field with minimum 5-7 years experience, is prepared for setting question papers for the Trade. The panel is vetted by the Member Secretary, NCVT.
- Paper setters are appointed from the panel after the approval of the competent authority for setting the question paper.
- The question papers are then moderated by the Board of Moderation to see if the paper is set as per the requirement and syllabus.
- The manuscripts of the moderated question papers are sent to Government Printing Presses for printing.
- Printed question papers, packed in sealed covers, are despatched to Banks/Police Stations for keeping in safe custody.
- The question papers are handed over to the Chairman/Principal of the Testing Centre two hours before the commencement of the Examination.
- An Examination Board consisting of representatives of industry/Employer/State Government are set up to supervise and monitor the conduct of Examinations at every Centre.
- Theory and practical Examinations are carried out with invigilators/examiners with the overall supervision of the Examination Board.
- Examiners called for evaluation of practical should have minimum technical qualification of a Diploma in the respective engineering field. However, when diploma holders not available, the qualification is suitably relaxed.
- Examiners for practical Examinations are appointed preferably from Polytechnics/ Engineering colleges/ Industry of repute/ Government Departments or from amongst retired qualified personnel possessing requisite qualifications and sufficient experience in the trade/discipline.
- Each State Directorate prepares a panel of Examiners according to the norms as mentioned above and the Examiners are appointed from the panel.
- Flying squads from State Governments as well as the Central Government are constituted to check malpractices during the conduct of Examinations.
- OMR based answer sheets are evaluated by the third party evaluator only. Third party evaluator is selected for three years by open bidding process.
- Evaluation of every practical examination is carried out by the concerned examiner (from industry/ polytechnics) with the overall supervision of the Examination Board in a free and fair manner as per the assessment criteria.
- Till 2014, the marks were compiled by the State Governments as per NCVT guidelines and the results were declared by the State Governments. At present, the marks are compiled by NCVT on its portal [www.ncvtmis.gov.in](http://www.ncvtmis.gov.in) and the results are declared by the State Governments.
- The successful trainees are awarded National Trade Certificates.

**Overall assessment strategy:**

Assessment of the qualification evaluates trainees to show that they can integrate

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|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>knowledge, skills and values for carrying out relevant tasks as per the defined assessable outcomes and assessment criteria. The trainees may choose the preferred language for assessment. The underlying principle of assessment is fairness and transparency. While assessing the trainee, assessor is directed to assess as per the defined assessment criteria against the assessable outcomes. The evidence of the competence acquired by the trainees can be obtained by conducting theory and practical examinations, observing the trainees at work, asking questions and initiating formative discussions to assess understanding and evaluating records and reports. The ultimate objective of the assessment is to assess the candidates as per the defined assessment criteria for the assessable/ learning outcomes.</p> <p><b>Specific Arrangements for assessment:</b></p> <ul style="list-style-type: none"> <li>• Assessment is outcome-based.</li> <li>• There are formative and summative assessments in Theory and Practical.</li> <li>• Assessment is carried out in Trade theory, Trade Practical, and Employability Skills.</li> <li>• While Trade Theory and Trade Practical are used for assessing Trade-related jobs, and Employability skills is used to test the communication and language skills of the trainee.</li> <li>• In addition to demonstration of theory and practical knowledge, trainees get a chance to present total personality.</li> </ul> <p><b>Quality assurance activities:</b></p> <ul style="list-style-type: none"> <li>• Question papers are set by external paper setters</li> <li>• Evaluation of Theory Examinations is done by third-part agency. Third party evaluator is selected for three years by open bidding process.</li> <li>• Trade Practical is examined by External Examiner (as explained above).</li> </ul> |
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Please attach most relevant and recent documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

**ASSESSMENT EVIDENCE**

**Complete a grid for each component as listed in “Formal structure of the qualification” in the Summary.**

*NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – i.e. Learning Outcomes to be assessed, assessment criteria and the means of assessment.*

**24. Assessment evidences**

**Title of Component: Horticulture**

**Means of assessment 1**

Assessment will be evidence based comprising the following:

- Job carried out in labs/workshop
- Record book/ daily diary
- Answer sheet of assessment
- Viva-voce
- Progress chart
- Attendance and punctuality
- Assignment
- Project work

**Means of assessment 2**

Add boxes as required.

**Pass/Fail**

The minimum pass percentage for practical is 60% & minimum pass percentage of theory subjects is 40%. For the purposes of determining the overall result, 50% weightage is applied to the result of each semester examination.

**GENERIC LEARNING/ ASSESSABLE OUTCOME:**

| Outcomes to be assessed/ NOSs to be assessed | Assessment criteria for the outcome                                                                                                                                        |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Apply safe working practices              | 1.1 Follow and maintain procedures to achieve a safe working environment in line with occupational health and safety regulations and requirements and according to policy. |
|                                              | 1.2 Recognize and report all unsafe situations                                                                                                                             |

|                                                         |                                                                                                                                                                                |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | according to policy.                                                                                                                                                           |
|                                                         | 1.3 Identify and take necessary precautions on fire and safety hazards and report according to work policy and procedures.                                                     |
|                                                         | 1.4 Identify, handle and store / dispose-off dangerous goods and substances according to policy and procedures following safety regulations and requirements.                  |
|                                                         | 1.5 Identify and observe policies and procedures in regard to illness or accident.                                                                                             |
|                                                         | 1.6 Identify safety alarms accurately.                                                                                                                                         |
|                                                         | 1.7 Report supervisor/ Competent of authority in the event of accident or sickness of any staff and record accident details correctly according to accident/injury procedures. |
|                                                         | 1.8 Identify and observe evacuation procedures according to site policy.                                                                                                       |
|                                                         | 1.9 Identify Personal Productive Equipment (PPE) and use the same as per related working environment.                                                                          |
|                                                         | 1.10 Identify basic first aid and use them under different circumstances.                                                                                                      |
|                                                         | 1.11 Identify different fire extinguisher and use the same as per requirement.                                                                                                 |
|                                                         |                                                                                                                                                                                |
| 2. Comply environment regulation and housekeeping       | 2.1 Identify environmental pollution & contribute to the avoidance of instances of environmental pollution.                                                                    |
|                                                         | 2.2 Deploy environmental protection legislation & regulations.                                                                                                                 |
|                                                         | 2.3 Take opportunities to use energy and materials in an environmentally friendly manner.                                                                                      |
|                                                         | 2.4 Avoid waste and dispose waste as per procedure.                                                                                                                            |
|                                                         | 2.5 Recognize different components of 5S and apply the same in the working environment.                                                                                        |
|                                                         |                                                                                                                                                                                |
| 3. Interpret & use company and technical communication. | 3.1 Obtain sources of information and recognize information.                                                                                                                   |
|                                                         | 3.2 Use and draw up technical drawings and documents.                                                                                                                          |
|                                                         | 3.3 Use documents and technical regulations and occupationally related provisions.                                                                                             |
|                                                         | 3.4 Conduct appropriate and target oriented discussions with higher authority and within the team.                                                                             |
|                                                         | 3.5 Present facts and circumstances, possible solutions & use English special terminology.                                                                                     |
|                                                         | 3.6 Resolve disputes within the team                                                                                                                                           |
|                                                         | 3.7 Conduct written communication.                                                                                                                                             |
|                                                         |                                                                                                                                                                                |
| 4. Understand and apply the                             | 4.1 Semester examination to test the concept in                                                                                                                                |

|                                                                                                                                        |                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| concept in productivity, quality tools, and labour welfare legislation in day to day work to improve productivity & quality.           | productivity, quality tools and labour welfare legislation.                                                              |
|                                                                                                                                        | 4.2 Applications will be assessed during execution of assessable outcome.                                                |
| 5. Explain energy conservation, global warming and pollution and contribute in day to day work by optimally using available resources. | 5.1 Semester examination to test knowledge on energy conservation, global warming and pollution.                         |
|                                                                                                                                        | 5.2 Their applications will be assessed during execution of assessable outcome.                                          |
| 6. Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal & societal growth.     | 6.1 Semester examination to test knowledge on personnel finance, entrepreneurship.                                       |
|                                                                                                                                        | 6.2 Their applications will be assessed during execution of assessable outcome.                                          |
| 7. Utilize basic computer applications and internet to take benefit of IT developments in the industry.                                | 7.1 Semester examination to test knowledge on basic computer working, basic operating system and uses internet services. |
|                                                                                                                                        | 7.2 Their applications will be assessed during execution of assessable outcome.                                          |

### Specific Assessable Outcome:

| LEARNING / ASSESSABLE OUTCOME                                                                               | ASSESSMENT CRITERIA                                                                                           |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>SEMESTER-I</b>                                                                                           |                                                                                                               |
| 8. Identify and aware the metrological instruments and the diversity within the profession of horticulture. | 8.1 Importance of different elements of weather and climate in agriculture.                                   |
|                                                                                                             | 8.2 Knowledge on different agro-climatic regions of the country.                                              |
|                                                                                                             | 8.3 Knowledge on crops grown relating to seasonal pattern, its field preparation methods, sowing and harvest. |
|                                                                                                             | 8.4 Identify different meteorological instruments and its use.                                                |
|                                                                                                             | 8.5 Observe the different meteorological data and draw sketches.                                              |
|                                                                                                             | 8.6 Knowledge on fundamentals of horticulture.                                                                |
|                                                                                                             | 8.7 Identification of plants based on botanical classification.                                               |

|                                                                                                                   |       |                                                                                              |
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|                                                                                                                   | 8.8   | List-out common names and botanical names                                                    |
|                                                                                                                   | 8.9   | Describe the commercial importance of horticulture plants.                                   |
|                                                                                                                   |       |                                                                                              |
| 9. Plan and prepare Life cycles of plants, scope of horticulture and introduction to fruits, flowers & vegetables | 9.1   | Knowledge on classification of horticultural plants.                                         |
|                                                                                                                   | 9.2   | Knowledge on fruits, flowers and vegetables.                                                 |
|                                                                                                                   | 9.3   | Illustrate the life cycles of selected plants through sketches and diagram.                  |
|                                                                                                                   | 9.4   | List out common fruits and vegetables in the country according to agro-ecological situation. |
|                                                                                                                   |       |                                                                                              |
| 10. Identify fruits and vegetables.                                                                               | 10.1  | Knowledge on classification of fruits and vegetables based on season and edible parts.       |
|                                                                                                                   | 10.2  | Identify fruits on the basis of shape, color, aroma etc.                                     |
|                                                                                                                   | 10.3  | Identify fruits and vegetables through field study.                                          |
|                                                                                                                   |       |                                                                                              |
| 11. Install Agro-meteorology instruments, analyze metrological data and record the data.                          | 11.1  | Knowledge on different special weather phenomena and hazard weather events.                  |
|                                                                                                                   | 11.2  | Knowledge on the effect of natural disasters on crops and crop management.                   |
|                                                                                                                   | 11.3  | Install meteorological instruments                                                           |
|                                                                                                                   | 11.4  | Knowledge of weather forecasting and its implication.                                        |
|                                                                                                                   | 11.5  | Analyze different meteorological data.                                                       |
|                                                                                                                   | 11.6  | Knowledge on metric system of area and weights.                                              |
|                                                                                                                   | 11.7  | Calculate weight and measures                                                                |
|                                                                                                                   | 11.8  | Convert units of weights, acres to hectares.                                                 |
|                                                                                                                   | 11.9  | Knowledge on land records, cadastral map, measurement of plots.                              |
|                                                                                                                   | 11.10 | Perform the use of electrical balance for measuring milligram fractions of chemicals.        |
|                                                                                                                   |       |                                                                                              |
| 12. Identify, select and maintain different farm power machinery.                                                 | 12.1  | Knowledge on Farm power machinery.                                                           |
|                                                                                                                   | 12.2  | Knowledge on different agricultural implements, harvesting and post harvest equipments.      |
|                                                                                                                   | 12.3  | Identify different farm implements.                                                          |
|                                                                                                                   | 12.4  | Demonstrate ploughing, harrowing and laddering.                                              |
|                                                                                                                   | 12.5  | Demonstrate the handling and care of seed drill, wheel hoe, sprayer, duster, pedal thresher. |

|                                                                                                                                                 |       |                                                                                                                                         |
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|                                                                                                                                                 | 12.6  | Calibrate and fix seed drill, wheel hoe, padday weeder, MB plough.                                                                      |
|                                                                                                                                                 | 12.7  | Demonstrate the operation of pump set.                                                                                                  |
|                                                                                                                                                 | 12.8  | Identify parts of farm implements and draw sketches.                                                                                    |
|                                                                                                                                                 | 12.9  | Knowledge on farm power, farm electricity and electrical power driven machineries like motors.                                          |
|                                                                                                                                                 | 12.10 | Knowledge on renewable sources of energy devices.                                                                                       |
|                                                                                                                                                 | 12.11 | Use of tractor, power tillers and rotavator.                                                                                            |
|                                                                                                                                                 | 12.12 | Identify different plant parts and demonstrate germination.                                                                             |
|                                                                                                                                                 |       |                                                                                                                                         |
| 13. Measure physical and chemical properties of soil, soil pH, different methods and ingredient use for correction of Acid soil.                | 13.1  | Knowledge on soil properties and its formation                                                                                          |
|                                                                                                                                                 | 13.2  | Knowledge on different soil management practices like soil moisture conservation technique, soil erosion control and soil conservation. |
|                                                                                                                                                 | 13.3  | Knowledge on properties of water and water conservation                                                                                 |
|                                                                                                                                                 | 13.4  | Methods of water harvesting                                                                                                             |
|                                                                                                                                                 | 13.5  | Identify watershed resources and drawing of watershed maps                                                                              |
|                                                                                                                                                 | 13.6  | Knowledge on aquifer and aquifer recharging technique.                                                                                  |
|                                                                                                                                                 | 13.7  | Knowledge on chemical properties of soil.                                                                                               |
|                                                                                                                                                 | 13.8  | List out different methods for correction of acid soil.                                                                                 |
|                                                                                                                                                 | 13.9  | Execute measurement of soil pH by litmus method and electronic pH meter.                                                                |
|                                                                                                                                                 | 13.10 | Determine the rate of application of lime, sludge, wood ash, dolomite, basic slag and rock phosphate for correction of acid soil.       |
|                                                                                                                                                 |       |                                                                                                                                         |
| 14. Plan, install different irrigation systems. Water lifting systems and assessment of water quality. Perform different methods of irrigation. | 14.1  | Knowledge on irrigation                                                                                                                 |
|                                                                                                                                                 | 14.2  | Concept on different type and methods of irrigation                                                                                     |
|                                                                                                                                                 | 14.3  | Methods of water lifting                                                                                                                |
|                                                                                                                                                 | 14.4  | Knowledge on water quality                                                                                                              |
|                                                                                                                                                 | 14.5  | Install different irrigation systems                                                                                                    |
|                                                                                                                                                 | 14.6  | Methods for control of water loss                                                                                                       |
|                                                                                                                                                 | 14.7  | Knowledge on drainage, its type and control technique                                                                                   |
|                                                                                                                                                 |       |                                                                                                                                         |
| 15. Identify different types of soil,                                                                                                           | 15.1  | Knowledge on physical soil properties like soil                                                                                         |

|                                                                                                                                                                |                                                                                                                        |
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| methods of soil sampling and collection, study on soil physical characters, Interpret soil test reports, different soil correction methods                     | texture, porosity, bulk density, particle density.                                                                     |
|                                                                                                                                                                | 15.2 Knowledge on soil structure, water holding capacity, pH, EC, CEC, soil solution.                                  |
|                                                                                                                                                                | 15.3 Identify soil by its texture                                                                                      |
|                                                                                                                                                                | 15.4 Demonstrate soil sampling method, collection of soil, and procedure for sending to soil testing laboratory        |
|                                                                                                                                                                | 15.5 Analyze and interpret soil and fertilizer testing report.                                                         |
|                                                                                                                                                                | 15.6 Knowledge different soil correction methods.                                                                      |
|                                                                                                                                                                |                                                                                                                        |
| 16. Analyze Soil water holding capacity, Different methods and ingredient used for correction of Saline soil. Field visit for identification of soil problems. | 16.1 Determine soil water holding capacity                                                                             |
|                                                                                                                                                                | 16.2 Knowledge on correction of saline soil.                                                                           |
|                                                                                                                                                                | 16.3 List out different methods for correction of saline soil.                                                         |
|                                                                                                                                                                | 16.4 Methods of cultivating salt tolerant crops                                                                        |
|                                                                                                                                                                | 16.5 Select saline, acid soil and identify the problem                                                                 |
|                                                                                                                                                                |                                                                                                                        |
| 17. Plan and execute different soil correction method through drainage and agronomic practices.                                                                | 17.1 Knowledge on correction methods of Alkaline soil.                                                                 |
|                                                                                                                                                                | 17.2 Determine the rate of application of Sulphur and Gypsum for correction of alkaline soil.                          |
|                                                                                                                                                                | 17.3 Knowledge on soil organic matter.                                                                                 |
|                                                                                                                                                                | 17.4 Knowledge on the effect of organic matter on soil properties, soil microbes, soil fertility and C/N ratio of soil |
|                                                                                                                                                                | 17.5 Methods of recycling of organic matter.                                                                           |
|                                                                                                                                                                | 17.6 Identification of Azolla, BGA, its method of collection and multiplication.                                       |
|                                                                                                                                                                |                                                                                                                        |
| 18. Measure Soil fertility and apply soil fertility management for improvement of fertility of soil                                                            | 18.1 Knowledge on soil fertility and soil fertility management.                                                        |
|                                                                                                                                                                | 18.2 Knowledge on fertilizer and organic manures.                                                                      |
|                                                                                                                                                                | 18.3 List out different methods of composting                                                                          |
|                                                                                                                                                                | 18.4 Differentiate between FYM, sludge, poultry manure, vermicompost and NADEP compost.                                |
|                                                                                                                                                                | 18.5 Execute the process of vermicompost and NADEP compost                                                             |
|                                                                                                                                                                | 18.6 Evaluate the nutrient content of FYM, sludge, poultry manure, vermicompost and NADEP compost.                     |
|                                                                                                                                                                | 18.7 Describe the role of different organic matter on improving soil quality.                                          |

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|                                                                                        |                                                                                                                                                     |
| 19. Apply integrated nutrient Management system (INMS) in the field.                   | 19.1 Knowledge on Integrated nutrient management system (INMS)                                                                                      |
|                                                                                        | 19.2 Knowledge on green manure crops, its cultivation and package of practice.                                                                      |
|                                                                                        | 19.3 Identify seeds of different green manure crops.                                                                                                |
|                                                                                        | 19.4 Identify different green manure crops.                                                                                                         |
|                                                                                        | 19.5 List out different green manure crops.                                                                                                         |
|                                                                                        | 19.6 Demonstrate and describe the methods of incorporation of green manure crops for improving soil fertility.                                      |
|                                                                                        |                                                                                                                                                     |
| 20. Identify, prepare and apply Bio-fertilizers                                        | 20.1 Knowledge on bio-fertilizer, its concept and classification.                                                                                   |
|                                                                                        | 20.2 Identify different biofertilizers                                                                                                              |
|                                                                                        | 20.3 Prepare different biofertilizers                                                                                                               |
|                                                                                        | 20.4 Demonstrate field application technique of biofertilizers.                                                                                     |
|                                                                                        | 20.5 Describe the use of different biofertilizers like <i>Azotobacter sp.</i> , Phosphate and Potash solubilizing bacteria and <i>Rhizobium sp.</i> |
|                                                                                        | 20.6 Knowledge on mycorrhiza, its availability, propagation and field application.                                                                  |
|                                                                                        |                                                                                                                                                     |
| 21. Identify the role of major and minor plant nutrients and its deficiency symptoms.  | 21.1 Knowledge on major and minor plant nutrient elements.                                                                                          |
|                                                                                        | 21.2 List out major and minor plant nutrients and their role.                                                                                       |
|                                                                                        | 21.3 Identify fertilizer and micronutrient containing chemicals.                                                                                    |
|                                                                                        | 21.4 Identify deficiency symptoms of nutrient elements                                                                                              |
|                                                                                        | 21.5 Knowledge on the practice of different methods of micro-nutrients application.                                                                 |
|                                                                                        | 21.6 Knowledge on chemical fertilizers                                                                                                              |
|                                                                                        | 21.7 List out different chemical fertilizers                                                                                                        |
|                                                                                        | 21.8 Calculate different chemical fertilizer doses for field application.                                                                           |
|                                                                                        | 21.9 Determine the time for fertilizer application.                                                                                                 |
| <b>SEMESTER-II</b>                                                                     |                                                                                                                                                     |
| 22. Produce different types of fruits, vegetables and flowers as per the requirements. | 22.1 Knowledge on present situation and scope of horticultural development.                                                                         |
|                                                                                        | 22.2 Knowledge on different schemes in horticulture.                                                                                                |
|                                                                                        | 22.3 Identify the distribution area, productivity of                                                                                                |

|                                                                                           |      |                                                                                                                                          |
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|                                                                                           |      | different fruits, vegetables and flowers.                                                                                                |
|                                                                                           | 22.4 | Illustrate the importance of fruits and vegetables as protective food.                                                                   |
|                                                                                           | 22.5 | List out the nutritional composition and value of fruits and vegetables.                                                                 |
|                                                                                           | 22.6 | Knowledge on daily requirement of fruits and vegetables per person                                                                       |
|                                                                                           |      |                                                                                                                                          |
| 23. Develop the Cultivation techniques and methods of different fruit crops & vegetables. | 23.1 | Knowledge on cultivation technique of different fruit crops.                                                                             |
|                                                                                           | 23.2 | Knowledge on management of orchards                                                                                                      |
|                                                                                           | 23.3 | Demonstrate preparation of seed beds, sowing of seeds, seed treatment, transplanting and watering and its management.                    |
|                                                                                           | 23.4 | Depict protection measures against adverse environment.                                                                                  |
|                                                                                           | 23.5 | Knowledge on selection of planting materials, varieties, time of planting, spacing, manures and fertilizers and intercultural operation. |
|                                                                                           | 23.6 | Knowledge on harvesting time, grading and storage.                                                                                       |
|                                                                                           | 23.7 | Calculate crop yield.                                                                                                                    |
|                                                                                           | 23.8 | Demonstrate all necessary steps required for preparation of individual and group plots.                                                  |
|                                                                                           |      |                                                                                                                                          |
| 24. Plan and execute different garden layouts and design                                  | 24.1 | Knowledge on making layouts and design for different plots.                                                                              |
|                                                                                           | 24.2 | Knowledge on roof top gardening                                                                                                          |
|                                                                                           | 24.3 | Plan and execute home garden, roof top garden, individual instructional plots and field experimental design.                             |
|                                                                                           | 24.4 | Plan and execute plant nursery..                                                                                                         |
|                                                                                           | 24.5 | Design and execute landscape garden.                                                                                                     |
|                                                                                           |      |                                                                                                                                          |
| 25. Identify and select different Vegetative propagation method & use of plant hormones.  | 25.1 | Knowledge on vegetative propagation of fruits and flowers.                                                                               |
|                                                                                           | 25.2 | Demonstrate different vegetative propagation techniques.                                                                                 |
|                                                                                           | 25.3 | Knowledge on the role of plant hormones.                                                                                                 |
|                                                                                           | 25.4 | Demonstrate the role of plant hormones on vegetative propagation and crop production.                                                    |
|                                                                                           |      |                                                                                                                                          |
| 26. Perform propagation techniques of cutting, grafting, budding and layering.            | 26.1 | Knowledge on methods of cutting, grafting, budding and Layering                                                                          |
|                                                                                           | 26.2 | List out different techniques of grafting, budding                                                                                       |

|                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                               |
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|                                                                                                                                                                                            | and layering.                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                            | 26.3 Demonstrate different methods of grafting, budding and Layering.                                                                                                                                                                                                                         |
|                                                                                                                                                                                            | 26.4 Illustrate chip budding and T –budding with diagram.                                                                                                                                                                                                                                     |
|                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                               |
| 27. Develop the skill for Vegetable and fruit processing and its preservation. Techniques on preparation of jam, jelly, squash, sauce, pickle, ketchup etc. its preservation and storage.. | 27.1 Depict the methods of fruits and vegetable preservation.                                                                                                                                                                                                                                 |
|                                                                                                                                                                                            | 27.2 Describe the importance of preservation.                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                            | 27.3 Demonstrate the steps like grading, washing, peeling and dehydration of fruits and vegetable by electrical and solar power.                                                                                                                                                              |
|                                                                                                                                                                                            | 27.4 Demonstrate processing instruments and draw sketches                                                                                                                                                                                                                                     |
|                                                                                                                                                                                            | 27.5 Demonstrate the preparation of squash, jam, jelly, sauce & Pickles                                                                                                                                                                                                                       |
|                                                                                                                                                                                            | 27.6 Knowledge on use of preservatives                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                            | 27.7 Illustrate the storing method of the processed materials.                                                                                                                                                                                                                                |
|                                                                                                                                                                                            | 27.8 Knowledge on maintenance of processed food standard and quality.                                                                                                                                                                                                                         |
|                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                               |
| 28. Develop the Cultivation technique of different vegetables and spice crops.                                                                                                             | 28.1 Knowledge on cultivation of vegetables and spices                                                                                                                                                                                                                                        |
|                                                                                                                                                                                            | 28.2 Identify good planting materials and variety (OP and F1 Hybrid)                                                                                                                                                                                                                          |
|                                                                                                                                                                                            | 28.3 Illustrate selection of suitable climate and planting time.                                                                                                                                                                                                                              |
|                                                                                                                                                                                            | 28.4 Demonstrate package of practice of different vegetables and spices like preparation of seed bed, transplanting, spacing for planting, dose of fertilizers and manures, intercultural operations, INMS, harvesting, grading, storage, transportation and marketing.                       |
|                                                                                                                                                                                            | 28.5 Demonstrate rising of individual and community plots of Vegetables and spices.                                                                                                                                                                                                           |
|                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                               |
| 29. Perform on Floriculture and cultivation technique of different Flowers, Climbers, Foliages and Medicinal plants and decorate.                                                          | 29.1 Knowledge on floriculture                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                            | 29.2 Identify different flowers, climbers and foliages                                                                                                                                                                                                                                        |
|                                                                                                                                                                                            | 29.3 Illustrate the package of practice of different flowers, climbers and foliages like selection of clone, cutting, budding, grafting, layering, preparation of seed bed, transplanting, spacing for planting, dose of fertilizers and manures, intercultural operations, INMS, harvesting, |

|                                                                                                |                                                                                                                                                                                                                                                                                                              |
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|                                                                                                | grading, storage, transportation and marketing.                                                                                                                                                                                                                                                              |
|                                                                                                | 29.4 Identify different medicinal plants.                                                                                                                                                                                                                                                                    |
|                                                                                                | 29.5 Illustrate the package of practice of different medicinal plants like selection of clone, cutting, layering, preparation of seed bed, transplanting, spacing for planting, dose of fertilizers and manures, intercultural operations, INMS, harvesting, grading, storage, transportation and marketing. |
|                                                                                                | 29.6 Demonstrate care and management of potted plants.                                                                                                                                                                                                                                                       |
|                                                                                                | 29.7 Knowledge on rising of individual, community and museum plots of flower                                                                                                                                                                                                                                 |
|                                                                                                | 29.8 Identify suitable variety, planting material and planting time                                                                                                                                                                                                                                          |
|                                                                                                | 29.9 Demonstrate plot preparation technique                                                                                                                                                                                                                                                                  |
|                                                                                                | 29.10 Demonstrate intercultural operations and plant protection measures.                                                                                                                                                                                                                                    |
|                                                                                                | 29.11 Knowledge on harvesting, sorting, packaging and marketing                                                                                                                                                                                                                                              |
|                                                                                                |                                                                                                                                                                                                                                                                                                              |
| 30. Perform Cultivation techniques of Betel Vine and Mushroom farming.                         | 30.1 Illustrate package of practice of beetle vine, disease and pest protection measures.                                                                                                                                                                                                                    |
|                                                                                                | 30.2 Design and construct Beetle vineyard.                                                                                                                                                                                                                                                                   |
|                                                                                                | 30.3 Demonstrate propagation of beetle vine.                                                                                                                                                                                                                                                                 |
|                                                                                                | 30.4 Illustrate package of practice of mushroom cultivation and disease prevention measures.                                                                                                                                                                                                                 |
|                                                                                                | 30.5 Design and construct mushroom shade.                                                                                                                                                                                                                                                                    |
|                                                                                                | 30.6 List out different edible mushroom varieties.                                                                                                                                                                                                                                                           |
|                                                                                                | 30.7 Knowledge on harvesting, sorting, packaging and marketing of beetle vine and mushroom.                                                                                                                                                                                                                  |
|                                                                                                |                                                                                                                                                                                                                                                                                                              |
| 31. Identify Pest Management Practice and control of Pest and Diseases of Horticultural Crops. | 31.1 Knowledge on pest management and Integrated pest management, classification of insect, pest and diseases.                                                                                                                                                                                               |
|                                                                                                | 31.2 Knowledge on bio-control agents and bio-pesticides.                                                                                                                                                                                                                                                     |
|                                                                                                | 31.3 Identify major insect pest and diseases.                                                                                                                                                                                                                                                                |
|                                                                                                | 31.4 Identify different classes of synthetic and bio - pesticides                                                                                                                                                                                                                                            |
|                                                                                                | 31.5 Demonstrate preparation of spray solution, dusts and its application procedure.                                                                                                                                                                                                                         |
|                                                                                                | 31.6 Demonstrate preparation of Bordeaux mixture and its application.                                                                                                                                                                                                                                        |
|                                                                                                | 31.7 Illustrate systemic waste disposal methods to prevent environmental pollution.                                                                                                                                                                                                                          |

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|                                                                                                                           |                                                                                           |
| 32. Identify and select Techniques on Seed Production, Processing and Packaging.                                          | 32.1 Knowledge on seed production technology.                                             |
|                                                                                                                           | 32.2 Determine quality of seeds                                                           |
|                                                                                                                           | 32.3 Differentiate between breeder seeds, foundation seeds, certified seeds and TL seeds. |
|                                                                                                                           | 32.4 Demonstrate package of practices for seed production and processing of seeds.        |
|                                                                                                                           | 32.5 Illustrate the packaging requirement of seeds and modern seed packaging techniques.  |
|                                                                                                                           | 32.6 Knowledge on seed marketing, trade management and seed Act.                          |
|                                                                                                                           |                                                                                           |
| 33. Maintain the record viz. Inventory Control, Maintenance of Records and Store management.                              | 33.1 Knowledge on inventory control and maintenance of records                            |
|                                                                                                                           | 33.2 Demonstrate methods of store management.                                             |
|                                                                                                                           | 33.3 Perform stocking, issuing and stock verification.                                    |
|                                                                                                                           | 33.4 Perform maintenance of farm records.                                                 |
|                                                                                                                           |                                                                                           |
| 34. Develop the method of Market study, Survey and Legal requirement for Trading for the development of entrepreneurship. | 34.1 Classify market types.                                                               |
|                                                                                                                           | 34.2 Perform market study.                                                                |
|                                                                                                                           | 34.3 Demonstrate market survey techniques.                                                |
|                                                                                                                           | 34.4 Execute tabulation and interpretation of data.                                       |
|                                                                                                                           | 34.5 Depict trade, trading requirements and assess trade problems.                        |
|                                                                                                                           | 34.6 Knowledge on licensing, registration, sales tax, other taxes, pricing of products.   |
|                                                                                                                           | 34.7 Visit trade centers and export houses.                                               |
|                                                                                                                           | 34.8 Knowledge on export of products.                                                     |
|                                                                                                                           | 34.9 Knowledge on entrepreneurship.                                                       |
|                                                                                                                           | 34.10 Execute workshop and group discussion programme.                                    |
|                                                                                                                           | 34.11 Execute field survey and project preparation                                        |
|                                                                                                                           |                                                                                           |

**SECTION 2**

**25. EVIDENCE OF LEVEL**

**OPTION A**

| Title/Name of qualification/component: Horticulture |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Level: 4   |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| NSQF Domain                                         | Outcomes of the Qualification/Component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How the outcomes relates to the NSQF level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | NSQF Level |
| Process                                             | <b>Familiar, Predictable, Routine Situations of Clear Choice</b> <ul style="list-style-type: none"> <li>Identify metrological instruments and <b>understand</b> the diversity within the profession of horticulture.</li> <li>Plan and prepare Life cycles of plants, scope of horticulture and introduction to fruits, flowers &amp; vegetables.</li> <li>Measure physical and chemical properties of soil, soil pH, different methods and ingredient use for correction of Acid soil.</li> <li>Plan, install different irrigation systems. Water lifting systems and assessment of water quality. Perform different methods of irrigation.</li> </ul> | <p>The learner is able to identify different meteorological instruments &amp; its uses; explains the life cycles of selected plants through sketches and diagram, lists out common fruits and vegetables in the country according to agro-ecological situation; identifies watershed resources , executes measurement of soil pH by litmus method and electronic pH meter &amp; determines rate of application of lime, sludge, wood ash, dolomite, basic slag and rock phosphate for correction of acid soil; installs different irrigation systems , drainage system &amp; applies its control techniques.</p> <p>Hence the learner's wok is routine type, predictable performed in familiar environment with situations of clear choice. So, NSQF Level 4 for this descriptor is justified.</p> | 4          |
| Professional knowledge                              | <b>Factual Knowledge of field of Knowledge or study</b> <ul style="list-style-type: none"> <li>Drainage – need, type and control technique.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>The learner possesses the knowledge about various types &amp; need of irrigation; methods of prevention of loss of irrigation water in different ways ; implementation of effective drainage system. He/she</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4          |

| Title/Name of qualification/component: Horticulture |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Level: 4   |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| NSQF Domain                                         | Outcomes of the Qualification/Component                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How the outcomes relates to the NSQF level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | NSQF Level |
|                                                     | <ul style="list-style-type: none"> <li>Maintenance of soil fertility</li> <li>Essential plant nutrient elements</li> <li>Distribution of area, production and productivity of different fruits, vegetables and flowers.</li> <li>Importance of vegetative Propagation.</li> <li>Classes of insect pests diseases.</li> <li>Seeds: Quality of seeds, classification of seeds</li> </ul>                                                                                                                      | <p>knows about soil fertility, productivity and its maintenance; different types of manures such as compost(NADEP compost, Vermi compost), FYM, Sludge, Poultry manure etc- their nutrient contents and role in improving soil and soil fertility. He/she has awareness about different methods of vegetative propagation of fruits and flowers.</p> <p>Thus learner has the factual knowledge of this field, hence NSQF Level 4 is justified for this descriptor.</p>                                                                                                                                                                                |            |
| Professional skill                                  | <ul style="list-style-type: none"> <li>Apply integrated nutrient Management system (INMS) in the field.</li> <li>Develop the skill for Vegetable and fruit processing and its preservation. Techniques on preparation of jam, jelly, squash, sauce, pickle, ketchup etc. its preservation and storage.</li> <li>Identify Pest Management Practice and control of Pest and Diseases of Horticultural Crops.</li> <li>Identify and select Techniques on Seed Production, Processing and Packaging.</li> </ul> | <p>The learner knows about the Integrated nutrient management system (INMS). He/she is able to identify seeds of different green manure crops; knows about various methods of incorporation of green manure crops for improving soil fertility. The learner develops the skill of identifying &amp; implementing pest management practices as per the requirement. He/she is able to differentiate between breeder seeds, foundation seeds, certified seeds and TL seeds.</p> <p>Thus NSQF level 4 is justified for this descriptor as the learner demonstrates practical skills of this trade using suitable concepts, tools. The work performed</p> | 4          |

| Title/Name of qualification/component: Horticulture |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Level: 4   |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| NSQF Domain                                         | Outcomes of the Qualification/Component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | How the outcomes relates to the NSQF level descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | NSQF Level |
|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | are routine & repetitive in narrow range of application.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |
| Core skill                                          | <p><b>Language to communicate written or oral, with required clarity</b></p> <ul style="list-style-type: none"> <li>• Use and draw up technical drawings and documents.</li> <li>• Conduct appropriate and target oriented discussions with higher authority and within the team.</li> </ul> <p><b>Basic Mathematical Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate basic mathematical concept and principles to perform practical operations.</li> </ul> <p><b>Basic understanding of social political and natural environment</b></p> <ul style="list-style-type: none"> <li>• Understand and explain the concept in productivity, quality tools, and labour welfare legislation and apply such in day to day work to improve productivity &amp; quality.</li> </ul> | <p>The learner is able to read and write in simple English language and hence is able to communicate explain technical terms with required clarity. The learner can operate on computer as he possesses the basic knowledge of computer &amp; its applications. Works as a team player and able to explain technical terms with required clarity. The learner performs the job complying environment regulation and housekeeping by applying safe working practices. Maintains energy conservation, prevents global warming &amp; pollution by optimally using available resources in day to day work.</p> <p>Hence NSQF Level 4 is justified for this descriptor.</p> | 4          |
| Responsibility                                      | <ul style="list-style-type: none"> <li>• Identify the role of major and minor plant nutrients and its deficiency symptoms.</li> <li>• Identify and select Techniques on Seed Production, Processing and Packaging.</li> <li>• Maintain the record viz. Inventory Control,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>The learner is able to identify fertilizers &amp; micronutrient containing chemicals &amp; practices the application of fertilizers and manures by various means. He/she is responsible for inventory control &amp; maintenance of records like stocking &amp; issuing; farm records like cultivation registers, stock book etc;</p>                                                                                                                                                                                                                                                                                                                                | 4          |

| Title/Name of qualification/component: Horticulture |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                           | Level: 4   |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| NSQF Domain                                         | Outcomes of the Qualification/Component                                                                                                                                                                                     | How the outcomes relates to the NSQF level descriptors                                                                                                                                                                                                    | NSQF Level |
|                                                     | <p>Maintenance of Records and Store management.</p> <ul style="list-style-type: none"> <li>Develop the method of Market study, Survey and Legal requirement for Trading for the development of entrepreneurship.</li> </ul> | <p>stock verification. He/she also visits to trade centers, export houses &amp; interacts with staff members for assessing trade problems in order to develop the methods of market study.</p> <p>Hence NSQF Level 4 is justified for this descriptor</p> |            |

**OPTION B**

|                                                                    |                                         |                                                               |                         |
|--------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------|-------------------------|
| <b>Title/Name of qualification/component: Enter the title here</b> |                                         |                                                               | <b>Level: Add level</b> |
| <b>NSQF Domain</b>                                                 | <b>Key requirements of the job role</b> | <b>How the job role relates to the NSQF level descriptors</b> | <b>NSQF Level</b>       |
| Process                                                            |                                         |                                                               |                         |
| Professional knowledge                                             |                                         |                                                               |                         |
| Professional skill                                                 |                                         |                                                               |                         |
| Core skill                                                         |                                         |                                                               |                         |
| Responsibility                                                     |                                         |                                                               |                         |

### SECTION 3

#### EVIDENCE OF NEED

| 26                         | <p><b>What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?</b></p> <table border="1" data-bbox="341 472 1209 1379"> <thead> <tr> <th data-bbox="341 472 627 613">Basis</th><th data-bbox="627 472 1209 613">In case of other Awarding Bodies (Institutes under Central Ministries and states departments)</th></tr> </thead> <tbody> <tr> <td data-bbox="341 613 627 777">Need of the qualification</td><td data-bbox="627 613 1209 777">The proposed qualification is running in the system for last few decades and passed out candidates are engaged in various related industries.</td></tr> <tr> <td data-bbox="341 777 627 1099">Industry Relevance</td><td data-bbox="627 777 1209 1099">The job role defined for the qualification is as per the National Qualification of Occupation 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. This justifies the qualification is very much relevance for industry.</td></tr> <tr> <td data-bbox="341 1099 627 1263">Usage of the qualification</td><td data-bbox="627 1099 1209 1263">The Proposed qualification is running in ITI system across the country successfully over the period of time.</td></tr> <tr> <td data-bbox="341 1263 627 1379">Estimated uptake</td><td data-bbox="627 1263 1209 1379">This is a New Trade.<br/>The present seating capacity is approximately 728.</td></tr> </tbody> </table> | Basis | In case of other Awarding Bodies (Institutes under Central Ministries and states departments) | Need of the qualification | The proposed qualification is running in the system for last few decades and passed out candidates are engaged in various related industries. | Industry Relevance | The job role defined for the qualification is as per the National Qualification of Occupation 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. This justifies the qualification is very much relevance for industry. | Usage of the qualification | The Proposed qualification is running in ITI system across the country successfully over the period of time. | Estimated uptake | This is a New Trade.<br>The present seating capacity is approximately 728. |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------|
| Basis                      | In case of other Awarding Bodies (Institutes under Central Ministries and states departments)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                                                                               |                           |                                                                                                                                               |                    |                                                                                                                                                                                                                                                                                                                                                |                            |                                                                                                              |                  |                                                                            |
| Need of the qualification  | The proposed qualification is running in the system for last few decades and passed out candidates are engaged in various related industries.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |                                                                                               |                           |                                                                                                                                               |                    |                                                                                                                                                                                                                                                                                                                                                |                            |                                                                                                              |                  |                                                                            |
| Industry Relevance         | The job role defined for the qualification is as per the National Qualification of Occupation 2015 which is developed by Employment Directorate under the ministry of Labour and Employment in collaboration with different industry partners and as per ILO guidelines. This justifies the qualification is very much relevance for industry.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |                                                                                               |                           |                                                                                                                                               |                    |                                                                                                                                                                                                                                                                                                                                                |                            |                                                                                                              |                  |                                                                            |
| Usage of the qualification | The Proposed qualification is running in ITI system across the country successfully over the period of time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |                                                                                               |                           |                                                                                                                                               |                    |                                                                                                                                                                                                                                                                                                                                                |                            |                                                                                                              |                  |                                                                            |
| Estimated uptake           | This is a New Trade.<br>The present seating capacity is approximately 728.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |                                                                                               |                           |                                                                                                                                               |                    |                                                                                                                                                                                                                                                                                                                                                |                            |                                                                                                              |                  |                                                                            |
| 27                         | <p><b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences.</b></p> <p>This qualification is run by Ministry of Skill Development and Entrepreneurship and different industries under the related line ministry are also generally consulted before finalizing the curricula.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                                                                               |                           |                                                                                                                                               |                    |                                                                                                                                                                                                                                                                                                                                                |                            |                                                                                                              |                  |                                                                            |
| 28                         | <p><b>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</b></p> <p>The qualification is originally designed and approved by NCVT for the Craftsmen Training Scheme and is in existence for the last 60 years. NCVT has been entrusted with the responsibilities of prescribing standards and curricula for craftsmen training, advising the Government of India on the overall policy and programmes, conducting All India Trade Tests and awarding National Trade Certificates.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |                                                                                               |                           |                                                                                                                                               |                    |                                                                                                                                                                                                                                                                                                                                                |                            |                                                                                                              |                  |                                                                            |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 29 | <p><b>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here</b></p> <ul style="list-style-type: none"> <li>• Mentor Council (MC) for the Agriculture, Horticulture, Floriculture Sector was formed in 2014 to review the curriculum of this qualification under the sector.</li> <li>• CSTARI, the research wing of DGT, reviews and updates the qualification, in consultation with industries and other stakeholders, on a regular basis by conducting trade committee meetings.</li> <li>• DGT will keep on doing continuous comparative study in the trade by referring to relevant upcoming qualifications in the National Qualifications Register (NQR) and relevant sectors.</li> </ul> |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Please attach most relevant and recent documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

#### **SECTION 4**

#### **EVIDENCE OF PROGRESSION**

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30 | <p><b>What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?</b><br/> <b><i>Show the career map here to reflect the clear progression</i></b></p> <ul style="list-style-type: none"> <li>• Qualifying trainee will obtain an NCVT Certificate in Horticulture trade which gives the following options of progression to the trainee:             <ol style="list-style-type: none"> <li>i) National Apprenticeship Certificate will be designed in due course of time as this a new trade.</li> <li>ii) Entrepreneur.</li> </ol> </li> </ul> |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Please attach most relevant and recent documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.