Model Curriculum

QP Name: Tea Plantation Worker

QP Code: AGR/Q0502

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 Crops Cultivation
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/0501
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:

- Describe the process of assisting in propagating tea saplings in the nursery.
- Describe the process of assisting in preparing the field and transplanting the saplings.
- Describe the process of assisting in maintaining the tea crop.
- Describe the process of assisting in carrying out harvesting and post-harvest management of tea 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 Tea Plantation Worker	05:00	0:00	0:00	0:00	05:00
AGR/N0508 Assist in propagating tea saplings in the nursery **NOS Version- 2.0** **NSQF Level- 3**	**15:00**	**10:00**	**0:00**	**0:00**	**25:00**
Module 2: Process of assisting in propagating tea saplings in the nursery	15:00	10:00	0:00	0:00	25:00
AGR/N0509: Assist in preparing the field and transplanting the saplings **NOS Version- 2.0** **NSQF Level- 3**	**20:00**	**40:00**	**0:00**	**0:00**	**60:00**
Module 3: Process of assisting in preparing the field and transplanting the saplings	20:00	40:00	0:00	0:00	60:00

AGR/N0510: Assist in maintaining the tea crop **NOS Version-2.0** **NSQF Level- 3**	**20:00**	**40:00**	**0:00**	**0:00**	**60:00**
Module 4: Process of assisting in maintaining the tea crop	20:00	40:00	0:00	0:00	60:00
AGR/N0514 Assist in carrying out harvesting and post-harvest management of tea crop **NOS Version-2.0** **NSQF Level- 3**	**15:00**	**45:00**	**0:00**	**0:00**	**60:00**
Module 5: Process of assisting in harvesting and post-harvest management of tea crop	15:00	45:00	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 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**	**00:00**	**0:00**	**0:00**	**30:00**
Module 8: Employability Skills	30:00	00:00	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 Tea Plantation Worker
Bridge Module

Terminal Outcomes:

- Discuss the job role of a Tea Plantation Worker.

Duration: 05:00	Duration: 0:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the size and scope of the agriculture industry and its sub-sectors. - Discuss the role and responsibilities of a Tea Plantation Worker. - Identify various employment opportunities for a Tea Plantation Worker.	
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 propagating tea saplings in the nursery
Mapped to AGR/N0508 v2.0

Terminal Outcomes:

- Describe the process of preparing the planting material.
- Demonstrate the process of preparing the nursery bed.
- Demonstrate the process of raising the saplings.

Duration: 15:00	Duration: 10:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the effect of various climatic parameters on tea cultivation such as temperatures, intensity and distribution of precipitation, relative humidity etc. - State various pests and diseases found in different agro-climatic regions, sources of their origin and their life cycles. - State the relevant biotic and abiotic stress factors such as temperature fluctuations, dry spells, heavy downpours, etc. - Explain the relevant measures to be taken to prevent and control pests and diseases in the nursery. - Describe the organic methods for the nursery cultivation of saplings. - Describe the process of extracting quality seeds or plant cuttings from a tea plantation, treating them and the recommended conditions for storing them. - Describe the process of sampling and checking the nursery soil through an authorised lab to detect the presence of nematodes. - State the appropriate soil treatment to be carried out to remove nematodes and improve soil fertility. - Describe the process of preparing the nursery bed and other relevant preparations for raising tea saplings. - Explain various practices to be followed for preventing water-	- Demonstrate how to extract quality seeds or plant cuttings from a tea plantation. - Demonstrate how to treat the seeds or plant cuttings as per the supervisor's instructions. - Demonstrate the process of preparing the cuttings for vegetative propagation as directed by the supervisor. - Demonstrate the process of carrying out fumigation, solarisation or fertilisation to remove nematodes and improve soil fertility. - Show how to mix the recommended quantity of sand in the soil and mulch the nursery bed as per the supervisor's instructions. - Demonstrate the process of preparing the nursery bed and soil according to the selected tea variety through co-ordination with the supervisor. - Demonstrate how to prepare poly bags containing fertilised soil for planting the seeds. - Demonstrate the process of sowing the seeds or cuttings at the recommended depth and density in the poly bags. - Demonstrate the process of carrying out vegetative clonal propagation as per the supervisor's instructions. - Demonstrate the process of harvesting the saplings and

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logging in the nursery bed.	acclimatising them at the recommended temperature for an appropriate duration.
• State the recommended depth and density for sowing seeds and planting cuttings to ensure the healthy growth of saplings.	
• Explain the importance and ways of protecting the saplings from pests, disease and fluctuations in temperature.	
• State the recommended temperature and humidity for storing the harvested saplings before being transplanted.	

Classroom Aids

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

Tools, Equipment and Other Requirements

Budding Knife, Grafting Knife, Dormant Scions, Tying Material such as Grafting Tape, Adhesive Tape, Electrician's Ber Tape or Rubber Strips

Module 3: Process of assisting in preparing the field and transplanting the saplings

Mapped to ARG/N0509 v2.0

Terminal Outcomes:

- Describe the process of assisting in preparing the field.
- Describe the process of assisting in transplanting the saplings.

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the importance of removing all the waste, debris, tree stumps and previous crop residues from the field during preparation. - State the recommended organic or inorganic fertilisers to be applied to the soil to enhance the ratio of macro and micronutrients in it. - Explain the importance and process of creating drains in the field for effective water drainage. - Explain various challenges encountered in transplanting saplings and the appropriate methods to overcome them. - State the recommended planting density to maintain while transplanting the tea saplings. - State the immediate care that tea saplings need after being transplanted such as watering, fertilising, mulching, etc. - Explain the importance and ways of protecting the saplings from strong winds, heavy rains and overexposure to heat.	- Demonstrate how to remove all the waste, debris, tree stumps, weeds and previous crop residues from the field. - Demonstrate the process of ploughing, harrowing and leveling the field using the relevant farm machineries and implements and as per the supervisor's instructions. - Demonstrate the process of applying the recommended organic or inorganic fertilisers to the soil. - Demonstrate the process of installing the appropriate irrigation or fertigation system for effective irrigation in the field. - Show how to create drains in the field for effective water drainage and prevent waterlogging. - Show how to create pits or trenches in the field according to the pit planting or trench planting method selected by the supervisor. - Demonstrate the process of transplanting the saplings in the field as per the supervisor's instructions. - Demonstrate the process of applying fertilisers as directed by the supervisor. - Demonstrate the process of applying mulch around the roots of the saplings to preserve the soil moisture and prevent weed growth.
Classroom Aids	

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop
Tools, Equipment and Other Requirements
NA

Module 4: Process of assisting in maintaining the tea crop
Mapped to AGR/N0510 v2.0

Terminal Outcomes:

- Describe the process of assisting in nutrient management.
- Describe the process of assisting in pest and disease management.
- Describe the process of assisting in irrigation and drainage management.
- Describe the process of assisting in weeding, pruning and training.
- 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**
- Describe the soil sampling, packing and labelling process. - Explain the importance of sampling and testing the soil regularly through an approved laboratory to ensure the crop receives the required nutrients. - Explain how to apply different types of organic and inorganic fertilisers to the tea field. - State the applicable fertilisation and irrigation schedule for tea crops. - Explain the importance of checking the tea crop regularly to identify the signs of pest and disease infestation. - Explain the practice of intercropping to promote the healthy growth of tea plants. - Explain the safe usage of the recommended herbicides and weedicides. - Describe different methods of training tea plants. - Explain the types and stages of pruning of tea plants, their purpose and methods. - Explain the benefits of resource optimisation. - Explain the importance of recycling and disposing different types of waste as per the applicable	- Demonstrate the process of applying the recommended organic and inorganic fertilisers in the tea field using the foliar spray. - Demonstrate the process of carrying out intercropping with suitable crops to promote the healthy growth of tea plants. - Demonstrate the process of applying the recommended treatment as per the Integrated Pest and Disease Management (IPDM) practices and supervisor's instructions. - Prepare a sample record of pesticides, insecticides and other relevant treatments used on tea crops. - Show how to irrigate the tea crop with the appropriate quantity of water as per the supervisor's instruction. - Demonstrate the process of carrying out repair and maintenance of the irrigation or fertigation system through co-ordination with the supervisor. - Demonstrate the process of applying the recommended herbicides and weedicides as per instructions. - Demonstrate how to remove weeds from the field following the

regulations. • Explain the importance of inclusion of all genders and People with Disability (PwD) at the workplace.	recommended manual or mechanical method. • Demonstrate the process of carrying out forking as per the supervisor's instructions. • Demonstrate how to prune the tea plants to remove dead and infested leaves and branches. • Show how to train the tea plants to ensure their desired growth. • 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
NA

Module 5: Process of assisting in harvesting and post-harvest management of tea crop

Mapped to NOS AGR/N0514 v2.0

Terminal Outcomes:

- Demonstrate the process of assisting in harvesting tea leaves.
- Describe the process of assisting in carrying out post-harvest management.

Duration: 15:00	Duration: 45:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the maturity indicators of the tea crop. - Describe the process of harvesting tea leaves manually and mechanically. - State the appropriate practices to be followed to minimise loss during harvesting. - Explain the applicable parameters for sorting and grading the processed tea. - State the appropriate packing material for packing tea and the recommended moisture level to be maintained while packing tea. - Explain how to prepare the storage area for storing the processed tea and the recommended conditions for it.	- Demonstrate the process of harvesting tea leaves by plucking them by hand/ shears/ machine. - Prepare a sample record of the harvested crop through co-ordination with the supervisor. - Demonstrate the process of carrying out withering, rolling, fermentation and drying processes as per the supervisor's instructions. - Show how to sort and grade the processed tea based on the applicable parameters. - Demonstrate the process of packing the processed tea in appropriate packing material maintaining the moisture level as recommended by the supervisor. - Demonstrate how to label the packaging with the required information as directed by the supervisor. - Prepare a sample manual and/ or electronic record of harvesting and post-harvest processing of tea crop using the physical registers and/ or the relevant computer application.
Classroom Aids:	
Training Kit (Trainer **G**uide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
NA	

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		7	Tea Plantation	0		Tea Plantation Worker with 7 Years of experience working with registered Tea plantation after 10th Pass
12th Class		4	Tea Plantation	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	Tea Plantation	0		
Graduate	Graduate in any stream except Agriculture/ Horticulture/ Botany/ Tea Husbandry/ Technology	2	Tea Plantation	0		For the school Program minimum qualification of the Trainer should be Graduate (Agriculture/ Horticulture/ Botany/ Tea Husbandry/ Technology) with minimum 3 years Teaching experience (will be considered industry experience)
Graduate	Agriculture/ Horticulture/ Botany/ Tea Husbandry/ Technology	1	Tea Plantation	0		
Post-Graduate	Tea Husbandry & Technology/ Horticulture/ Botany/ Tea management	0		0		

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role "**Tea Plantation Worker**", mapped to QP: "AGR/Q0502, 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/ Plantation Horticulture and other related streams)	5	Horticulture/Plant ation/Forestry production activities and related experience	0		Practical skills and knowledge required in Tea Plantation
Post graduation	Agriculture/ Botany/ Forestry/ Plantation Horticulture and other related streams	2	Horticulture/Plant ation/Forestry production activities and related experience	0		Practical skills and knowledge required in Tea Plantation
PhD	Agriculture/ Botany/ Forestry/ Plantation Horticulture and other related streams	1	Horticulture/Plant ation/Forestry production activities and related experience	0		Practical skills and knowledge required in Tea Plantation

Assessor Certification	
Domain Certification	**Platform Certification**
Certified for Job Role "**Tea Plantation Worker**", mapped to QP: "AGR/Q0502, 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

- o Assessment checklist for assessor
- o Candidate Aadhar/ID card verification
- o Pictures of the classroom, labs to check the availability of adequate equipment's and tools to conduct the training and assessment
- o 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
AGR	Agriculture
IPDM	Integrated Pest and Disease Management
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