

**NSQF QUALIFICATION FILE****Approved in 14<sup>th</sup> NSQC Meeting – NCVET – 30<sup>th</sup> December 2021****CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE****Name and address of submitting body:**

Agriculture Skill Council of India (ASCI)  
6<sup>th</sup> floor, GNG Building, Plot No – 10, Sector- 44,  
Gurugram, Haryana – 122004

**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. Qualifications Pack – Annexure 1
2. Model Curriculum – Annexure 2
3. Affiliation Protocol- Annexure 3
4. Industry Validations- Annexure 4

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

- Indicative list of tools/equipment to conduct the training
- Trainers qualification
- Lesson Plan
- Distribution of training duration into theory/practical/OJT component

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1	<b>Qualification Title</b>	Interior Landscaper
2	<b>Qualification Code, if any</b>	AGR/Q0806, v3.0
3	<b>NCO code and occupation</b>	NCO-2015/2162
4	<b>Nature and purpose of the qualification (Please specify whether qualification is short term or long term)</b>	Nature of the qualification - a Qualification Pack (QP) The main purpose of the qualification is - - to train the incumbent for designing, setting up and maintaining interior gardens.
5	<b>Body/bodies which will award the qualification</b>	Agriculture Skill Council of India (ASCI)
6	<b>Body which will accredit providers to offer courses leading to the qualification</b>	Agriculture Skill Council of India (ASCI)
7	<b>Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)</b>	Yes (Annexure 3)
8	<b>Occupation(s) to which the qualification gives access</b>	Interior Landscaper
9	<b>Job description of the occupation</b>	An Interior Landscaper is responsible for designing, setting up and maintaining interior gardens. The individual also installs and maintains various garden features to create visual appeal in interior spaces.
10	<b>Licensing requirements</b>	NA
11	<b>Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)</b>	NA
12	<b>Level of the qualification in the NSQF</b>	Level 4
13	<b>Anticipated volume of training/learning required to complete the qualification</b>	390 hours (Theory:180, Practical:180, OJT(Recommended): 30)
14	<b>Indicative list of training tools required to deliver this qualification</b>	Attached herewith

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15	<b>Entry requirements and/or recommendations and minimum age</b>	Minimum Educational Qualification: 12th Class with 2 Year of experience in related field Or Diploma /ITI(Horticulture) from recognized institution with 6 months of relevant experience. OR Previous relevant qualification of NSQF Level 3 with minimum education as 5th grade with 2 Years of relevant experience Minimum Age: 18 Years
16	<b>Progression from the qualification (Please show Professional and academic progression)</b>	Landscape Supervisor (L5)
17	<b>Arrangements for the Recognition of Prior learning (RPL)</b>	RPL assessment will be as per normal ASCI assessment process.  (ASCI recognizes that there may be candidates who have prior learning experience in the Agriculture Sector and are desirous of being certified. Such candidates can apply to ASCI for testing and certification of their skills. Training Partners will be responsible for identifying and counselling candidates for RPL through mobilization camps and advertisements. The details of the RPL process have been defined by ASCI under the document- Guidelines for Recognition of Prior Learning under PMKVY).
18	<b>International comparability where known (research evidence to be provided)</b>	Not done as yet
19	<b>Date of planned review of the qualification.</b>	17/11/2025

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<b>20</b>	<b>Formal structure of the qualification</b> <b>Mandatory components</b>			
	<b>Title of component and identification code/NOSs/Learning outcomes</b>	<b>Estimated size (learning hours)</b> <b>Theory      Practical</b>		<b>Level</b>
<b>(i)</b>	Introduction (Bridge Module)	5	0	
<b>(ii)</b>	AGR/N0817: Prepare to set up an interior garden	20	65	<b>4</b>
<b>(iii)</b>	AGR/N0818: Set up the interior garden and features	30	60	
<b>(iv)</b>	AGR/N0819: Maintain the interior garden, tools, and equipment	20	40	
<b>(v)</b>	AGR/N9903.Maintain health and safety at the workplace	15	15	
<b>(vi)</b>	DGT/VSQ/N0103 Employability Skills (90 Hours) v1.0	90		
	<b>TOTAL</b>	<b>180</b>	<b>180</b>	
	<b>OJT (Recommended)</b>	<b>30 Hours</b>		

**SECTION 1****ASSESSMENT**

21	<p><b>Body/Bodies which will carry out assessment:</b></p> <p>ASCI affiliated assessment bodies.</p> <ol style="list-style-type: none"><li>1. SHL India (Pvt.) Ltd</li><li>2. Trendsetters Skill Assessors Pvt Ltd</li><li>3. Mercer-Mettl</li><li>4. SP Institute of Workforce Development (SPIWD)</li><li>5. MSAG SI LLP</li></ol> <p>More Assessment Agencies are being empanelled to cover wider geographical area</p>
22	<p><b>How will RPL assessment be managed and who will carry it out?</b></p> <p>RPL will be based on the same approved Qualification Pack and Assessment Criteria mentioned in the Qualification Pack and will be carried out as per normal ASCI assessment process. The Training Partner or any other authority as prescribed by the Steering Committee will identify and counsel candidates eligible for RPL through mobilization camps and advertisements. The mobilized candidates can be counselled, oriented about the standardized NSQF framework and basis their existing competency will be mapped against the suitable level of the concerned Job role for assessments. The candidates enrolled will be assessed by the Assessment Agency affiliated with the Sector Skill Council on the basis of assessment criteria decided by Sector Skill Council (SSC). The candidate will need to pass in the minimum assessment criteria of a particular QP decided by the SSC. Successfully assessed candidates with a valid Aadhaar or alternate ID (as per process) will be eligible for QP-NOS based Certification.</p>
23	<p><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></p> <p>A robust technology enabled assessment methodology has been designed keeping in mind the geographical/Physical constraints and target segment which assess a trainee's knowledge and skill set through three methods:</p> <ol style="list-style-type: none"><li>a. An offline Tablet based test through the use of Multiple-Choice Text and Picture based questions in vernacular languages</li><li>b. Actual demonstration on the field</li><li>c. Viva</li></ol> <p><b>ASCI's assessment strategy:</b></p>

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	<ul style="list-style-type: none"><li>• Question sets are developed as per the weightage of each NOS of the Qualification Pack.</li><li>• Assessment criteria for each Qualification Pack developed, in which each Performance criteria (PC) assigned marks based on NOS</li><li>• Question Bank is developed to assess the theoretical and practical knowledge. To ensure the quality, each trainee get different set of question</li><li>• Empanelment of subject matter expert as assessor primarily from the Industry to assess trainee specifically on practical skills as per Industry demands</li></ul> <p>Assessments are preferably conducted on tablets or pen or papers in regional languages according to the requirement.</p>
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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:

Outcomes to be assessed/ NOSs to be assessed	Assessment criteria for the outcome
Means of assessment 1	
Pass/Fail	

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**Job Role:** Interior Landscaper

**Qualification Pack:** AGR/Q0806, v2.0

**Sector Skill Council:** Agriculture Skill Council of India

### **Assessment Guidelines:**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

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AGR/N0817: Prepare to set up an interior garden					
PC	Assessment Criteria for Outcomes	Theor y Marks	Practic al Marks	Proje ct Marks	Viva Mark s
<i>Plan the interior garden and features</i>		<b>10</b>	<b>25</b>		<b>15</b>
PC1.	conduct a site survey to assess various parameters including the client requirements	-	-	-	-
PC2.	ensure that the site has a conducive environment for supporting an interior garden such as adequate sunlight exposure, good aircirculation, availability of water and electricity, etc	-	-	-	-
PC3.	measure the available space for the purpose of preparing a layout	-	-	-	-
PC4.	select an appropriate garden theme	-	-	-	-
PC5.	identify the relevant plants, trees and shrubs for the interior garden such as bonsai, dracaena, areca palm, etc	-	-	-	-
PC6.	select various garden features and structures to be installed in coordination with the client	-	-	-	-
PC7.	plan the placement of various plants and garden features				
PC8.	select various material required for setting up the interior garden such as pots, containers, artificial lighting, etc				
PC9.	prepare a layout based on the available space and client preferences				
PC10.	ensure the layout allows for plant rotation, shifting and free movement in the garden				
PC11.	prepare the cost estimates for setting up an interior garden				
<i>Arrange and store the necessary material</i>		<b>20</b>	<b>15</b>		<b>15</b>
PC12.	identify a vendor to purchase the material required for setting up the interior garden such as seeds, planting material, fertilizers, pesticides/ insecticides, pots, etc.	-	-	-	-
PC13.	purchase the material in the required number/quantity	-	-	-	-
PC14.	store the material as per the relevant storage, health and safety requirements	-	-	-	-
PC15.	organise the relevant tools, equipment and Personal Protective Equipment (PPE)	-	-	-	-



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<b>PC16.</b>	maintain the record of purchase	-	-	-	-
<b>NOS Total</b>		<b>30</b>	<b>40</b>		<b>30</b>
<b>AGR/N0818: Set up the interior garden and features</b>					

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<i>Propagate plants for the interior garden</i>		<b>8</b>	<b>12</b>		<b>8</b>
<b>PC1.</b>	select an appropriate method such as seeding, cutting, layering to propagate indoor plants	-	-	-	-
<b>PC2.</b>	prepare the soil for propagation by applying the necessary treatment	-	-	-	-
<b>PC3.</b>	prepare pots of appropriate size or a nursery bed for propagating plants	-	-	-	-
<b>PC4.</b>	plant seeds/ stems/ root in the pots/ nursery bed for propagation	-	-	-	-
<b>PC5.</b>	apply water and fertilizers in the recommended quantity				
<b>PC6.</b>	apply pesticides/ insecticides to protect the plantlets from pests/ insects and diseases				
<b>PC7.</b>	maintain the plantlets until they are ready for transplanting				
<i>Prepare the potting soil and pots</i>		<b>6</b>	<b>12</b>		<b>4</b>
<b>PC8.</b>	arrange coir peat, vermiculite and compost in the recommended quantity for preparing potting soil	-	-	-	-
<b>PC9.</b>	select a clean container of appropriate capacity to prepare the potting soil	-	-	-	-
<b>PC10.</b>	prepare the coir peat for use by soaking it in water for the recommended duration	-	-	-	-
<b>PC11.</b>	create a mixture of coir peat, vermiculite and compost by adding the ingredients in the recommended ratio	-	-	-	-
<b>PC12.</b>	add worm castings/ vermicompost to the mixture as per the requirement	-	-	-	-
<b>PC13.</b>	rake the potting soil to break any lumps and aerate it				
<b>PC14.</b>	use pots/ containers of appropriate capacity and shape having aesthetic appeal				
<b>PC15.</b>	create drainage holes in the bottom of the pots/containers				
<b>PC16.</b>	prepare pots for planting by filling them with potting soil				
<b>PC17.</b>	create holes of appropriate depth and width in the potting soil				
<i>Set up the interior garden and features</i>		<b>8</b>	<b>12</b>		<b>8</b>
<b>PC18.</b>	plant the selected plants/ trees/ shrubs in the interior garden and pots/ containers	-	-	-	-
<b>PC19.</b>	plant grass in the interior garden's lawn	-	-	-	-
<b>PC20.</b>	apply water and fertilizers in the recommended quantity				

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PC21.	place plants/ trees/ shrubs in groups according to their varieties and light and water requirements				
PC22.	set up shelves or other relevant support for placing the indoor plant pots/ containers				
PC23.	arrange fluorescent lights and heat mats to maintain appropriate light and soil temperature for indoor plants				
PC24.	install timers to automate the functioning of fluorescent lights and heat mats				
PC25.	install various garden features such as fountains, hanging baskets, bonsai pots at the client-preferred spots				
PC26.	apply modern architectural designs for interior gardens such as built-in planters and vertical garden panels				
PC27.	set up appropriate irrigation and drainage systems in the interior garden				
PC28.	guide the client on the minor repair and maintenance of the interior garden				
PC29.	arrange for protection from any health and safety hazards in and around the interior garden				
PC30.	use the relevant PPE during the operations				
<i>Optimise resource utilisation</i>		<b>8</b>	<b>4</b>		<b>10</b>
PC31.	optimise the usage of various material in different tasks/ activities/ processes	-	-	-	-
PC32.	optimise the usage of water/ electricity/ energy in various tasks/ activities/ processes				
PC33.	connect electrical tools and equipment safely and turn off when not in use				
<b>NOS Total</b>		<b>30</b>	<b>40</b>		<b>30</b>
<b>AGR/N0819: Maintain the interior garden, tools and equipment</b>					
<i>Maintain the plants, trees and shrubs</i>		<b>8</b>	<b>8</b>		<b>10</b>
PC1.	water the interior garden plants/ trees/ shrubs with the recommended quantity of water	-	-	-	-
PC2.	maintain the prescribed level of moisture and soil temperature	-	-	-	-
PC3.	apply the recommended quantity of fertilizers and manure to the plants/ trees/ shrubs	-	-	-	-
PC4.	carry out pruning and training of the plants/trees/ shrubs as per the	-	-	-	-

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	requirement				
<b>PC5.</b>	examine the plants/ trees/ shrubs regularly for pest infestation				
<b>PC6.</b>	apply the approved pesticides/ insecticides as per the manufacturer's instructions				

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PC7.	rake the lawn to remove dead leaves and debris				
PC8.	remove the weeds and wilted plants/ tree/ shrubs as per the Standard Operating Procedure (SOP)				
PC9.	drain out excess water from the garden appropriately				
PC10.	carry out plant rotation and shifting for the healthy growth of plants/ trees/ shrubs				
PC11.	maintain the record of fertilizers, pesticides and insecticides used in the garden				
<i>Maintain the garden features and structures</i>		<b>12</b>	<b>12</b>		<b>10</b>
PC12.	maintain the cleanliness of interior garden features and structures	-	-	-	-
PC13.	carry out minor repair, maintenance and replacement of the garden features and structures	-	-	-	-
PC14.	co-ordinate with an expert for any complex repair and maintenance activities	-	-	-	-
PC15.	polish the metal containers with the recommended material				
<i>Maintain the garden tools and equipment</i>		<b>10</b>	<b>20</b>		<b>10</b>
PC16.	examine various garden hand/ power tools and equipment for any wear and tear or damage	-	-	-	-
PC17.	carry out minor repair and maintenance of the tools and equipment	-	-	-	-
PC18.	store the tools and equipment as per the manufacturer's instructions	-	-	-	-
<i>Perform waste management</i>		<b>6</b>	<b>12</b>		<b>8</b>
PC19.	segregate waste into different categories	-	-	-	-
PC20.	dispose the non-recyclable waste appropriately	-	-	-	-
PC21.	deposit the recyclable and reusable material at the identified location	-	-	-	-
<b>NOS Total</b>		<b>36</b>	<b>52</b>		<b>38</b>
<b>AGR/N9918: Communicate effectively at the workplace</b>					
<i>Effective communication at the workplace</i>		<b>22</b>	<b>20</b>		<b>13</b>
PC1.	interpret verbal and written instructions	-	-	-	-
PC2.	note down instructions received from the seniors	-	-	-	-
PC3.	seek clarifications on instructions, if any	-	-	-	-
PC4.	seek requisite information from a source or person	-	-	-	-

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<b>PC5.</b>	provide information in the desired format and frequency	-	-	-	-
<b>PC6.</b>	carry out work-related documentation	-	-	-	-
<b>PC7.</b>	report accidents and incidents as per procedure	-	-	-	-
<i>Mentor apprentice</i>		<b>24</b>	<b>16</b>		<b>20</b>
<b>PC8.</b>	explain scope of work to the apprentice	-	-	-	-
<b>PC9.</b>	demonstrate the work to the apprentice	-	-	-	-
<b>PC10.</b>	assign work to the apprentice	-	-	-	-
<b>PC11.</b>	monitor progress made by the apprentice	-	-	-	-
<b>PC12.</b>	report performance of the apprentice to the senior	-	-	-	-
<b>PC13.</b>	explain safety procedure and use of PPE to the apprentice	-	-	-	-
<i>Practice inclusion at the workplace</i>		<b>14</b>	<b>10</b>		<b>11</b>
<b>PC14.</b>	maintain a conducive environment for all the genders and (Persons with Disabilities) PwD at the workplace	-	-	-	-
<b>PC15.</b>	encourage appropriate behaviour and conduct with people across genders and PwD	-	-	-	-
<b>PC16.</b>	practice appropriate verbal and non-verbal communication while interacting with PwD	-	-	-	-
<b>PC17.</b>	ensure equal participation of people across genders and PwD in discussions	-	-	-	-
<b>NOS Total</b>		<b>60</b>	<b>46</b>		<b>44</b>
<b>AGR/N9903: Maintain health and safety at the workplace</b>					
<i>Maintain personal hygiene</i>		<b>10</b>	<b>5</b>		<b>10</b>
<b>PC1.</b>	wash hands, legs and face with soap/alcohol-based sanitizer at reasonable intervals	-	-	-	-
<b>PC2.</b>	wash the worn clothes with soap and sun-dry before use next time	-	-	-	-
<b>PC3.</b>	ensure the face is covered with mask or three layers of cloth-piece	-	-	-	-
<b>PC4.</b>	follow the workplace sanitisation norms including distancing from sick people	-	-	-	-
<i>Maintain clean and safe workplace</i>		<b>15</b>	<b>15</b>		<b>15</b>
<b>PC5.</b>	carry out basic safety checks before operation of all tools, implements, and machinery and report identified hazards to the supervisor	-	-	-	-

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<b>PC6.</b>	wear appropriate Personal Protective Equipment (PPE) while performing work in accordance with the workplace policy	-	-	-	-
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<b>PC7.</b>	follow the instructions mentioned on the labels of chemicals/pesticides/fumigants etc. to avoid hazards	-	-	-	-
<b>PC8.</b>	assess risks prior to performing manual handling jobs, and work according to currently recommended safe practices	-	-	-	-
<b>PC9.</b>	sanitize equipment, tools and machinery before and after use	-	-	-	-
<b>PC10.</b>	use equipment and materials safely and correctly and return the same to designated storage after use	-	-	-	-
<b>PC11.</b>	dispose waste safely and correctly in the designated area	-	-	-	-
<b>PC12.</b>	recognize risks to bystanders and take required action to reduce the risks	-	-	-	-
<b>PC13.</b>	work in a manner which minimizes environmental damage, ensuring all procedures and instructions for controlling risks are followed	-	-	-	-
<b>PC14.</b>	report any accidents, incidents or problems without delay to an appropriate person and take necessary immediate action to reduce further danger	-	-	-	-
<b>PC15.</b>	follow government / workplace advisories in case of outbreak of any disease/disaster	-	-	-	-
<i>Administer appropriate emergency procedures</i>		<b>15</b>	<b>5</b>		<b>10</b>
<b>PC16.</b>	follow procedures for dealing with accidents, fires and emergencies, including communicating location and directions to the location of emergency, as per the workplace requirements	-	-	-	-
<b>PC17.</b>	use emergency equipment in accordance with manufacturer's specifications and workplace requirements	-	-	-	-
<b>PC18.</b>	report provide treatment appropriate to the patient's injuries in accordance with recognized first aid techniques	-	-	-	-
<b>PC19.</b>	recover (if practical), clean, inspect/test, refurbish, replace and store the first aid equipment as appropriate	-	-	-	-
<b>PC20.</b>	report details of first aid administered in accordance with workplace procedures	-	-	-	-
<b>NOS Total</b>		<b>40</b>	<b>25</b>		<b>35</b>



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<b>DGT/VSQ/N0103: Employability Skills (90 Hours)</b>				
<i>Introduction to Employability Skills</i>	1	1	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the current job market requirement and future of work	-	-	-	-
<b>PC2.</b> identify and explore learning and employability relevant portals	-	-	-	-
<b>PC3.</b> research about the different industries, jobmarket trends, latest skills required and the available opportunities	-	-	-	-
<i>Constitutional values – Citizenship</i>	1	1	-	-
<b>PC4.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC5.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	1	3	-	-
<b>PC6.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC7.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<b>PC8.</b> adopt a continuous learning mindset for personal and professional development	-	-	-	-
<i>Basic English Skills</i>	3	4	-	-
<b>PC9.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC10.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC11.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	1	2	-	-
<b>PC12.</b> identify career goals based on the skills, interests, knowledge, and personal attributes	-	-	-	-
<b>PC13.</b> prepare a career development plan with	-	-	-	-

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short- and long-term goals				
<i>Communication Skills</i>	2	2	-	-
<b>PC14.</b> follow verbal and non-verbal communication etiquette while communicating in professional and public settings	-	-	-	-
<b>PC15.</b> use active listening techniques for effective communication	-	-	-	-
<b>PC16.</b> communicate in writing using appropriate style and format based on formal or informal requirements	-	-	-	-
<b>PC17.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	1	1	-	-
<b>PC18.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC19.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
<b>PC20.</b> identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc.	-	-	-	-
<b>PC21.</b> carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook	-	-	-	-
<b>PC22.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC23.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	5	-	-
<b>PC24.</b> operate digital devices and use their features and applications securely and safely	-	-	-	-
<b>PC25.</b> carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.	-	-	-	-
<b>PC26.</b> display responsible online behaviour while using various social media platforms	-	-	-	-
<b>PC27.</b> create a personal email account, send and process received messages as per requirement	-	-	-	-
<b>PC28.</b> carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications	-	-	-	-
<b>PC29.</b> utilize virtual collaboration tools to work effectively	-	-	-	-

## NSQF QUALIFICATION FILE

Approved in 14<sup>th</sup> NSQC Meeting – NCVET – 30<sup>th</sup> December 2021

<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
<b>PC30.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC31.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC32.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC33.</b> identify different types of customers and ways to communicate with them	-	-	-	-
<b>PC34.</b> identify and respond to customer requests and needs in a professional manner	-	-	-	-
<b>PC35.</b> use appropriate tools to collect customer feedback	-	-	-	-
<b>PC36.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC37.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC38.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC39.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC40.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC41.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

**NSQF QUALIFICATION FILE**Approved in 14<sup>th</sup> NSQC Meeting – NCVET – 30<sup>th</sup> December 2021**Assessment Weightage**

Compulsory NOS

<b>National Occupational Standards</b>	<b>Theory Marks</b>	<b>Practical Marks</b>	<b>Project Marks</b>	<b>Viva Marks</b>	<b>Total Marks</b>	<b>Weightage</b>
AGR/N0817.Prepare to set up an interior garden	<b>30</b>	<b>40</b>	<b>-</b>	<b>30</b>	<b>100</b>	<b>25</b>
AGR/N0818.Set up the interior garden and features	<b>30</b>	<b>40</b>	<b>-</b>	<b>30</b>	<b>100</b>	<b>30</b>
AGR/N0819.Maintain the interior garden, tools and equipment	<b>36</b>	<b>52</b>	<b>-</b>	<b>38</b>	<b>126</b>	<b>25</b>
AGR/N9903.Maintain health and safety at the workplace	<b>40</b>	<b>25</b>	<b>-</b>	<b>35</b>	<b>100</b>	<b>15</b>
DGT/VSQ/N0103.Employability Skills (90 Hours)	<b>20</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>50</b>	<b>5</b>
<b>Total</b>	<b>156</b>	<b>187</b>	<b>-</b>	<b>133</b>	<b>476</b>	<b>100</b>

**SECTION 2**

**EVIDENCE OF LEVEL**

**OPTION B**

Title/ Name of qualification/ component: Interior Landscaper			Level: 4
NSQF Domain	NSQF Domain	NSQF Domain	NSQF Domain
Process	<ul style="list-style-type: none"> <li>• Prepare the layout of the interior garden</li> <li>• Propagate plants for the interior garden</li> <li>• Prepare the potting soil and pots</li> </ul>	A Interior Landscaper must have creative thinking to produce a decent blend of interior gardens with various features. The person must also possess problem-solving and co-ordination skills. Ability to read, write and communicate effectively are other important attributes required in this job role.	4
Professional knowledge	<ul style="list-style-type: none"> <li>• Perform waste management</li> <li>• Administer appropriate emergency procedures</li> </ul>	An Interior Landscaper should have the knowledge of designing, setting up and maintaining interior gardens.	4
Professional skill	<ul style="list-style-type: none"> <li>• Optimise recourse utilization</li> <li>• Mentor apprentice</li> <li>• Promote inclusion at the workplace</li> </ul>	The Job holder should have professional skills including: Decision making, Planning and Organising, Customer centricity, Problem solving, Analytical Thinking, Critical thinking.	4
Core Skills	<ul style="list-style-type: none"> <li>• Arrange the necessary material</li> <li>• Set up the interior garden and features</li> <li>• Maintain the garden features and structures</li> </ul>	The job holder must have Core Skills which will include: Writing Skills, Reading Skills, Oral and Communication (Listening and Speaking).	4

## NSQF QUALIFICATION FILE

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Responsibility	<ul style="list-style-type: none"><li>• The job holder is required to hold responsibility for his/her own work and learning and full responsibility for other's work and learning.</li><li>• ensure availability of all tools and equipment required for the demonstrations, demonstrate the operation</li><li>• demonstrate the operation and explain key advantages of post-harvest equipment</li><li>• demonstrate the process of carrying out minor repairs and periodical maintenance of agricultural machinery and equipment</li><li>• provide information about safety procedures, protective devices required for operation, listen to workers, team members and farmers to know and understand their work-related problems,</li></ul>	An Interior Landscaper is responsible for designing, setting up and maintaining interior gardens.	4
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**SECTION 3****EVIDENCE OF NEED**

26	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>Basis</b>	
Need of the qualification	While collecting data from the companies for the occupational map, we also took feedback from industry, training institutions which was collected with respect to roles for which qualification packs development, was to be prioritized. This was largely based on volume of people required, quantitative and qualitative shortfall which the industry feels they face. Governing council of ASCI and Occupational Standards Committee which comprises of experts & senior leaders gave final approval and endorsement for the same.
Industry Relevance	Validations have been received from Sogestu School, Shriram Bioseed Genetics, Institute of Floral Design, JVWU
Usage of the qualification	<p>An NSQF aligned training to the persons involved in grooming of <b>Interior Landscaper</b> shall provide opportunities to the incumbents for horizontal and vertical career progression. Competency-based training shall imbibe professionalism in the job-role. Being an important and ever-expanding job, the job-role of power tiller operator may well be included in the vocational education stream of school education.</p> <p>The Qualification Pack shall also be helpful in conducting Recognition of Prior Learning of the Interior Landscaper</p>

## NSQF QUALIFICATION FILE

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Estimated uptake	<table><tr><td></td><td></td><td></td><td></td></tr><tr><td>Interior Landscaper</td><td>MADHYA PRADESH, ANDHRA PRADESH, PUNJAB, HARYANA, UTTAR PRADESH, MAHARASHTRA AND ASSAM</td><td>Various district of mentioned States</td><td>3000</td></tr></table>								Interior Landscaper	MADHYA PRADESH, ANDHRA PRADESH, PUNJAB, HARYANA, UTTAR PRADESH, MAHARASHTRA AND ASSAM	Various district of mentioned States	3000
Interior Landscaper	MADHYA PRADESH, ANDHRA PRADESH, PUNJAB, HARYANA, UTTAR PRADESH, MAHARASHTRA AND ASSAM	Various district of mentioned States	3000									
27	<b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences</b> Have received concurrence from the M&T Division, MoA & FW											
x28	<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>  This is the revised version of the already NSQC approved QP. The revision has been undertaken as the QP is going to expire soon.											
29	<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>  Any institution / individual is welcome to send feedback, which is recorded and considered during next review cycle. Communication will be sent for any feedback to all the main stakeholders/users one month prior to the review of the qualifications pack. A formal review is scheduled in three year.											

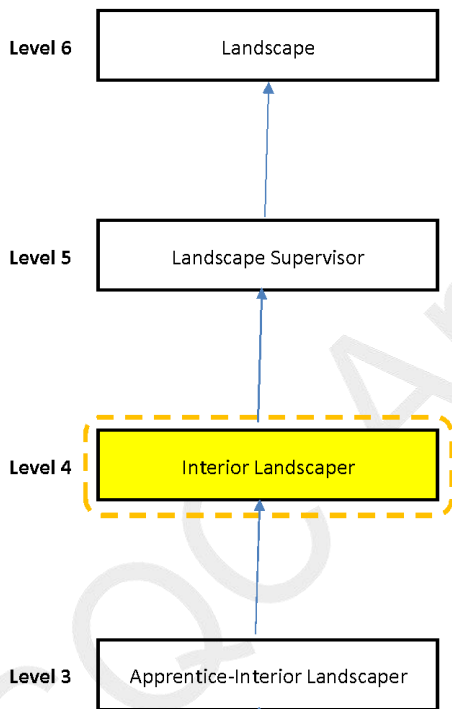
Please attach most relevant and recent documents giving further information about any of the topics above.

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>  <b><i>Show the career map here to reflect the clear progression</i></b></p> <p>Career path in the agriculture sector is generally in terms of activities done &amp; ownership of responsibility because they are primarily self-wage employment/ entrepreneurship roles.</p> <p><b>Annexure 1: Career Map of Interior Landscaper</b></p>  <pre> graph BT     L3[Level 3: Apprentice-Interior Landscaper] --&gt; L4[Level 4: Interior Landscaper]     L4 --&gt; L5[Level 5: Landscape Supervisor]     L5 --&gt; L6[Level 6: Landscape]             </pre> <p>The diagram illustrates a career progression path for an Interior Landscaper. It consists of four levels, each represented by a rectangular box. The boxes are arranged vertically, with Level 3 at the bottom and Level 6 at the top. Blue arrows point upwards from Level 3 to Level 4, Level 4 to Level 5, and Level 5 to Level 6, indicating the progression. The box for Level 4, 'Interior Landscaper', is highlighted in yellow and has a dashed orange border. The other boxes have solid black borders. The levels are labeled on the left side of each box.</p>
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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.