Model Curriculum

QP Name: Community Service Provider

QP Code: AGR/Q7802

Version: 3.0

NSQF Level: 4

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 Industries
Occupation	Agri-Entrepreneurship & Rural Enterprises
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/6116.0112
Minimum Educational Qualification and Experience	Minimum Educational Qualification: 12th grade pass OR Completed 2nd year of 3-year diploma (after 10th) and pursuing regular diploma OR 10th grade pass plus 2-year NTC OR 10th grade pass plus 1-year NTC plus 1 year NAC OR 8th pass plus 2-year NTC plus 1-Year NAC plus CITS OR 10th grade pass and pursuing continuous schooling OR 10th Grade Pass with 2-year relevant experience OR Previous relevant Qualification of NSQF Level 3.0 with minimum education as 8th Grade pass with 3- year relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	17 Years
Last Reviewed On	31-03-2022
Next Review Date	31-03-2025
NSQC Approval Date	31-03-2022
QP Version	3.0
Model Curriculum Creation Date	31-03-2022
Model Curriculum Valid Up to Date	31-03-2025
Model Curriculum Version	2.0

Minimum Duration of the Course	390 Hours
Maximum Duration of the Course	390 Hours

Program Overview

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

Training Outcomes

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

- Demonstrate the process of setting up the community service centre.
- Demonstrate the process of promoting the CSC services to the target audience.
- Demonstrate the process of providing the CSC services to the target audience.
- Explain the basic entrepreneurial activities for small enterprise.
- Describe the process of undertaking employability and entrepreneurial practices.
- Demonstrate various practices to maintain health, hygiene 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 Community Service Provider	05:00	0:00	0:00	0:00	05:00
AGR/N7809 Set up the community service centre **NOS Version- 2.0** **NSQF Level- 4**	**30:00**	**25:00**	**0:00**	**0:00**	**55:00**
Module 2: Process of setting up the community service centre	30:00	25:00	0:00	0:00	55:00
AGR/N7811 Promote the CSC services to the target audience **NOS Version- 2.0** **NSQF Level- 4**	**20:00**	**40:00**	**0:00**	**0:00**	**60:00**
Module 3: Process of promoting the CSC services to the target audience	20:00	40:00	0:00	0:00	60:00
AGR/N7810 Provide the CSC services to the target audience **NOS Version- 2.0**	**20:00**	**40:00**	**0:00**	**0:00**	**60:00**

NSQF Level- 4					
Module 4: Process of providing the CSC services to the target audience	20:00	40:00	0:00	0:00	60:00
AGR/N9903 Maintain health and safety at the workplace **NOS Version- 3.0** **NSQF Level- 4**	**15:00**	**15:00**	**0:00**	**0:00**	**30:00**
Module 5: Hygiene and cleanliness	03:00	03:00	0:00	0:00	06:00
Module 6: Safety and emergency procedures	12:00	12:00	0:00	0:00	24:00
DGT/VSQ/N0102 Employability Skills **NOS Version-1.0** **NSQF Level-4**	60:00	00:00	0:00	0:00	60:00
Module 7: Employability Skills	60:00	00:00	0:00	0:00	60:00
Total Duration	**150:00**	**120:00**	**0:00**	**0:00**	**270:00**
OJT: 120 Hr					

Module Details

Module 1: Introduction to the role of a Community Service Provider
Bridge Module

Terminal Outcomes:

- Discuss the job role of a Community Service Provider.

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 Community Service Provider. - Identify various employment opportunities for a Community Service Provider.	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 2: Process of setting up the community service centre
Mapped to ARG/N7809 v2.0

Terminal Outcomes:

- Describe the process of preparing for setting up the CSC.
- Demonstrate the process of setting up and starting CSC operations.

Duration: 30:00	Duration: 25:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the concept of CSC and its benefits. - Explain the importance of CSC in social development and generating employment opportunities. - Explain various G2C and B2C services offered by CSCs and their beneficiaries. - Explain the concept of national e-governance. - State various Information and Communication Technology (ICT) based services. - Explain the basic computer operations and use of relevant computer applications. - Explain the applicable book-keeping and accounting practices. - Explain the role of government in the establishment of CSCs. - State various Information Technology (IT) and non-IT services offered through CSC. - State the relevant legislation, standards, policies, and procedures to run the CSC operation. - Explain the use of telephone, computer, printer, modem, fax, relevant audio and video equipment - Explain the importance and process of conducting a survey in the local community to study the socio-economic conditions and identify the need for services offered through CSC.	- Roleplay how to conduct a survey in the local community to study the socio-economic conditions in the target area and identify the need for services offered through CSC. - Demonstrate how to prepare a plan for setting up the CSC, ensuring all the applicable factors are considered while selecting the types of services to be provided. - Demonstrate the process of kiosks at the CSC. - Demonstrate the process of training CSC workers on relevant subject matters and systems for the effective delivery of common services.

- Describe the process of selecting the services to be offered based on the survey and preparing a plan for setting up the CSC.

- Explain the eligibility criteria to be fulfilled to get authorisation to set up a CSC.

- Describe the application process for getting authorisation to start a CSC, and the relevant authority to be contacted for the purpose.

- Explain the importance of selecting an accessible location for setting up the CSC and the minimum area required.

- List the infrastructure and various resources required for setting up a CSC.

- Explain the importance of ensuring reliable access to utilities such as water, electricity, telephone, and internet connection at the CSC.

- Describe the process of installation of interactive kiosks at the CSC and the importance of ensuring local language interface in them.

- Explain the benefits of having multi-functional space for group interactions and training empowerment.

- Explain the need and benefits of recruiting CSC workers.

- Explain the benefit of taking help from relevant Subject Matter Experts (SMEs) while starting the CSC operations.

Classroom Aids
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements
Printer, Scanner, Internet Connection/Broadband

Module 3: Process of promoting the CSC services to the target audience
Mapped to ARG/N7811 v2.0

Terminal Outcomes:

- Describe the process of promoting the CSC services.

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the importance of maintaining contact with the community for spreading the network and success of CSC. - Explain the role and importance of CSC and VKC in social change. - Explain the role of government and panchayat functionaries at the local level. - List the organisations to coordinate with for promoting the CSC services to farmers. - Describe the process of developing and executing promotion campaigns to promote services offered by CSC. - State the relevant forums to be used to connect with community members and farmers such as public meetings to inform them about the CSC location and services, and address their queries and concerns. - Explain the importance of taking feedback from the community members to improve the services offered by the CSC. - List the relevant service and input providers to coordinate with to assist the community in agricultural and other relevant activities. - Explain the importance of ensuring the convenience of time and location; transparent and simple processes; friendly and cost-effective counter service; and eliminating the need for multiple visits. - Describe various scientific methods and technologies for increasing crop	- Demonstrate the use of appropriate technologies to reach farmers directly with timely and tailored information. - Roleplay how to conduct awareness sessions on government policies and digital finance options available for rural citizens as well as enabling various mechanisms for digital financial services.

production and consequent earning.

- Explain various agricultural terminologies and concepts such as crop rotation, plant propagation, plant physiology, soil classification and fertility, weed control, pest and insect control etc.

- List various farmer-specific services that can be offered through a CSC.

- State the Village Knowledge Centre (VKC) mechanism and its role in the dissemination of information to farmers providing access to the latest information/ knowledge in the field of agriculture, from crop production to marketing.

- Explain how a CSC can collaborate with a VKC to address the varied needs of the farming community.

Classroom Aids
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements
Printer, Scanner, Internet Connection/Broadband

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Module 4: Process of providing the CSC services to the target audience
Mapped to AGR/N7810 v2.0

Terminal Outcomes:

- Describe the process of providing the G2C services and B2C services.
- Describe the process of providing farmer-specific services.
- Demonstrate the process of maintaining, reviewing and storing the records.
- Demonstrate various practices for effective resource optimisation.
- Demonstrate various waste management practices
- Discuss ways to promote diversity and inclusion at the workplace.

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain various banking services offered through a CSC such as account balance enquiry, deposit and withdrawal of cash, electronic remittances, recurring or fixed deposits, disbursal of credit facilities, etc. - Describe the process of signing up for and processing payments/ remittances via the relevant e-payment methods such as Aadhaar Enabled Payment System (AEPS), Unified Payments Interface (UPI), National Electronic Funds Transfer (NEFT), etc. - State the relevant G2C services to be provided to the community such as signing up for and updating information in Aadhaar Card, Voter ID card, passport, Personal Account Number (PAN) card, etc. - Explain the relevant healthcare solutions available through CSCs such as telemedicine, diagnostic services and generic medicine services. - Explain the use of the national network of CSCs to connect women and marginalised communities in rural and remote areas with mainstream financial services such as zero-balance bank a/c and pension schemes. - State the relevant Information	- Demonstrate the process of signing up for and updating information in Aadhaar Card, Voter ID card, passport, PAN card, etc. - Demonstrate the process of signing up for different types of insurance services such as life, health, motor insurance and making insurance premium payments. - Demonstrate the process of registering for and submitting the application for the relevant government schemes and programmes. - Demonstrate the process of registering and getting the Food Safety and Standards Authority of India (FSSAI) certificate and other rural e-commerce ventures. - Demonstrate the process of searching and applying for jobs in public and private sectors. - Roleplay how to provide training and demonstrations of relevant agricultural practices and the use of various machineries, tools and equipment for farmers. - Prepare a sample manual and/ or electronic record of CSC operations including the payments made and received, using the physical registers and/ or the relevant computer

Technology (IT) services and products offered through CSC under the National Digital Literacy Mission (NDLM).

- Explain the importance of ensuring cost-effective access to key information and government services with increased administrative efficiency along with timely delivery of critical information and services.

- Explain the use of the relevant ICT to create awareness and empower citizens on digital technologies, financial management, legal rights and facilitate educational services.

- Explain the importance of using CSC for encouraging the participation of community members in new and relevant government schemes and programmes.

- Explain the variety of B2C services offered through CSC such as electricity and mobile bill payment: data card, Direct to Home (DTH) and mobile recharge: bus/ train/ air ticket bookings: etc.

- Describe the process of checking the eligibility of students for various e-learning programmes and competitive exams.

- Describe the process of availing relevant e-commerce services, such as purchase and sale of agricultural inputs and produce respectively.

- State the relevant services to be offered to farmers through CSC and the importance of planning the delivery through coordination with the gram pradhan, agricultural extension services officer other concerned authorities.

- Describe the process of identifying the quality of various agricultural inputs and connecting the farmers with the relevant vendors.

- State various agricultural services and government schemes to be offered to

application.

- Demonstrate how to review the records and analyse the earning of the CSC.

- Demonstrate the process of creating a regular backup to protect against accidental loss.

- 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.

- farmers through the CSC.

- Explain the relevant business support services meant for farmers.

- Explain the role of the community in the functioning of CSC and VKC.

- Explain the use of computer-related accessories and peripherals such as a scanner, printer, router, etc.

- Explain the importance of reviewing the records periodically to ensure accuracy and compliance with relevant regulations.

- Explain the importance and process of analysing the earning of the CSC to identify ways to make CSC operations profitable.

- Explain the importance and ways of storing all the physical documents and electronic data safely.

- Explain the importance of ensuring access to the organisational records by authorised personnel only.

- Describe the process of placing a variety of service requests with different government departments, relevant web tools/ portals to be used for the purpose, and the average response/ resolution time.

- Explain the role and importance of the Village Level Entrepreneur (VLE) in supporting business operations.

- Explain the use of e-mails for electronic communications.

- Explain the importance and process of documenting, classifying, prioritising service requests.

- Explain the basic functionalities of the applications, hardware and/or access rights.

- Explain the basic computer knowledge and the process of performing arithmetic and numeric calculations.

- 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.	

Classroom Aids

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements

Printer, Scanner, Internet Connection/Broadband, Aadhaar Biometric Machine, PAN, and Other Documents

Module 5: 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 6: 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 7: Employability Skills (60 hours)
Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 60:00
Key Learning Outcomes

Introduction to Employability Skills Duration: 1.5 Hours
After completing this programme, participants will be able to:
1. Discuss the Employability Skills required for jobs in various industries
2. List different learning and employability related GOI and private portals and their usage

Constitutional values - Citizenship Duration: 1.5 Hours
3. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
4. Show how to practice different environmentally sustainable practices.

Becoming a Professional in the 21st Century Duration: 2.5 Hours
5. Discuss importance of relevant 21st century skills.
6. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.
7. Describe the benefits of continuous learning.

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

Career Development & Goal Setting Duration: 2 Hours
11. Create a career development plan with well-defined short- and long-term goals

Communication Skills Duration: 5 Hours
12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.
13. Explain the importance of active listening for effective communication
14. Discuss the significance of working collaboratively with others in a team

Diversity & Inclusion Duration: 2.5 Hours
15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD
16. Discuss the significance of escalating sexual harassment issues as per POSH act.

Financial and Legal Literacy Duration:5 Hours
17. Outline the importance of selecting the right financial institution, product, and service
18. Demonstrate how to carry out offline and online financial transactions, safely and securely

19. List the common components of salary and compute income, expenditure, taxes, investments etc.
20. Discuss the legal rights, laws, and aids

Essential Digital Skills Duration: 10 Hours
21. Describe the role of digital technology in today's life
22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
23. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely
24. Create sample word documents, excel sheets and presentations using basic features
25. utilize virtual collaboration tools to work effectively

Entrepreneurship Duration: 7 Hours
26. Explain the types of entrepreneurship and enterprises
27. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan
28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
29. Create a sample business plan, for the selected business opportunity

Customer Service Duration: 5 Hours
30. Describe the significance of analysing different types and needs of customers
31. Explain the significance of identifying customer needs and responding to them in a professional manner.
32. Discuss the significance of maintaining hygiene and dressing appropriately

Getting Ready for apprenticeship & Jobs Duration: 8 Hours
33. Create a professional Curriculum Vitae (CV)
34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
35. Discuss the significance of maintaining hygiene and confidence during an interview
36. Perform a mock interview
37. List the steps for searching and registering for apprenticeship opportunities

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Diploma	Agriculture / Horticulture /Community Services Management/ Community Development and related streams	3	Community Service	0		
Graduate	Graduate in any stream except Agriculture/ Horticulture /Rural development and their related streams	3	Community Service			For the school Program minimum qualification of the Trainer should be Graduate (Agriculture / Horticulture / Botany/ Rural development) with minimum 3 years Teaching experience (will be considered industry experience)
Graduate	Agriculture/ Horticulture/Rural development and related streams	1	Community Service	0		
Post-Graduate	Agriculture/ Horticulture/ Extension/ Rural Development and related streams	0.5	Community Service			
Trainer Certification						
Domain Certification			**Platform Certification**			
Certified for Job Role "**Community Service Provider**", mapped to QP: "AGR/Q7802, 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	
Advance Diploma	Community Services Management/ Community Development and related streams	7	In village level business/ community service and othre related experience	0		Practical skills and knowledge required in establishment of Community service centers and their development
Graduation	Agriculture/ Horticulture and related streams	5	In village level business/ community service and othre related experience	0		Practical skills and knowledge required in establishment of Community service centers and their development
Post-Graduation	Agriculture/ Extension/ Rural Development and related streams	2	In village level business/ community service and othre related experience	0		Practical skills and knowledge required in establishment of Community service centers and their development
PhD	Agriculture/ Extension/ Rural Development and related streams	1	In village level business/ community service and othre related experience	0		Practical skills and knowledge required in establishment of Community service centers and their development

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role "**Community Service Provider**", mapped to QP: "AGR/Q7802, 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. <u>Multiple Choice Questions</u>: To assess basic knowledge (Objective/Subjective)
2. <u>Viva:</u> To assess awareness on processes (Oral and/or written questioning)
3. <u>Practical:</u> 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, time-stamp, geographic-tagging, toggle- screen/copy-paste disabled, etc.
- Android-based monitoring system
- End to end process from allocation of a batch to final result upload, there is no manual intervention

- Assessment will normally be fixed for a day after the end date of the training / within 7 days of completion of training.

- Assessment will be conducted at the training venue

- The room where assessment is conducted will be set with proper seating arrangements with enough space to curb copying or other unethical activities

- Question bank of theory and practice will be prepared by ASCI /assessment agency and approved ASCI. Only from approved Question Bank assessment agency will prepare the question paper. Theory testing will include multiple-choice questions, pictorial questions, etc. which will test the trainee on his theoretical knowledge of the subject.

- The theory, practical and viva assessments will be carried out on the same day. In case of a greater number of candidates, the number of assessors and venue facilitation be increased and facilitated

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

The question paper 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

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- 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
B2C	Business to Consumer
CSC	Community Service Centre
DTH	Direct to Home
FSSAI	Food Safety and Standards Authority of India
G2C	Government to Citizen
IT	Information Technology
ICT	Information and Communication Technology
NOS	National Occupational Standard (s)
NDLM	National Digital Literacy Mission
NEFT	National Electronic Funds Transfer
NSQF	National Skills Qualifications Framework
OJT	On-the-job Training
PAN	Personal Account Number
PwD	People with Disability
PPE	Personal Protective Equipment
QP	Qualifications Pack
SMEs	Subject Matter Experts
UPI	Unified Payment Interface
VKC	Village Knowledge Centre
VLE	Village Level Entrepreneur