Model Curriculum

QP Name: Friends of Coconut Tree

QP Code: AGR/Q0504

Version: 3.0

NSQF Level: 3

Model Curriculum Version: 2.0

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

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Training Parameters

Sector	Agriculture
Sub-Sector	Agriculture Crop Production
Occupation	Plantation Crop Cultivation
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/6111.0852
Minimum Educational Qualification and Experience	Minimum Educational Qualification: Grade 10 OR Grade 8 with two years of (NTC/ NAC) after 8th OR Grade 8 pass and pursuing continuous schooling in regular school with vocational subject OR 8th grade pass with 2-year relevant experience OR 5th grade pass with 5-year relevant experience OR Previous relevant Qualification of NSQF Level 2 with 1-year relevant experience OR Previous relevant Qualification of NSQF Level 2.5 with 6 months' relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	16 Years
Last Reviewed On	24/02/2022
Next Review Date	24/02/2025
NSQC Approval Date	24/02/2022
QP Version	3.0
Model Curriculum Creation Date	24/02/2022
Model Curriculum Valid Up to Date	24/02/2025
Model Curriculum Version	2.0
Minimum Duration of the Course	270 Hours

Maximum Duration of the Course	270 Hours

Program Overview

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

Training Outcomes

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

- Demonstrate the process of assisting in carrying out nutrient management of coconut crop.
- Demonstrate the process of assisting in carrying out pest and disease management.
- Demonstrate the process of assisting in irrigation, moisture conservation, intercropping and weed control.
- Demonstrate the process of assisting in harvesting the coconut crop.
- Describe the process of undertaking employability and entrepreneurial practices.
- Demonstrate various practices to maintain personal hygiene, cleanliness, and safety at the workplace.

Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	**05:00**	**00:00**	**0:00**	**0:00**	**05:00**
Module 1: Introduction to the role of a Fiends of Coconut Tree	05:00	0:00	0:00	0:00	05:00
AGR/N0517 Assist in carrying out nutrient management of coconut crop **NOS Version- 2.0** **NSQF Level- 3**	**10:00**	**15:00**	**0:00**	**0:00**	**25:00**
Module 2: Process of assisting in carrying out nutrient management of coconut crop	10:00	15:00	0:00	0:00	25:00
AGR/N0518 Assist in carrying out pest and disease management **NOS Version- 2.0** **NSQF Level- 3**	**15:00**	**15:00**	**0:00**	**0:00**	**30:00**
Module 3: Process of assisting in carrying out pest and disease management	15:00	15:00	0:00	0:00	30:00

AGR/N0519 Assist in irrigation, moisture conservation, intercropping and weed control **NOS Version- 2.0** **NSQF Level- 3**	**25:00**	**35:00**	**0:00**	**0:00**	**60:00**
Module 4: Process of assisting in irrigation, moisture conservation, intercropping and weed control	25:00	35:00	0:00	0:00	60:00
AGR/N0522 Assist in harvesting the coconut crop **NOS Version- 2.0** **NSQF Level- 3**	**20:00**	**70:00**	**0:00**	**0:00**	**90:00**
Module 5: Process of assisting in harvesting the coconut crop	20:00	70:00	0:00	0:00	90:00
AGR/N9903 Maintain health and safety at the workplace **NOS Version- 3.0** **NSQF Level-4**	**15:00**	**15:00**	**0:00**	**0:00**	**16:00**
Module 6: Hygiene and cleanliness	03:00	03:00	0:00	0:00	06:00
Module 7: Safety and emergency procedures	12:00	12:00	0:00	0:00	24:00
DGT/VSQ/N0101 Employability Skills **NOS Version-1.0** **NSQF Level-2**	**30:00**	**0:00**	**0:00**	**0:00**	**30:00**
	30:00	0:00	0:00	0:00	30:00
Total Duration	**120:00**	**150:00**	**0:00**	**0:00**	**270:00**

Module Details

Module 1: Introduction to the role of a Friends of Coconut Tree

Bridge Module

Terminal Outcomes:

- Discuss the job role of a Friends of a Coconut Tree.

Duration: 05:00	**Duration**: 0:00
Theory – Key Learning Outcome	**Practical – Key Learning Outcomes**
• Describe the size and scope of the agriculture industry and its sub-sectors. • Discuss the role and responsibilities of a Friends of a Coconut Tree. • Identify various employment opportunities for a Friends of a Coconut Tree.	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 2: Process of assisting in carrying out nutrient management of coconut crop

Mapped to AGR/N0517 v2.0

Terminal Outcomes:

- Describe the process of assisting in soil testing
- Describe the process of assisting in preparing the field.
- Demonstrate various practices for effective resource optimisation.
- Demonstrate various waste management practices.
- Discuss ways to promote diversity and inclusion at the workplace.

Duration: 10:00	Duration: 15:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the process of sampling, packing and labelling the soil. • Explain the use of relevant farm machineries, tools, implements and equipment. • Explain the importance of testing soil through an approved soil-testing laboratory to determine the ratio of macro and micronutrients in it. • State the appropriate time for applying fertilisers with the required nutrients as per the crop cycle. • Explain the importance of applying fertilisers to the soil in the prescribed quantity as per the fertilisation schedule. • Explain the importance and process of carrying out various intercultural practices to maintain the nutrient levels in the soil and improve the yield. • Explain the benefits of resource optimisation. • Explain the importance of recycling and disposing different types of waste as per the applicable regulations. • Explain the importance of inclusion of all genders and People with Disability (PwD) at the workplace.	• Demonstrate the process of taking sample of the soil from the coconut field as per the supervisor's instruction. • Demonstrate how to pack and label the soil sample. • Demonstrate the process of applying the organic or inorganic fertilisers recommended by the laboratory to meet the macro and micronutrients needs of the coconut crop. • Demonstrate the process of installing an appropriate irrigation or fertigation system such as the drip irrigation system. • Demonstrate how to maintain the record of fertilisers used in the field as per the supervisor's instructions. • Demonstrate various practices to optimise the usage of various resources such as water and electricity. • Demonstrate the process of recycling and disposing different types of waste appropriately. • Demonstrate appropriate verbal and non-verbal communication that is respectful of genders and disability.
Classroom Aids	

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop
Tools, Equipment and Other Requirements
Climbing Machine, Rope, First Aid Kit

Module 3: Process of assisting in carrying out pest and disease management

Mapped to ARG/N0518 v2.0

Terminal Outcomes:

- Describe the process of assist in preventing pests and disease.
- Describe the process of assist in identifying pests, disease and their remedy.
- Demonstrate the process of applying the necessary treatment.

Duration: 15:00	**Duration: 15:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the disease-resistant varieties of coconut and their suitability to different agro-climatic zones. • Explain how to adopt the natural enemies of the coconut pests and disease such Bethylid fly, Bracon spp. Ichneumonid wasp, Goniozus nephantidis, etc. • Explain the importance of cleaning the coconut palm crown regularly. • List the symptoms of various pests, diseases and disorders in coconut crop such as rhinoceros beetle, black-headed caterpillar, red palm weevil, termites, bud rot, leaf rot, stem bleeding, pencil point disorder, button shedding, barren nuts etc. • State the appropriate treatment to be used for removing different types of coconut pests and diseases. • Describe the process of applying different types of treatment to coconut crop in an appropriate dose using the relevant PPE. • Explain how to use and maintain different types of plant protection equipment such as hydraulic sprayer, plunger duster, etc. • Explain how to prepare Bordeaux mixture and other bio-pesticides. • Explain the importance of maintaining the record of the use of any pesticides, insecticides and any other treatment.	• Demonstrate the process of carrying out appropriate treatment of the seeds as per the supervisor's instructions. • Demonstrate how to clean the palm crown to protect it from common pests, and remove the crown tissues and coconut tree parts severely affected by pests and disease. • Show how to use trap light and pheromone to catch bugs as per the supervisor's instructions. • Demonstrate the process of removing the dry leaves, sheaths and spathe at the recommended intervals. • Demonstrate the process of applying the recommended treatment as per the prescription in an appropriate dose to remove pests and diseases, using the relevant PPE. • Prepare a sample record of the use of any pesticides, insecticides and any other treatment.
Classroom Aids	

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop
Tools, Equipment and Other Requirements
Sickle, Dehusker, Khurpa, Sickle, Weeder, Sprayer, Chemicals

Module 4: Process of assisting in irrigation, moisture conservation, intercropping and weed control

Mapped to AGR/N0519 v2.0

Terminal Outcomes:

- Describe the process of assisting in irrigation, moisture conservation and intercropping.
- Describe the process of assisting in pruning and weed control.

Duration: 25:00	**Duration: 35:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the importance of irrigating the coconut crop with the recommended quantity of water and as per the recommended irrigation schedule. • Explain the recommended practices to be followed to maintain the required level of moisture in the soil such as mulching with coconut husks, leaves or coir pith. • State the appropriate crops to be cultivated as part of intercropping based on the climate and suitability to the selected coconut variety. • Describe the process of identifying and removing the weeds found in the coconut fields. • Explain various practices to be followed to increase the yield and decrease the pest and disease incidence.	• Demonstrate the process of installing an appropriate irrigation or fertigation system. • Demonstrate how to irrigate the coconut crop as per the recommended irrigation schedule and supervisor's instructions. • Demonstrate the process of carrying out intercropping under supervision to increase the ratio of organic matters in the soil and prevent its erosion. • Demonstrate how to prune or remove the dry coconut leaves as per the supervisor's instructions. • Demonstrate how to remove the dead plants and trees. • Demonstrate the use of the organic waste to prepare compost or mulch as directed by the supervisor. • Demonstrate the process of applying the recommended pre-emergent herbicide in an appropriate quantity as per the supervisor's instructions • Demonstrate the process of removing weeds manually or till the field as per the supervisor's instructions.
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Coconut Seedlings, Rakes, Sickle, Spade, Rose Cane, Chemical, Seed Nut	

Module 5: Process of assisting in harvesting the coconut crop

Mapped to NOS AGR/N0522 v2.0

Terminal Outcomes:

- Demonstrate the process of preparing the climbing machine for use.
- Demonstrate the process of harvesting the coconuts.
- Describe the process of assisting in post-harvest processing.

Duration: 20:00	**Duration: 70:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the working mechanism and different parts of the coconut tree climbing machine. • Explain the importance of practising coconut tree climbing at varying heights using the climbing machine to be able to carry out harvesting activities safely. • Explain the importance and process of checking the coconut tree climbing machine for any wear and tear or damage before use. • Explain the use of the relevant PPE to protect against falling from trees along with bees and wasp attacks. • Explain the maturity indicators of the coconut crop. • Explain how to distinguish between tender and mature coconuts. • State the appropriate time to harvest coconuts according to the variety and purpose of use. • Explain the appropriate precautions to be taken while handling coconuts during harvesting. • Explain how to harvest coconuts in bunches while protecting them and other bunches of unripe coconuts from damage. • Explain how to ensure the protection of others on the ground while dropping the harvested coconut bunches. • Explain the benefit of maintaining the	• Demonstrate the process of carrying out minor repair and maintenance. • Demonstrate the process of preparing the machine for use by adjusting the machine wire according to the girth of the tree. • Show how to climb the coconut tree using the climbing machine and relevant PPE. • Demonstrate the process of harvesting coconuts in bunches, protecting them and bunches of unripe coconuts from damage. • Demonstrate how to de-husk the harvested coconuts and extract copra as per the supervisor's instructions. • Demonstrate the process of drying copra mechanically. • Demonstrate the process of cleaning the storage area and applying the recommended treatment as per the supervisor's instructions to remove all pests and insects. • Prepare a sample manual and/ or electronic record of harvested and processed coconuts, using the physical registers and/ or the relevant computer application.

harvested nuts in heaps under shade for the recommended duration. • Describe the process of drying copra under the sun or mechanically and the recommended moisture level to be achieved. • State the recommended temperature and humidity for storing the dry copra. • Explain the cost dynamics of different types of storage methods. • Explain the importance of maintaining the record of harvested and processed coconuts.	
Classroom Aids:	
Training Kit (Trainer **G**uide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Spade, Plastic Mulch, Drip Materials/ Irrigation Equipment, Organic Manures, Bio Fertilizers, Chemical Fertilizers	

Module 6: Hygiene and cleanliness

Mapped to NOS AGR/N9903 v3.0

Terminal Outcomes:

- Discuss how to adhere to personal hygiene practices.
- Demonstrate ways to ensure cleanliness around the workplace.

Duration: 03:00	**Duration: 03:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the requirements of personal health, hygiene and fitness at work. • Describe common health-related guidelines laid down by the organizations/ Government at the workplace. • Explain the importance of good housekeeping at the workplace. • Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases.	• Demonstrate personal hygiene practices to be followed at the workplace. • Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs. • Demonstrate the steps to follow to put on and take off a mask safely. • Show how to sanitize and disinfect one's work area regularly. • Demonstrate adherence to the workplace sanitization norms. • Show how to ensure the cleanliness of the work area.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Personal Protective Equipment, Cleaning Equipment and Materials, Sanitizer, Soap, Mask	

Module 7: Safety and emergency procedures

Mapped to NOS AGR/N9903 v3.0

Terminal Outcomes:

- Describe how to adhere to safety guidelines.
- Show how to administer appropriate emergency procedures.

Duration: 12:00	Duration: 12:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• List the Personal Protective Equipment (PPE) required at the workplace. • Describe the commonly reported hazards at the workplace. • Describe the hazards caused due to chemicals/pesticides/fumigants. • Describe the basic safety checks to be done before the operation of any equipment/machinery. • Describe the common first aid procedures to be followed in case of emergencies. • State measures that can be taken to prevent accidents and damage s at the workplace. • Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures. • State common health and safety guidelines to be followed at the workplace.	• Check various areas of the workplace for leakages, water-logging, pests, fire, etc. • Demonstrate how to safely use the PPE and implements it as applicable to the workplace. • Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Sanitize the tools, equipment and machinery properly. • Demonstrate the safe disposal of waste. • Demonstrate procedures for dealing with accidents, fires and emergencies. • Demonstrate emergency procedures to the given workplace requirements. • Demonstrate the use of emergency equipment in accordance with manufacturers' specifications and workplace requirements. • Demonstrate the administration of first aid. • Prepare a list of relevant hotline/ emergency numbers.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Personal Protective Equipment, First Aid Kit, Equipment used in Medical Emergencies.	

Module 8: Employability Skills (30 hours)

Mapped to NOS DGT/VSQ/N0101 v1.0

Duration: 30:00

Key Learning Outcomes

Introduction to Employability Skills Duration: 1 Hour

After completing this programme, participants will be able to:

1. Discuss the importance of Employability Skills in meeting the job requirements

Constitutional values - Citizenship Duration: 1 Hour

2. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.
3. Show how to practice different environmentally sustainable practices

Becoming a Professional in the 21st Century Duration: 1 Hours

4. Discuss 21st century skills.
5. Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.

Basic English Skills Duration: 2 Hours

6. Use appropriate basic English sentences/phrases while speaking

Communication Skills Duration: 4 Hour

7. Demonstrate how to communicate in a well -mannered way with others.
8. Demonstrate working with others in a team

Diversity & Inclusion Duration: 1 Hour

9. Show how to conduct oneself appropriately with all genders and PwD
10. Discuss the significance of reporting sexual harassment issues in time

Financial and Legal Literacy Duration: 4 Hours

11. Discuss the significance of using financial products and services safely and securely.
12. Explain the importance of managing expenses, income, and savings.
13. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws

Essential Digital Skills Duration: 3 Hours

14. Show how to operate digital devices and use the associated applications and features, safely and securely
15. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely

Entrepreneurship Duration: 7 Hours

16. Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges

Customer Service Duration: 4 Hours

17. Differentiate between types of customers
18. Explain the significance of identifying customer needs and addressing them
19. Discuss the significance of maintaining hygiene and dressing appropriately

Getting ready for apprenticeship & Jobs Duration: 2 Hours

20. Create a biodata
21. Use various sources to search and apply for jobs
22. Discuss the significance of dressing up neatly and maintaining hygiene for an interview
23. Discuss how to search and register for apprenticeship opportunities

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
10th Class		5	Coconut Plantation Crop Production	0		Friends of Coconut Tree with 5 Years of experience after 10th pass. Experience certificate issued by Government Department of Agriculture/ Coconut Board/ Head of Gram Panchayat/ Loan disbursing bank or financial institution/ Corporates/ NGO/ Registered Associations on official letter Head
12th Class		4	Coconut Plantation Crop Production	0		Ex-Service-Man including Ex-Paramilitary personnel: Minimum Qualification is 10+2 with an Honourable Discharge/ Pension. SSC would consider a relaxation/waiver of sector-specific experience on a case-to-case basis.
Diploma	Agriculture/ Horticulture/	3	Coconut Plantation Crop Production	0		
Graduate	Graduate in any stream except Agriculture/ Horticulture/ Forestry	2	Coconut Plantation Crop Production	0		For the school Program minimum qualification of the Trainer should be Graduate (Agriculture / Horticulture / Botany/ Forestry) with minimum 3 years Teaching experience (will be considered industry experience)
Graduate	Agriculture/ Horticulture/ Forestry	0.5	Coconut Plantation Crop Production	0		

Trainer Certification	
Domain Certification	**Platform Certification**

Certified for Job Role "**Friends of Coconut Tree**", mapped to QP: "AGR/Q0504, v3.0", Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: "Trainer (Vet and Skills)", mapped to the Qualification Pack: "MEP/Q2601, v2.0". The minimum accepted score as per MEPSC guidelines is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
Graduation	B.Sc (Agriculture/Botany/Forestry/Agronomy/Horticulture/plantation and related streams)	5	Experience in coconut farming practices	0		Practical skills and knowledge required in coconut farming
Post-Graduation	M.Sc(Agriculture/Botany/Forestry/Agronomy/plantation / Horticulture and related streams)	2	Experience in coconut farming practices	0		Practical skills and knowledge required in coconut farming
PhD	PhD (Agriculture/Botany/Forestry/Agronomy/plantation. Horticulture and related streams)	1	Experience in coconut farming practices	0		Practical skills and knowledge required in coconut farming

Assessor Certification	
Domain Certification	**Platform Certification**
Certified for Job Role "**Friends of Coconut Tree**", mapped to QP: "AGR/Q0504, v3.0", Minimum accepted score is 80%	Certified for the Job Role: "Assessor (Vet and Skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0", with a minimum score of 80%.

Assessment Strategy

Assessment System Overview

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

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

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

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

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

Testing Environment

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

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

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

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

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

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

Assessment Quality Assurance framework

Assessment Framework and Design:

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

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

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

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

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

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

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

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

Type of Evidence and Evidence Gathering Protocol:

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

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

  - Assessment checklist for assessor
  - Candidate Aadhar/ID card verification
  - Pictures of the classroom, labs to check the availability of adequate equipment's and tools to conduct the training and assessment
  - Pictures and videos of Assessment, training feedback and infrastructure.

- Apart from the Assessor, a Technical assistant is popularly known as Proctor also ensures the proper documentation and they verify each other's tasks.
- To validate their work on the day of the assessment, regular calls and video calls are done.
- On-boarding and training of the assessor and proctor are done on a timely basis to ensure that the quality of the assessment should be maintained.
- Training covers the understanding of QP, NSQF level, NOS and assessment structure

Methods of Validation

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

Method for assessment documentation, archiving, and Access:

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

be generated.

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

Result Review & Recheck Mechanism –

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

References

Glossary

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

Acronyms and Abbreviations

Term	Description
AEPS	Aadhar Enabled Payment System
AGR	Agriculture
NOS	National Occupational Standard (s)
NSQF	National Skills Qualifications Framework
OJT	On-the-job Training
PwD	People with Disability
PPE	Personal Protective Equipment
QP	Qualifications Pack
UPI	Unified Payment Interface
USSD	Unstructured Supplementary Service Data