



Model Curriculum

QP Name: Combine Harvester Machine Operator

QP Code: AGR/Q1102

Version: 4.0

NSQF Level: 4

Model Curriculum Version: 3.0

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

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Training Parameters

Sector	Agriculture
Sub-Sector	Agriculture Crop Production
Occupation	Farm Machinery, Equipment Operation and Maintenance
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/8341.0201
Minimum Educational Qualification and Experience	12 th or equivalent OR 10 th grade pass with 3 years of relevant experience in agriculture and allied sectors OR Previous NSQF level 3.5 With 1.5 years of relevant experience in agriculture and allied sectors OR Previous NSQF level 3.0 With 3 years of relevant experience in agriculture and allied sectors
Pre-Requisite License or Training	NA
Minimum Job Entry Age	20 Years
Last Reviewed On	26-11-2024
Next Review Date	26-11-2027
NSQC Approval Date	26-11-2024
QP Version	4.0

Model Curriculum Creation Date	26-11-2024
Model Curriculum Valid Up to Date	26-11-2027
Model Curriculum Version	3.0
Minimum Duration of the Course	390 Hours
Maximum Duration of the Course	390 Hours

Program Overview

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

Training Outcomes

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

- Describe the process of preparing the combine harvester machine for operation.
- Demonstrate the process of operating the combine harvester machine to harvest grain crops.
- Demonstrate the process of performing the maintenance of a combine harvester machine.
- Explain the importance of practising inclusion for Persons with Disabilities (PwD) and all genders at work.
- Demonstrate various practices to ensure health and safety at work.

Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
AGR/N1103 Prepare combine harvester machine for operation NOS Version- 3.0 NSQF Level- 4	20:00	40:00	0:00	0:00	60:00
Module 1: Introduction to the role of a Combine Harvester Machine Operator	05:00	00:00	0:00	0:00	05:00
Module 2: Preparations for operating a combine harvester machine	15:00	40:00	0:00	0:00	55:00
AGR/N1104 Operate the combine harvester machine to harvest grain crop NOS Version- 3.0 NSQF Level- 4	20:00	40:00	0:00	0:00	60:00
Module 3: Process of operating a combine harvester machine	20:00	40:00	0:00	0:00	60:00
AGR/N1105 Perform repair and maintenance of combine harvester machine	20:00	40:00	0:00	0:00	60:00

NOS Version- 3.0 NSQF Level-4					
Module 4: Repair and maintenance of a combine harvester machine	20:00	40:00	0:00	0:00	60:00
DGT/VSQ/N0102 Employability Skills NOS Version-1.0 NSQF Level-4	60:00	00:00	0:00	0:00	60:00
Module 5: Employability Skills	60:00	00:00	0:00	0:00	60:00
Total Duration	120:00	120:00	150:00	0:00	390:00

Module Details

Module 1: Introduction to the role of a Combine Harvester Machine Operator

Mapped to AGR/N1103 v3.0

Terminal Outcomes:

- Discuss the job role of a Combine Harvester Machine Operator.

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

Module 2: Preparations for operating a combine harvester machine

Mapped to AGR/N1103 v3.0

Terminal Outcomes:

- Demonstrate the process of performing pre-operational checks on a combine harvester machine.
- Demonstrate the process of making various adjustments to a combine harvester machine.

Duration: 15:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • State the prescribed levels for fuel, engine oil, hydraulic oil, water and coolant to be maintained in the combine harvester machine. • State the recommended level of air pressure to be maintained in the combine harvester tyres for field operations. • Explain the importance of checking the combine harvester belts and chains for wear and tear and the required level of slackness. • Explain the correct position and prescribed torque for the harvester guards and nuts and bolts. • List common signs of wear and tear or damage for various components of the combine harvester machine such as worn-out/ misaligned bearings, cracks in shoes and tyres, etc. • Explain the importance of following the lubrication schedule prescribed by the Original Equipment Manufacturer (OEM). • List different kits and attachments used with a combine harvester machine. • Describe the harvesting process for different types of crops. • State the appropriate adjustments required in combine harvester machine components. • Describe the process of detaching and attaching the relevant combine harvester machine parts. • Explain the basic inspection 	<ul style="list-style-type: none"> • Demonstrate the process of carrying out pre-operational checks on the combine harvester machine. • Show how to check the air filters for correct position and cleanliness. • Demonstrate the process of testing the steering and brakes for correct functioning. • Show how to check all the displays, gauges, indicators, meters on the dashboard and warning alarms for correct functioning. • Demonstrate the process of attaching and detaching extra kits or machine parts according to the crop to be harvested. • Show how to adjust the height and backrest angle of the operator's seat to ensure a clear view of the field and comfortable seating. • Show how to set the reversing mirrors for a clear view. • Show how to adjust the cutter bar and thresher drum according to the crop to be harvested. • Prepare a sample record of pre-operational checks.

mechanisms for various parts of a combine harvester.	
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Harvesting Machine and Implements, Insecticides	

Module 3: Process of operating a combine harvester machine

Mapped to ARG/N1104 v3.0

Terminal Outcomes:

- Describe the process of inspecting the agricultural farmland and grain crop.
- Demonstrate the process of operating a combine harvester machine.
- Demonstrate various practices for effective resource optimisation.
- Explain various safety measures to be taken while operating a combine harvester machine.
- Explain appropriate measures to be taken to deal with accidents and emergencies at work.

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain maturity indicators for different types of crops. • Explain the appropriate farm and soil conditions for operating a combine harvester machine. • State the appropriate adjustments required to be made to the combine harvester machine according to the type and condition of the crop to be harvested. • Explain various precautions to be taken while operating and handling the combine harvester machine. • Describe the process of operating the combine harvester machine. • Explain the benefits of resource optimisation. • List various Personal Protective Equipment (PPE) to be used while operating a combine harvester machine. • Explain the importance of identifying health and safety hazards at work and taking appropriate preventive measures. • Describe the process of dealing with accidents and emergencies at work. 	<ul style="list-style-type: none"> • Show how to set the concave gap, upper and lower sieve openings, blower fan speed and the position and Revolutions Per Minute (RPM) of the reel according to the crop conditions. • Demonstrate the use of relevant tools and equipment for making appropriate adjustments to combine harvester machine. • Demonstrate the process of operating the combine harvester machine at a speed suitable to the varying crops and field conditions. • Show how to harvest crop in a pattern to achieve machine efficiency and minimise grain loss. • Show how to check the cutter bar for choking caused by straw or grains. • Demonstrate the process of performing troubleshooting for basic problems encountered during harvesting. • Prepare a sample record of combine harvester operations. • Demonstrate various practices to optimise the usage of various resources such as water and electricity. • Show how to use the relevant PPE appropriately. • Show how to administer first aid to an injured

	person.
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Harvester Machine and Implements, Insecticides, Nose Masks, First-Aid Kit	

Module 4: Repair and maintenance of a combine harvester machine

Mapped to AGR/N1105 v3.0

Terminal Outcomes:

- Describe the process of cleaning a combine harvester machine.
- Demonstrate the process of carrying out repair and maintenance of various combine harvester machine parts.
- Describe the waste management process and demonstrate relevant practices for effective waste management.

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the appropriate conditions required for carrying out the repair and maintenance of a combine harvester machine. • Describe the process of inspecting the engine, cutting blades, crop lifter and feeder house components for malfunctions, wear and tear or damage. • Explain the importance of checking all nuts and bolts for the prescribed torque and locking. • Describe the process of applying the recommended grade of grease or lubricant on the relevant greasing points. • Explain the importance of taking technical help from a certified mechanic for complex repair and maintenance. • Explain the importance of carrying out regular maintenance as per the maintenance schedule prescribed by the combine harvester machine manufacturer. • Explain the criteria for segregating waste into appropriate categories. 	<ul style="list-style-type: none"> • Show how to detach appropriate combine harvester machine parts and attachments. • Show how to clean dust, straw and any other waste from machine parts and kits attached to the combine harvester machine. • Show how to check fan-belts alignment and fuse flat belts, v-belts and roller chains for the recommended level of tension. • Demonstrate the process of checking the battery for the prescribed voltage and electrolyte level. • Demonstrate the process of replacing the engine oil, hydraulic oil, coolant, oil filter, fuel filter and air cleaner. • Show how to refill the battery with distilled water and drain the dirty fuel through the drain plug. • Prepare a sample record of repair and maintenance activities. • Demonstrate the process of recycling and disposing different types of waste appropriately. • Demonstrate the techniques to minimize losses during operations
Classroom Aids	
Training Kit (Trainer Guide, Presentations)	
Tools, Equipment and Other Requirements	
Harvester Machine and Implements, Insecticides, Tool Kits, Safety Kits, etc.	

Module 5: Employability Skills (60 hours)

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 60:00

Introduction to Employability Skills Duration: 1.5 Hours

After completing this programme, participants will be able to:

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

Constitutional values - Citizenship Duration: 1.5 Hours

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

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

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

Basic English Skills Duration: 10 Hours

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

Career Development & Goal Setting Duration: 2 Hours

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

Communication Skills Duration: 5 Hours

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

Diversity & Inclusion Duration: 2.5 Hours

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

Financial and Legal Literacy Duration: 5 Hours

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

Essential Digital Skills Duration: 10 Hours

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

Entrepreneurship Duration: 7 Hours

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

Customer Service Duration: 5 Hours

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

Getting Ready for apprenticeship & Jobs Duration: 8 Hours

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

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
12th Class	Class 12th with science and having any Certificate in course in Farm Mechanization	5	Agriculture farm Machinery	0		Ex-Service-Man including Ex-Paramilitary personnel: Minimum Qualification is 10+2 with an Honourable Discharge/Pension. SC would consider a relaxation/waiver of sector-specific experience on a case-to-case basis.
Diploma	Mechanical / Agriculture engineering	3	Agriculture Farm Machinery	0		
ITI	Mechanical	3	Agriculture Farm Machinery	0		
Graduate	Agriculture	1	Agriculture Farm Machinery	0		For the school Program minimum qualification of the Trainer should be Graduate Agriculture / Physics). Their Teaching experience will be considered industry experience
Certificate	CITS / NCIC Pass-Tractor Mechanic	1	Agriculture farm Machinery			
B. Tech	Mechanical / Agriculture engineering	0		0		

Trainer Certification	
Domain Certification	Platform Certification

Certified for Job Role “**Combine Harvester Machine Operator**”, mapped to QP: “AGR/Q1102, v4.0”,
Minimum accepted score is 80%

Recommended that the Trainer is certified for the Job Role: “Trainer (Vet and Skills)”, mapped to the Qualification Pack: “MEP/Q2601, v2.0”. The minimum accepted score as per MEPS guidelines is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
B. Tech	Agriculture / Agriculture Engineering / Mechanical Engineering / Farm Machinery	5	Agriculture / Farm Machinery / Mechanical Engineering and related streams	0		Practical skills and knowledge required in Agriculture Machine operations
Graduation	Agriculture / Agriculture Engineering and related streams	5	Agriculture / Farm Machinery / Mechanical Engineering and related streams	0		Practical skills and knowledge required in Agriculture Machine operations
Post-graduation	Agriculture / Agriculture Engineering / Mechanical Engineering / Farm Machinery and related streams	2	Agriculture / Farm Machinery / Mechanical Engineering and related streams	0		Practical skills and knowledge required in Agriculture Machine operations
PhD	Agriculture / Agriculture Engineering/Farm engineering and related streams	1	Agriculture / Farm Machinery / Mechanical Engineering and related streams	0		Practical skills and knowledge required in Agriculture Machine operations

Assessor Certification	
Domain Certification	Platform Certification
“Combine Harvester Machine Operator”, “AGR/Q1102, v4.0” Minimum accepted score is 80%	Certified for the Job Role: “Assessor (Vet and Skills)”, mapped to the Qualification Pack: “MEP/Q2701, v2.0”, with a minimum score of 80%.

Assessment Strategy

Assessment System Overview

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

1. Multiple Choice Questions: To assess basic knowledge (Objective/Subjective)
2. Viva: To assess awareness on processes (Oral and/or written questioning)
3. Practical: To evaluate skills and identify competencies. (Observation)

Assessments for knowledge and awareness on processes may be conducted through 'real-time' internet-based evaluation or by conducting the same 'offline' through TABs. Skills and competencies are to be assessed by conducting 'practical' on the ground through qualified and ToA certified assessors.

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

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

Testing Environment

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

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

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

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

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

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

Assessment Quality Assurance framework

Assessment Framework and Design:

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

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

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

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

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

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

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

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

Type of Evidence and Evidence Gathering Protocol:

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

- Geo Tagging to track ongoing assessment
- A's coordinator emails the list of documents and evidence (photos and videos) to the assessor one day before the assessment. The list is mentioned below:
 - Signed Attendance sheet
 - Assessor feedback sheet
 - Candidate feedback sheet
 - Assessment checklist for assessor

- Candidate Aadhar/ID card verification
- Pictures of the classroom, labs to check the availability of adequate equipment's and tool to conduct the training and assessment
- Pictures and videos of Assessment, training feedback and infrastructure.
- Apart from the Assessor, a Technical assistant is popularly known as Proctor also ensures the proper documentation and they verify each other's tasks.
- To validate their work on the day of the assessment, regular calls and video calls are done.
- On-boarding and training of assessor and proctor is done on a timely basis to ensure that the quality of the assessment should be maintained.
- Training covers the understanding of QP, NSQF level, NOS and assessment structure

Methods of Validation

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

Method for assessment documentation, archiving, and Access:

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

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

Result Review & Recheck Mechanism –

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

References

Glossary

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

Acronyms and Abbreviations

Term	Description
AGR	Agriculture
NOS	National Occupational Standard (s)
NSQF	National Skills Qualifications Framework
OJT	On-the-job Training
QP	Qualifications Pack
PwD	People with Disability
PPE	Personal Protective Equipment