



QUALIFICATION FILE

Fish Seed Grower

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☒ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 4

Submitted By:

Agriculture Skill Council of India

Unit No. 101, First Floor, Greenwoods Plaza, Block 'B', Greenwoods City, Sector 45, Gurugram -122009, Haryana.

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Section 1: Basic Details

| 1. | Qualification Name | Fish Seed Grower | | | | | | | | | | | | | | | | |
|--------|--|--|--|--------|--|---|---|--------------------|--|---|--------------------|--|---|-------------------------|--|---|-------------------------|--|
| 2. | Sector/s | Agriculture | | | | | | | | | | | | | | | | |
| 3. | Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM | NQR Code & version of existing qualification: 2022/AGR/ASCI/06540 & Version 3.0 | Qualification Name of existing/previous version: Fish Seed Grower | | | | | | | | | | | | | | | |
| 4. | a. OEM Name b. Qualification Name (Wherever applicable) | NA | | | | | | | | | | | | | | | | |
| 5. | National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval) | QG-04-AG-03236-2024-V2-ASCI | 6. NCrF/NSQF Level: 4 | | | | | | | | | | | | | | | |
| 7. | Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure) | Certificate | | | | | | | | | | | | | | | | |
| 8. | Brief Description of the Qualification | A Fish Seed Grower is responsible for raising the seeds of varieties of fish species. The person oversees the preparation of pond and the culture activities including the harvesting and post-harvest management of seeds. | | | | | | | | | | | | | | | | |
| 9. | Eligibility Criteria for Entry for Student/Trainee/Learner/Employee | <p>a. Entry Qualification & Relevant Experience:</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>12th or equivalent</td> <td></td> </tr> <tr> <td>2</td> <td>10th or equivalent</td> <td>3 years of relevant experience in Fisheries and related sector</td> </tr> <tr> <td>3</td> <td>Previous NSQF Level 3.5</td> <td>1.5 years of relevant experience in Fisheries and related sector</td> </tr> <tr> <td>4</td> <td>Previous NSQF Level 3.0</td> <td>3 years of relevant experience in Fisheries and related sector</td> </tr> </tbody> </table> <p>b. Age: 18</p> | | S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | 1 | 12th or equivalent | | 2 | 10th or equivalent | 3 years of relevant experience in Fisheries and related sector | 3 | Previous NSQF Level 3.5 | 1.5 years of relevant experience in Fisheries and related sector | 4 | Previous NSQF Level 3.0 | 3 years of relevant experience in Fisheries and related sector |
| S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | | | | | | | | | | | | | | | | |
| 1 | 12th or equivalent | | | | | | | | | | | | | | | | | |
| 2 | 10th or equivalent | 3 years of relevant experience in Fisheries and related sector | | | | | | | | | | | | | | | | |
| 3 | Previous NSQF Level 3.5 | 1.5 years of relevant experience in Fisheries and related sector | | | | | | | | | | | | | | | | |
| 4 | Previous NSQF Level 3.0 | 3 years of relevant experience in Fisheries and related sector | | | | | | | | | | | | | | | | |
| 10. | Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF)) | 15 | 11. Common Cost Norm Category (I/II/III) (wherever applicable): I | | | | | | | | | | | | | | | |

| 12. | Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i> | NA | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|---|--|-----------------------|----------------------------------|---------------|--|-------------------------|----------------|-------------------|-----------------------|-------------------------|---------------|---------------------|-----|-----|----|--|-----|--------|--|--|--|--|--|
| 13. | Training Duration by Modes of Training Delivery <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i> | <input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>210</td> <td>210</td> <td>30</td> <td></td> <td>450</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <i>(Refer Blended Learning Annexure for details)</i> | | | | | Training Delivery Modes | Theory (Hours) | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) | Classroom (offline) | 210 | 210 | 30 | | 450 | Online | | | | | |
| Training Delivery Modes | Theory (Hours) | Practical (Hours) | OJT Mandatory (Hours) | OJT Recommended (Hours) | Total (Hours) | | | | | | | | | | | | | | | | | | | |
| Classroom (offline) | 210 | 210 | 30 | | 450 | | | | | | | | | | | | | | | | | | | |
| Online | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. | Aligned to NCO/ISCO Code/s <i>(if no code is available mention the same)</i> | NCO-2015/6221 | | | | | | | | | | | | | | | | | | | | | | |
| 15. | Progression path after attaining the qualification <i>(Please show Professional and Academic progression)</i> | Fish Seed Grower (L4), Aquaculture Technical Supervisor (L5) | | | | | | | | | | | | | | | | | | | | | | |
| 16. | Other Indian languages in which the Qualification & Model Curriculum are being submitted | Hindi | | | | | | | | | | | | | | | | | | | | | | |
| 17. | Is similar Qualification(s) available on NQR-if yes, justification for this qualification | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications: | | | | | | | | | | | | | | | | | | | | | | |
| 18. | Is the Job Role Amenable to Persons with Disability | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability: SHI | | | | | | | | | | | | | | | | | | | | | | |
| 19. | How Participation of Women will be Encouraged | Batches specific to women will be formed | | | | | | | | | | | | | | | | | | | | | | |
| 20. | Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i> | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No DGT/VSQ/N0102 (v1.0) | | | | | | | | | | | | | | | | | | | | | | |
| 21. | Is Qualification Suitable to be Offered in Schools/Colleges | Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | | | | | | | | | | | | | | | | | | | | | | |
| 22. | Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i> | Name: Mr Srikanth Pampana Email: standards@asci-india.com Contact No.: 0124-4670029 Website: www.asci-india.com | | | | | | | | | | | | | | | | | | | | | | |
| 23. | Final Approval Date by NSQC: 22/10/2024 | 24. Validity Duration: 3 years post NSQC Approval | | 25. Next Review Date: 22/10/2027 | | | | | | | | | | | | | | | | | | | | |

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

Th.-Theory Pr.-Practical OJT-On the Job Man.-Mandatory Training Rec.-Recommended Proj.-Project

| S. No | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/Non-Core | NCrF/NS QF Level | Credits as per NCrF | Training Duration (Hours) | | | | | Assessment Marks | | | | | |
|-----------------------------------|---|---|---------------|------------------|---------------------|---------------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|-------------------------------|
| | | | | | | Th. | Pr. | OJT-Man. | OJT-Rec. | Total | Th. | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| 1 | Ensure the soil and water quality in the culture pond | AGR/N4966 (v2.0) | Core | 4 | 4 | 50 | 70 | | | 120 | 30 | 40 | | 30 | 100 | 30 |
| 2 | Feeding and monitoring the Fish seed | AGR/N4968 (v1.0) | Core | 4 | 1 | 10 | 20 | | | 30 | 30 | 40 | | 30 | 100 | 20 |
| 3 | Supervise the culture, harvest and post-harvest activities | AGR/N4931 (v3.0) | Core | 4 | 5 | 60 | 90 | | | 150 | 30 | 40 | | 30 | 100 | 30 |
| 4 | Ensure health, hygiene and safety during culture operations | AGR/N4918 (v3.0) | Core | 4 | 1 | 15 | 15 | | | 30 | 30 | 40 | | 30 | 100 | 10 |
| 5 | Manage and lead a team effectively | AGR/N9923 (v2.0) | Non-Core | 6 | 1 | 15 | 15 | | | 30 | 30 | 40 | | 30 | 100 | 5 |
| 6 | Employability Skills (60 Hours) | DGT/VSQ/N 0102 (v1.0) | Non-Core | 4 | 2 | 60 | | | | 60 | 20 | 30 | | | 50 | 5 |
| 7 | OJT | | | 4 | 1 | | | 30 | | 30 | | | | | | |
| Duration (in Hours) / Total Marks | | | | | 15 | 210 | 210 | 30 | | 450 | 170 | 230 | | 150 | 550 | 100 |

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: ____% (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

| | | |
|----|--|---|
| 1. | Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines) | Graduate (B.F. Sc.) with 4 years of relevant industry or training experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields OR B.Sc (Graduate (Fisheries and related streams)) with 5 years of relevant industry or training experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields OR Post Graduate (M.F. Sc/ Fisheries/ Applied Aquaculture and related streams) with 2 years of relevant industry or training experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields |
| 2. | Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines) | 5 years of training experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields after Graduation (B.F. Sc) and 4 years of relevant industry experience OR 5 years of training experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields after B.Sc. (Graduate (Fisheries and related streams)) and 5 years of relevant industry experience OR 5 years of training experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields after Post Graduation in (M.F. Sc/ Fisheries/ Applied Aquaculture and related streams) with 2 years of relevant industry experience |
| 3. | Tools and Equipment Required for Training | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure) |
| 4. | In Case of Revised Qualification, Details of Any Upskilling Required for Trainer | NA |

Section 4: Assessment Related

| | | |
|----|--|---|
| 1. | Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) | B.F. Sc with 4 years of relevant experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields OR Graduation (Fisheries and related streams) with 5 years of relevant experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields; Remarks: Practical skills and knowledge required in seed production of aquatic organisms |
|----|--|---|

| | | |
|----|--|--|
| | | OR M.F. Sc with 2 years of relevant experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields OR Post-Graduation (Fisheries/ Applied Aquaculture and related streams) with 2 years of relevant experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields PhD (Fisheries/ Applied Aquaculture and related streams) with 1 year of relevant experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields |
| 2. | Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i> | Diploma/Graduate (It is mandatory for a proctor to have technical knowledge/IT knowledge Once a proctor has been on-boarded by any AA, they are oriented about skill ecosystem along with do's and don'ts .) |
| 3. | Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i> | M.F. Sc with 10 years of relevant experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields OR Post-Graduation (Fisheries/ Applied Aquaculture and related streams) with 10 years of relevant experience in Fisheries Science / Aquaculture / Applied aquaculture or related EXPERIENCE and fields |
| 4. | Assessment Mode <i>(Specify the assessment mode)</i> | Offline |
| 5. | Tools and Equipment Required for Assessment | <input checked="" type="checkbox"/> Same as for training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i> |

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

| | |
|----|---|
| 1. | Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes |
| 2. | Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes |
| 3. | Government /Industry initiatives/ requirement (Yes/No): Government Initiative, part of PMKVY 4.0 |
| 4. | Number of Industry validation provided: 9 |
| 5. | Estimated nos. of persons to be trained and employed: 2000 |
| 6. | Evidence of Concurrence/Consultation with Line Ministry/State Departments: Yes |

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

| | | |
|-----|---|---------------------------------------|
| 1. | Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i> | <i>Annexure-1</i> |
| 2. | Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i> | <i>Annexure-2</i> |
| 3. | Annexure: Detailed Assessment Criteria <i>(Mandatory)</i> | <i>Annexure-5</i> |
| 4. | Annexure: Assessment Strategy <i>(Mandatory)</i> | <i>Annexure-6</i> |
| 5. | Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is "Blended Learning")</i> | NA |
| 6. | Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i> | NA |
| 7. | Annexure: Acronym and Glossary <i>(Optional)</i> | |
| 8. | Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i> | <i>Annexure-7</i> |
| 9. | Supporting Document: Career Progression <i>(Mandatory - Public view)</i> | Aquaculture Technical Supervisor (L5) |
| 10. | Supporting Document: Occupational Map <i>(Mandatory)</i> | <i>Annexure-8</i> |
| 11. | Supporting Document: Assessment SOP <i>(Mandatory)</i> | <i>Annexure-9</i> |
| 12. | Any other document you wish to submit: | |

Annexure 1: Evidence of Level

| NCrf/NSQF Level Descriptors | Key requirements of the job role/ outcome of the qualification | How the job role/ outcomes relate to the NCrf/NSQF level descriptor | NCrf/NSQF Level |
|--|---|---|-----------------|
| Professional Theoretical Knowledge/Process | <ul style="list-style-type: none"> Carry out soil conditioning | A Fish Seed Grower is responsible for raising the seeds of varieties of fish species. The person oversees the | 4 |

| | | | |
|---|---|--|---|
| | <ul style="list-style-type: none"> Purchase and stock the seeds | preparation of pond and the culture activities including the harvesting and post-harvest management of seeds. | |
| Professional and Technical Skills/ Expertise/ Professional Knowledge | <ul style="list-style-type: none"> Promote inclusion at work Maintain the health of cultured organisms Maintain a fair and professional work environment | The job holder is expected to have knowledge of facts, principles, processes and general concepts, seed rearing protocol, water quality management in seed rearing ponds, feed and feed management in seed rearing pond, disease diagnosis and management, seed packing and transport, staff roster management, leave and attendance management, basic mathematics, prevention of infections, personal hygiene requirement, method of maintaining safety checklists, routine physio-chemical testing of water. The job holder is required to have knowledge of facts, principles, processes and general concepts, in a field of work or study, for example, ensure pond preparation as per requirement of the respective stages of seed to be grown, i.e., spawn to fry, fry-fingerling (post larvae to juvenile in freshwater prawn) or fingerling to stunted juveniles, decide on types and dosages of basal manuring, liming and soil treatment in case of new pond, choose method of application of the inputs, determine appropriate methods of eradication of aquatic weed and advise the workers on the safety measures while applying the chemicals, apply appropriate method of eradicating predatory and weed fishes | 4 |
| Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill | <ul style="list-style-type: none"> Optimise resource utilisation Perform waste management Ensure the upkeep of water body, tools and equipment Maintain personal hygiene and safety | The job holder is expected to have skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information. The job holder has to use appropriate methods for seed harvesting, carry out periodic sampling to check occurrence of pathogens, abnormalities and infections in the seed, use | 4 |

| | | | |
|---|--|---|---|
| | | <p>appropriate feed, in right quantity and with appropriate feeding schedule, assess the need for manpower requirement for a single culture period, coordinate work hours including scheduling, approving time off requests, tracking absences, timekeeping etc.</p> <p>The job holder should ensure the basic safety checks to be undertaken before operating any tools and equipment and practising the good hygienic practices as per recommendation</p> | |
| Broad Learning Outcomes/Core Skill | <ul style="list-style-type: none"> • Manage the water quality • Ensure pond preparation for the selected seed species • Supervise maintenance of the stocked seeds in the pond • Supervise harvesting and packing of seeds | <p>The job holder is expected to possess desired mathematical skills, understanding of social, political and some skill of collecting and organizing information, communication. For example, the job holder is expected to determine manpower demand based on parameters such as transportation, stocking, survival and growth monitoring, prepare backup plan for manpower allocation in case of unforeseen circumstances, determine different types of liming material and its method of application in pond to be used at various stage of culture operation, find out the source of quality seed of the desired organisms, ensure availability of suitable environment for the rearing of specific species or group of species</p> | 4 |
| Responsibility | <ul style="list-style-type: none"> • Resolve problems promptly and communicate effectively • Raising of variety of fish species • Ensure that subordinates are carrying out their works responsibly • leadership qualities and management skills • Harvesting and Post-Harvesting | <p>A Fish Seed Grower is responsible for raising the seeds of varieties of fish species. The person oversees the preparation of pond and the culture activities including the harvesting and post-harvest management of seeds.</p> | 4 |

Annexure 2: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

| S. No. | Tool / Equipment Name | Specification | Quantity for specified Batch size |
|--------|---------------------------|---------------|-----------------------------------|
| 1 | Fry net/ Breeding Net | Nos | 1 |
| 2 | Chemical fertilizer | Kgs | 1 |
| 3 | Rice bran | kgs | 1 |
| 4 | Breeding hapa | Nos | 1 |
| 5 | Syringes | Nos | 1 |
| 6 | Oxygen cylinders | Nos | 1 |
| 7 | Dissolved Oxygen Analyser | Nos | 1 |
| 8 | Needles | Nos | 1 |
| 9 | Cotton | Nos(Rolls) | 1 |
| 10 | Bamboos for support | Nos | 1 |
| 11 | Weighing balance | Nos | 1 |
| 12 | groundnut oil cake | kgs | 1 |
| 13 | Hand nets/ Fishing Net | Nos | 1 |
| 14 | Synthetic hormones | Nos | 1 |
| 15 | Distilled water | liters | 1 |
| 16 | Canvas bags | Nos | 1 |
| 17 | Hatching hapa | Nos | 1 |
| 18 | Hand gloves | Nos | 30 |
| 19 | Video Recording Equipment | Nos | 1 |
| 20 | Gumboots | Nos | 5 |

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Whiteboard
2. Markers

Annexure 3: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

| S. No | Organization Name | Representative Name | Designation | Contact Address | Contact Phone No | E-mail ID | LinkedIn Profile (if available) |
|-------|---|------------------------------|--|------------------------------|------------------|--|---------------------------------|
| 1 | College of Fisheries, CAU | Prof. Arun Bhai Patel | Dean | Lembucherra, Tripura-799210, | 6033158155 | cofcdu.agt-tr@gov.in | |
| 2 | Associated Tea & Agro Management Services Pvt Ltd | Angello S Ahmed | Sr Project Coordinator | Guwahati, Assam | 8486205400 | angelo.ahmed@atmsagro.org | |
| 3 | Centre for Aquatic Livelihood Jaljeevika | Subodh Kumar | Lead-Knowledge Management and Partnerships | Wanowarie, Pune, 411040 | 9156695505 | Subodh.kumar@jaljeevika.org | |
| 4 | Kailash Fisheries and Aquatics | Akshya Kumar Sahu | MD | Baisinga, Mayurbhanj, Odisha | 9437147897 | akshyakumarsahu1977@gmail.com | |
| 5 | Kailash Education & Empowerment Trust | Mr. Sanjay Kumar Sahu | Secretary | Mayurbhanha, Odisha | 9437191841 | akshyakumarsahu1977@gmail.com | |
| 6 | Aum Academia Private Limited | Dr (Prof). Damodar Satapathy | Director | Bhubaneswar | 9861077340 | dsp1959satapathy@gmail.com | |
| 7 | Ashirwad Mercantile PVT LTD | Ranjan Kumar Mohanty | Managing Director | Odisha | 7978924324 | mohantyr786@gmail.com | |
| 8 | KVK Namthang | Indra Prasad Shivaroti | Senior Scientist and Head | Namthang, Namchi | 7430832200 | kvknamthang@gmail.com | |
| 9 | Department of Extension Education, Jorhat | Dr. Sundar Barman | Associate professor | Jorhat, Assam | | | |

Annexure 4: Training & Employment Details

Training and Employment Projections:

| Year | Total Candidates | | Women | | People with Disability | |
|---------|----------------------|------------------------------------|----------------------|------------------------------------|------------------------|------------------------------------|
| | Estimated Training # | Estimated Employment Opportunities | Estimated Training # | Estimated Employment Opportunities | Estimated Training # | Estimated Employment Opportunities |
| 2024-25 | 600 | | | | | |
| 2025-26 | 600 | | | | | |
| 2026-27 | 800 | | | | | |

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

| Qualification Version | Year | Total Candidates | | | | Women | | | | People with Disability | | | |
|-----------------------|---------|------------------|----------|-----------|--------|---------|----------|-----------|--------|------------------------|----------|-----------|--------|
| | | Trained | Assessed | Certified | Placed | Trained | Assessed | Certified | Placed | Trained | Assessed | Certified | Placed |
| 3.0 | 2021-24 | 1260 | | | | | | | | | | | |

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

1. PMKVY

Content availability for previous versions of qualifications:

☒ Participant Handbook ☒ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

Languages in which Content is available: Hindi and English

Annexure 5: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

| NOS/Module Name | Assessment Criteria for Performance Criteria/Learning Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|---|--------------|-----------------|---------------|------------|
| AGR/N4966: Ensure the soil and water quality in the culture pond | <i>Supervise the soil conditioning process</i> | 12 | 16 | | 12 |
| | PC1. instruct the aquaculture worker to check the pH level of the soil using a pH meter and apply lime or gypsum to it in the recommended quantity to adjust the pH | - | - | - | - |
| | PC2. determine the need of applying fertilisers to the culture pond soil through soil testing by an approved lab | - | - | - | - |
| | PC3. arrange for the recommended fertilisers such as basal manure or any other necessary soil treatment to be applied to the soil in an appropriate quantity | - | - | - | - |
| | PC4. ensure the soil in the culture pond is capable of holding water | | | | |

| | | | | | |
|---|--|-----------|-----------|---|-----------|
| | | - | - | - | - |
| | <i>Ensure required water quality in the culture pond</i> | 12 | 16 | - | 12 |
| | PC5. ensure the culture pond has the optimum temperature level required for the fish/ crustacean species to be cultured | - | - | - | - |
| | PC6. ensure the pond has the recommended level of dissolved oxygen, salinity and alkalinity required for the fish/ crustacean species to be cultured | - | - | - | - |
| | PC7. ensure the culture pond has the optimum depth appropriate for the fish/ crustacean species to be cultured | - | - | - | - |
| | PC8. arrange for the pond water to be replaced for the removal of any waste in the pond | - | - | - | - |
| | <i>Optimise resource utilisation</i> | 6 | 8 | - | 6 |
| | PC9. use water and other resources optimally in various tasks and processes and ensure the aquaculture workers also do the same | - | - | - | - |
| | PC10. arrange for any water leakages to be plugged to prevent its wastage | - | - | - | - |
| | Total Marks | 30 | 40 | | 30 |
| AGR/N4968: Feeding and monitoring the Fish seed | <i>Feed Quality</i> | | | | |
| | PC1. Ensure adherence to a strict feed quality control program, including regular inspections and testing | | | | |
| | PC2. use high-quality, nutritionally balanced feed that meets the specific needs of the fish species and growth stages | | | | |
| | PC3. Ensure proper storage and handling of feed to maintain its nutritional value and prevent spoilage. | | | | |
| | <i>Feeding Frequency and Quantity</i> | | | | |
| | PC4. ensure accurate calculation and distribution of feed amounts based on fish size, water temperature, and growth rates | | | | |
| | PC5. Ensure consistent feeding schedules to avoid overfeeding or underfeeding | | | | |
| | PC6. Use automated feeding systems or manual feeding methods that ensure even distribution of feed throughout the tanks | | | | |
| | <i>Feed Conversion Ratio (FCR)</i> | | | | |
| | PC7. Monitor and optimization of FCR to minimize feed wastage and maximize fish growth | | | | |

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|---|---|-----------|-----------|----------|-----------|
| | PC8. implement strategies to improve FCR, such as adjusting feeding rates, improving water quality, and preventing disease outbreaks | | | | |
| | <i>Growth Rates</i> | | | | |
| | PC12. track and monitor fish growth rates to assess the effectiveness of feeding and management practices | | | | |
| | PC13. use standardized growth measurement methods to ensure accurate data collection | | | | |
| | PC14. Comparison of growth rates to industry benchmarks and setting performance targets | | | | |
| | <i>Mortality Rates</i> | | | | |
| | PC15. record and analyze mortality rates to identify potential causes such as excessive feed, disease, poor water quality, or other factors and implement corrective measures | | | | |
| | Total Marks | 30 | 40 | - | 30 |
| AGR/N4931: Supervise the culture, harvest and post-harvest activities | <i>Ensure pond preparation for the selected seed species</i> | <i>8</i> | <i>12</i> | <i>-</i> | <i>8</i> |
| | PC1. identify the species to be grown for seeds such as carps, catfish, murrel, freshwater prawn, etc. | | | | |
| | PC2. ensure the pond is prepared according to the stages of growth of the seed to be grown, such as spawn to fry, fry to fingerling, post-larvae to juvenile, etc. | | | | |
| | PC3. arrange for de-mudding to be carried out in the pond | | | | |
| | PC4. instruct the workers to drain out and sun-dry the perennial pond | | | | |
| | PC5. ensure the aquatic weeds, predatory and weed fish are removed from the pond | | | | |
| | PC6. arrange for the appropriate treatment to be applied for controlling aquatic insects before seed stocking | | | | |
| | <i>Purchase the seeds and supervise their stocking</i> | <i>6</i> | <i>8</i> | <i>-</i> | <i>6</i> |
| | PC7. identify the vendors of the seeds of the selected species to be cultured | | | | |
| | PC8. select a vendor based on the quality of seeds | | | | |
| | PC9. arrange for an appropriate mode of transport for stress-free transportation of seeds to the pond | | | | |
| | PC10. arrange for the seeds to be acclimatized before being stocked | | | | |
| | PC11. maintain the record of purchase | | | | |
| | PC12. ensure that seeds are stocked at the species ratio and density recommended for the selected species | | | | |

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| <i>Supervise maintenance of the stocked seeds in the pond</i> | 4 | 8 | - | 6 |
| PC13. ensure the recommended water level and Relative Humidity (RH) are maintained in the pond for the selected species | | | | |
| PC14. instruct the workers to carry out the relevant culture activities for the stocked species | | | | |
| PC15. ensure the seeds are given feed with the required nutrients in the recommended quantity and as per the feeding schedule | | | | |
| PC16. arrange for periodic sampling of water, soil and seeds to check the occurrence of pathogens, abnormalities and infections | | | | |
| PC17. ensure optimum salinity, pH, oxygen and temperature levels are maintained in the pond during culture operations | | | | |
| PC18. instruct the workers to monitor the stocked seeds for signs of harmful organisms and disease | | | | |
| PC19. arrange for the necessary treatment to be applied in the pond free remove harmful organisms and disease | | | | |
| <i>Supervise harvesting and packing of seeds</i> | 8 | 6 | - | 6 |
| PC20. identify the maturity of seeds to ensure their readiness for being harvested | | | | |
| PC21. ensure nets with appropriate mesh size are selected for harvesting the seeds | | | | |
| PC22. instruct the workers to harvest the seeds using an appropriate method, ensuring no damage to them | | | | |
| PC23. ensure conditioning of the seeds before transportation | | | | |
| PC24. instruct the workers to pack the harvested fish seeds in appropriate containers at the optimum density | | | | |
| PC25. ensure an appropriate mode of transport is used to transport the harvested seeds to the buyer or target market in hygienic conditions with the minimum stress | | | | |
| <i>Perform waste management</i> | 4 | 6 | - | 4 |
| PC26. segregate waste into appropriate categories | | | | |
| PC27. arrange for safe disposal of non- recyclable waste | | | | |
| PC28. use lime or the approved disinfectant(s) to recycle the wastewater and ensure the workers also do the same | | | | |
| PC29. ensure the quality parameters of the treated water are checked to determine its suitability for re-use | | | | |

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| | PC30. arrange for the recycled water to be utilised in appropriate culture operations | | | | |
| | Total Marks | 30 | 40 | - | 30 |
| AGR/N4918: Ensure health, hygiene and safety during culture operations | <i>Ensure the upkeep of water body, tools and equipment</i> | <i>10</i> | <i>12</i> | <i>-</i> | <i>8</i> |
| | PC1. ensure the necessary practices are followed to protect the aquaculture farm and dykes from erosion and natural calamities such as flood and storms | | | | |
| | PC2. ensure protection of the cultured organisms from water/ air/ fomite borne diseases and contamination from handling | | | | |
| | PC3. identify and eliminate common predators and preying organisms from the water body | | | | |
| | PC4. ensure fences are erected to protect the water body from external threats | | | | |
| | PC5. restrict the entry of unauthorised persons into the aquaculture area | | | | |
| | PC6. follow the recommended practices to prevent the escape of cultured organisms from the culture pond/ tank | | | | |
| | PC7. conduct regular tests to ensure the appropriate soil and water quality parameters are maintained in the water body | | | | |
| | PC8. ensure all the nets, vessels, tools and equipment are cleaned and de-contaminated regularly | | | | |
| | <i>Maintain personal hygiene and safety</i> | <i>10</i> | <i>12</i> | <i>-</i> | <i>12</i> |
| | PC9. ensure basic safety checks are undertaken before the operation of any tools and equipment | | | | |
| | PC10. ensure the use of relevant Personal Protective Equipment (PPE) during various aquaculture operations | | | | |
| | PC11. use the recommended soap/ sanitiser to sanitise the hands and ensure the other personnel also use it | | | | |
| | PC12. follow the standard procedures to deal with accidents and emergencies | | | | |
| | PC13. use the first-aid kit to provide appropriate treatment in case of any injuries | | | | |
| | PC14. co-ordinate with the emergency services for further medical attention | | | | |
| | <i>Maintain the health of cultured organisms</i> | <i>10</i> | <i>16</i> | <i>-</i> | <i>10</i> |

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| | PC15. follow the recommended prophylactic measures and ensure hygienic conditions during all the stages of growth of the cultured organisms | | | | |
| | PC16. examine the cultured organisms regularly to detect the symptoms of parasites, pathogenic infections, phenotypic disorders, etc. | | | | |
| | PC17. ensure the necessary medicines/ chemicals are applied as per prescription, maintaining the toxicity levels within the prescribed limits | | | | |
| | PC18. use the recommended therapeutic practices in combination with the prescribed treatment for the speedy recovery of the diseased organisms | | | | |
| | PC19. identify a quarantine area and arrange for the diseased organisms to be quarantined and treated | | | | |
| | PC20. co-ordinate with an expert to deal with unexpected disease outbreak among the cultured organisms | | | | |
| | PC21. ensure timely removal of the dead and moribund organisms from the water body | | | | |
| | PC22. arrange for safe disposal of the dead and diseased organisms | | | | |
| | Total Marks | 30 | 40 | - | 30 |
| AGR/N9923: Manage and lead a team effectively | <i>Manage the team performance</i> | 12 | 18 | - | 12 |
| | PC1. prepare a work plan according to the tasks and the number of available team members | | | | |
| | PC2. allocate tasks to the team members according to their skills and roles | | | | |
| | PC3. arrange the necessary support and resources to help the team members perform their duties | | | | |
| | PC4. conduct regular team meetings/ briefings to communicate with the team members regarding their work objectives, projects, work progress, etc. | | | | |
| | PC5. monitor the performance of each team member and progress of the tasks assigned to them | | | | |
| | PC6. collect the team performance data and prepare the necessary reports | | | | |
| | PC7. evaluate the reports to identify the scope of improvement | | | | |
| | PC8. assist the team members with poor | | | | |

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| | performance in improving their performance | | | | |
| | PC9. arrange for reward and recognition for the team members with good performance | | | | |
| | PC10. arrange for relevant training and upskilling of the team members for their professional development | | | | |
| | <i>Maintain a fair and professional work environment</i> | 10 | 16 | - | 8 |
| | PC11. maintain professional relationships with the team members | | | | |
| | PC12. conduct counselling sessions to resolve conflicts among the team members and guide them regarding their professional development | | | | |
| | PC13. communicate with the team members to understand their concerns and find appropriate solutions | | | | |
| | PC14. ensure equal and fair career progression opportunities for all the team members | | | | |
| | <i>Promote inclusion at work</i> | 8 | 6 | - | 10 |
| | PC15. ensure a conducive environment for all the genders at the workplace | | | | |
| | PC16. encourage appropriate behaviour and conduct with people across genders | | | | |
| | PC17. ensure appropriate verbal and non- verbal communication while interacting with Persons with Disabilities (PwD) | | | | |
| | PC18. ensure equal participation of PwD and people across genders in workplace discussions | | | | |
| | Total Marks | 30 | 40 | - | 30 |
| DGT/VSQ/N0103: Employability Skills (60 Hours) | <i>Introduction to Employability Skills</i> | 1 | 1 | - | - |
| | PC1. understand the significance of employability skills in meeting the current job market requirement and future of work | | | | |
| | PC2. identify and explore learning and employability relevant portals | | | | |
| | PC3. research about the different industries, job market trends, latest skills required and the available opportunities | | | | |
| | <i>Constitutional values – Citizenship</i> | 1 | 1 | - | - |
| | PC4. 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. | | | | |
| | PC5. follow environmentally sustainable practices | | | | |
| | <i>Becoming a Professional in the 21st Century</i> | 1 | 3 | - | - |

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| | PC6. recognize the significance of 21st Century Skills for employment | | | | |
| | PC7. 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 | | | | |
| | PC8. adopt a continuous learning mindset for personal and professional development | | | | |
| | <i>Basic English Skills</i> | 3 | 4 | - | - |
| | PC9. use basic English for everyday conversation in different contexts, in person and over the telephone | | | | |
| | PC10. read and understand routine information, notes, instructions, mails, letters etc. written in English | | | | |
| | PC11. write short messages, notes, letters, e-mails etc. in English | | | | |
| | <i>Career Development & Goal Setting</i> | 1 | 2 | - | - |
| | PC12. identify career goals based on the skills, interests, knowledge, and personal attributes | | | | |
| | PC13. prepare a career development plan with short- and long-term goals | | | | |
| | <i>Communication Skills</i> | 2 | 2 | - | - |
| | PC14. follow verbal and non-verbal communication etiquette while communicating in professional and public settings | | | | |
| | PC15. use active listening techniques for effective communication | | | | |
| | PC16. communicate in writing using appropriate style and format based on formal or informal requirements | | | | |
| | PC17. work collaboratively with others in a team | | | | |
| | <i>Diversity & Inclusion</i> | 1 | 1 | - | - |
| | PC18. communicate and behave appropriately with all genders and PwD | | | | |
| | PC19. escalate any issues related to sexual harassment at workplace according to POSH Act | | | | |
| | <i>Financial and Legal Literacy</i> | 2 | 3 | - | - |
| | PC20. identify and select reliable institutions for various financial products and services such as bank account, debit and credit cards, loans, insurance etc. | | | | |
| | PC21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook | | | | |

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| | PC22. identify common components of salary and compute income, expenses, taxes, investments etc | | | | |
| | PC23. identify relevant rights and laws and use legal aids to fight against legal exploitation | | | | |
| | <i>Essential Digital Skills</i> | 3 | 5 | - | - |
| | PC24. operate digital devices and use their features and applications securely and safely | | | | |
| | PC25. 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. | | | | |
| | PC26. display responsible online behaviour while using various social media platforms | | | | |
| | PC27. create a personal email account, send and process received messages as per requirement | | | | |
| | PC28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications | | | | |
| | PC29. utilize virtual collaboration tools to work effectively | | | | |
| | <i>Entrepreneurship</i> | 2 | 3 | - | - |
| | PC30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research | | | | |
| | PC31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion | | | | |
| | PC32. identify sources of funding, anticipate, and mitigate any financial/legal hurdles for the potential business opportunity | | | | |
| | <i>Customer Service</i> | 1 | 2 | - | - |
| | PC33. identify different types of customers and ways to communicate with them | | | | |
| | PC34. identify and respond to customer requests and needs in a professional manner | | | | |
| | PC35. use appropriate tools to collect customer feedback | | | | |
| | PC36. follow appropriate hygiene and grooming standards | | | | |
| | <i>Getting ready for apprenticeship & Jobs</i> | 2 | 3 | - | - |
| | PC37. create a professional Curriculum vitae (Résumé) | | | | |
| | PC38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively | | | | |

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|--------------------|--|------------|------------|---|------------|
| | PC39. apply to identified job openings using offline /online methods as per requirement | | | | |
| | PC40. answer questions politely, with clarity and confidence, during recruitment and selection | | | | |
| | PC41. identify apprenticeship opportunities and register for it as per guidelines and requirements | | | | |
| | Total Marks | 20 | 30 | - | |
| Grand Total | | 140 | 190 | | 120 |

Annexure 6: Assessment Strategy

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

1. 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 empanelled 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 ground through qualified and ToA certified assessors.

While it is important that an individual has adequate knowledge and skills to perform a specific task, weight age for different aspects for assessment are 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 assessment; ASCI will certify the learners/candidates

2. Testing Environment

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

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

- Multilingual assessments (ASCI is conducting 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 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 training / within 7 days of completion of training.
- Assessment will be conducted at the training venue
- 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 practical 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 question, etc. which will test the trainee on his theoretical knowledge of the subject.
- The theory, practical and viva assessments will be carried out on same day. In case of more number of candidates, 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 usability of job roles/advantages /importance of adherence to procedures. Viva will be used to gauge trainee's confidence and correct knowledge in handling job situation |

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

3. 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, behavioral traits and domain knowledge.

Theoretical Knowledge - Item constructs and types are determined by 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 which 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 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, do's and don'ts, subjective questions to check understanding of practical tasks.

Assessor has to go through orientation program organized by Assessment Agency. The training would give an overview to the assessors on the overall framework of QP evaluation. Assessor shall be given a NOS and PC level overview of each QP as applicable. 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 which will maintain standardization of marking scheme.

4. Type of Evidence and Evidence Gathering Protocol:

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

- Geo Tagging to track ongoing assessment
- AA's coordinator emails the list of documents and evidences (photos and videos) to the assessor one day prior to the assessment. List is mentioned below:
 - Signed Attendance sheet
 - Assessor feedback sheet
 - Candidate feedback sheet
 - Assessment checklist for assessor
 - Candidate Aadhar/ID card verification
 - Pictures of 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, Technical assistant popularly known as Proctor also ensures the proper documentation and they verify each other's

tasks.

- To validate their work on the day of assessment, regular calls and video calls are done.
- On-boarding and training of assessor and proctor is done on timely basis to ensure that quality of the assessment should be maintained.
- Training covers the understanding of QP, NSQF level, NOS and assessment structure

5. *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 check on assessment quality and ensure assessment is carried out in fair and transparent manner
- Aadhar verification of candidates
- Evening Check (Post Assessment): Calls are made to the ground team to ensure event is over by what time and the documentation is done in proper manner or not.
- TP Calling: To keep check on malpractice activity, independent audit team calls to TP on recorded line to take confirmation if there was any malpractice activity observed in assessment on part of AA/SSC team. If calls are not connected, email is send to TP Spoc for taking their confirmation
- Video and Picture Evidence: Backend team collects video and pictures for assessment on real time basis and highlights any issue like, Students sitting idle/trainer allowed for helping out candidates during assessment.
- Surprise Visit: Time to time SSC/AA Audit team can visit the assessment location and do surprise audit for assessment process carried out by ground team.
- Geo Tagging: On day of assessment, each technical spoc is required to login in our internal app which is Geo tagged. Any deviation with centre address needs to be highlighted to assessment team on real-time basis.

Method for assessment documentation, archiving, and Access:

- ASCI has fully automated result generation process in association with multiple AAs
- Theory, Practical and Viva marks forms the basis of the results and encrypted files generated to avoid data manipulation. All responses captured and stored in System with Time-Stamped at the end of AAs and SSC. NOS-wise and PC-wise scores can be generated.
- Maker Checker concept: 1 person prepares results and other audit result which is internally approved by AA at first and then gets vetted at the end of SSC
- All soft copy of documents is received from the on-ground tech team over mail. The same are downloaded by our internal backend team and saved in Repository. The repository consists of scheme wise folders. These scheme wise folders have 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 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 conclusion of project or scheme)

Annexure: Acronym and Glossary

Acronym

| Acronym | Description |
|---------|--|
| AA | Assessment Agency |
| AB | Awarding Body |
| ISCO | International Standard Classification of Occupations |
| NCO | National Classification of Occupations |
| NCrF | National Credit Framework |
| NOS | National Occupational Standard(s) |
| NQR | National Qualification Register |
| NSQF | National Skills Qualifications Framework |
| OJT | On the Job Training |

Glossary

| Term | Description |
|--|--|
| National Occupational Standards (NOS) | NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do. |
| Qualification | A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards |
| Qualification File | A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification. |
| Sector | A grouping of professional activities on the basis of their main economic function, product, service or technology. |
| Long Term Training | Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf |