



# Model Curriculum

**QP Name: Greenhouse Operator**

**QP Code: AGR/Q1003**

**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

<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Agriculture Crop Production
<b>Occupation</b>	Precision Farming
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL
<b>Minimum Educational Qualification and Experience</b>	8 <sup>th</sup> class with 1-year relevant experience OR 8th Class Pass and pursuing continuous regular schooling OR 5th grade pass with 4-year relevant experience OR Ability to read and write with 5-year relevant experience OR Certificate-NSQF Level-3 (Farm Worker) with 6 months of relevant experience Min. Age: 16 Years
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	17/11/2022
<b>Next Review Date</b>	17/11/2025
<b>NSQC Approval Date</b>	17/11/2022
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	17/11/2022
<b>Model Curriculum Valid Up to Date</b>	17/11/2025
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	270 Hours
<b>Maximum Duration of the Course</b>	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 setting up the greenhouse.
- Demonstrate the process of carrying out greenhouse operations and maintaining the greenhouse.
- Explain the basic entrepreneurial activities for small enterprise.
- 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
<b>Bridge Module</b>	<b>5:00</b>	<b>00:00</b>	<b>0:00</b>	<b>0:00</b>	<b>05:00</b>
Module 1: Introduction to the role of a Greenhouse Operator	05:00	0:00	0:00	0:00	05:00
<b>AGR/N1014 Assist in setting up the greenhouse NOS Version- 1.0 NSQF Level- 3</b>	<b>35:00</b>	<b>50:00</b>	<b>0:00</b>	<b>0:00</b>	<b>85:00</b>
Module 2: Process of assisting in setting up the garden	30:00	60:00	0:00	0:00	90:00
<b>AGR/N1008 Carry out greenhouse operations and maintain the greenhouse NOS Version- 2.0 NSQF Level- 3</b>	<b>30:00</b>	<b>60:00</b>	<b>0:00</b>	<b>0:00</b>	<b>90:00</b>
Module 3: Process of carrying out operations and maintenance of the greenhouse	30:00	60:00	0:00	0:00	90:00

<b>AGR/N9903 Maintain health and safety at the workplace</b> <b>NOS Version- 3.0</b> <b>NSQF Level-4</b>	<b>20:00</b>	<b>10:00</b>	<b>0:00</b>	<b>0:00</b>	<b>30:00</b>
Module 4: Hygiene and cleanliness	4:00	2:00	0:00	0:00	6:00
Module 5: Safety and emergency procedures	16:00	8:00	0:00	0:00	24:00
<b>DGT/VSQ/N0102 Employability Skills</b> <b>NOS Version-1.0</b> <b>NSQF Level-4</b>	<b>60:00</b>	<b>00:00</b>	<b>0:00</b>	<b>0:00</b>	<b>60:00</b>
Module 9: Employability Skills	60:00	00:00	0:00	0:00	60:00
<b>Total Duration</b>	<b>150:0</b>	<b>120:00</b>	<b>0:00</b>	<b>0:00</b>	<b>270:00</b>

# Module Details

## Module 1: Introduction to the role of a Greenhouse Operator

### Bridge Module

#### Terminal Outcomes:

- Discuss the job role of a Greenhouse Operator.

<b>Duration: 5:00</b>	<b>Duration: 0:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the size and scope of the agriculture industry and its sub-sectors.</li> <li>• Discuss the role and responsibilities of a Greenhouse Operator.</li> <li>• Identify various employment opportunities for a Greenhouse Operator.</li> </ul>	
<b>Classroom Aids</b>	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Process of assisting in setting up the greenhouse

### Mapped to AGR/N1014 v1.0

#### Terminal Outcomes:

- Demonstrate the process of assisting in setting up different types of greenhouse.
- Demonstrate various practices for effective resource optimisation.

<b>Duration: 35:00</b>	<b>Duration: 50:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain different types of greenhouse such as the lean-to, even or uneven span, ridge and furrow, sawtooth, etc.</li> <li>• Explain the criteria for selecting a particular type of greenhouse to be set up such as the climate, topography, sunlight exposure, market accessibility, etc.</li> <li>• List various materials required for setting up a greenhouse according to the type selected.</li> <li>• Explain the importance of ensuring good air circulation, adequate sunlight exposure while installing the greenhouse.</li> <li>• Explain the importance of arranging for safe drainage of excess water from the greenhouse and its protection from external threats such as stray animals, whiteflies, rodents, etc.</li> <li>• Explain the benefits of resource optimisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of taking measurements and preparing the layout of the greenhouse through co-ordination with the greenhouse installer.</li> <li>• Show how to level the land as per the installer’s instructions before the installation of the greenhouse.</li> <li>• Demonstrate the process of preparing the greenhouse structure and erecting it as per the prepared layout through co-ordination with the greenhouse installer.</li> <li>• Demonstrate the process of installing the relevant temperature and humidity control equipment.</li> <li>• Demonstrate the process of installing the appropriate glazing material as per the plan.</li> <li>• Demonstrate the process of installing the irrigation or fertigation system.</li> <li>• Demonstrate various practices to optimise the usage of various resources such as water and electricity.</li> </ul>
<b>Classroom Aids</b>	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
<b>Tools, Equipment and Other Requirements</b>	
Benches, Tables and Plant Carts used in the production area; Containers (including Flats and Pots) for Plants; Greenhouse Equipment	

## Module 3: Process of carrying out operations and maintenance of the greenhouse

### Mapped to AGR/N1008 v2.0

#### Terminal Outcomes:

- Demonstrate the process of planting and maintaining seeds, vegetables and plants.
- Demonstrate the process of harvesting, acclimatising and transplanting seedlings and plants.
- Demonstrate the process of harvesting the flowers and vegetables.
- Demonstrate the process of carrying out post-harvest processing and marketing of flowers and vegetables.
- Describe the process of maintaining the greenhouse.
- Demonstrate various waste management practices.
- Discuss ways to promote diversity and inclusion at the workplace.

<b>Duration: 30:00</b>	<b>Duration: 60:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the water requirements of different types of seeds, vegetables, flowers and plants.</li> <li>• List signs of pests and disease in the seedlings, vegetables, flowers and plants.</li> <li>• Explain the importance of maintaining the recommended temperature, humidity and sunlight exposure in the greenhouse.</li> <li>• Explain the importance of storing the harvested flowers and vegetables at the recommended temperature, humidity and hygienic conditions.</li> <li>• Explain post-harvest processing and marketing of flowers and vegetables i.e. sorting and grading, cleaning and marketing.</li> <li>• Explain the importance of maintaining cleanliness in the greenhouse.</li> <li>• Explain the criteria for segregating waste into appropriate categories.</li> <li>• Explain the procedure to report inappropriate behaviour e.g., harassment.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of preparing the raised, flat or sunken bed in the greenhouse.</li> <li>• Demonstrate the process of planting seeds, vegetables and different types of plants in the greenhouse.</li> <li>• Show how to water the planted seeds, vegetables, flowers and plants with the recommended quantity.</li> <li>• Demonstrate the process of applying fertilizers in the recommended quantity to promote the healthy growth of seedlings, vegetables and plants.</li> <li>• Demonstrate the process of applying the recommended pesticides and insecticides to control pest and disease infestation.</li> <li>• Show how to remove the dead and damaged seedlings, vegetables, flowers and plants.</li> <li>• Demonstrate how to apply herbicides and weedicides and carry out manual weeding to prevent unwanted growth in the greenhouse.</li> <li>• Demonstrate the process of carrying out repair and maintenance of the irrigation or fertigation system.</li> <li>• Prepare a sample manual and/ or</li> </ul>

	<p>electronic record of herbicides, weedicides fertilizers, pesticides and insecticides used in the greenhouse.</p> <ul style="list-style-type: none"><li>• Demonstrate the process of harvesting the seedlings and plants.</li><li>• Show how to acclimatise the seedlings and plants under the recommended temperature, protecting them from harsh conditions.</li><li>• Show how to transplant the acclimatised seedlings and plants in the garden.</li><li>• Demonstrate the process of harvesting the flowers and vegetables using the appropriate tools.</li><li>• Demonstrate the process of carrying out sorting and grading the flowers and vegetables.</li><li>• Show how to clean the vegetables using clean water and recommended cleaning agents.</li><li>• Demonstrate the process of preparing the hydration solution and applying it to the flowers to maintain their freshness.</li><li>• Demonstrate how to process the payments using the appropriate e-payment methods.</li><li>• Prepare a sample record of sales and payments using the physical registers and/ or the relevant computer application.</li><li>• Demonstrate the process of cleaning the greenhouse through sweeping and removal of the trash.</li><li>• Demonstrate the process of carrying out repair and maintenance of the greenhouse structure.</li><li>• Demonstrate the process of recycling and disposing different types of waste appropriately.</li><li>• Demonstrate appropriate verbal and non-verbal communication that is</li></ul>
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	respectful of genders and disability.
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
Plant Markers; Spraying Equipment for the application of Insecticides, Herbicides, Fungicides and Fertilisers; Water Equipment including Sprinkler System, Pumps, Distribution Lines, Hoses, Nozzles, Fertiliser Injectors and Propagation Misters, Sickle, Hoe, Khurpa, Spade, Hand Trowel, Cocopeat; Compost/ Vermicompost	

## Module 4: 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.

<b>Duration: 04:00</b>	<b>Duration: 02:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the requirements of personal health, hygiene and fitness at work.</li> <li>• Describe common health-related guidelines laid down by the organizations/ Government at the workplace.</li> <li>• Explain the importance of good housekeeping at the workplace.</li> <li>• Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate personal hygiene practices to be followed at the workplace.</li> <li>• Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs.</li> <li>• Demonstrate the steps to follow to put on and take off a mask safely.</li> <li>• Show how to sanitize and disinfect one's work area regularly.</li> <li>• Demonstrate adherence to the workplace sanitization norms.</li> <li>• Show how to ensure the cleanliness of the work area.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator's Guide, Participant's Handbook.	
<b>Tools, Equipment and Other Requirements</b>	
Personal Protective Equipment, Cleaning Equipment and Materials, Sanitiser, Soap, Mask	

## Module 5: 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.

<b>Duration: 16:00</b>	<b>Duration: 08:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the (Personal Protective Equipment) PPE required at the workplace.</li> <li>• Describe the commonly reported hazards at the workplace.</li> <li>• Describe the hazards caused due to chemicals/pesticides/fumigants.</li> <li>• Describe the basic safety checks to be done before the operation of any equipment/machinery.</li> <li>• Describe the common first aid procedures to be followed in case of emergencies.</li> <li>• State measures that can be taken to prevent accidents and damage s at the workplace.</li> <li>• Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures.</li> <li>• State common health and safety guidelines to be followed at the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Check various areas of the workplace for leakages, water-logging, pests, fire, etc.</li> <li>• Demonstrate how to safely use the PPE and implements as applicable to the workplace.</li> <li>• Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc.</li> <li>• Sanitize the tools, equipment and machinery properly.</li> <li>• Demonstrate the safe disposal of waste.</li> <li>• Demonstrate procedures for dealing with accidents, fires and emergencies.</li> <li>• Demonstrate emergency procedures to the given workplace requirements.</li> <li>• Demonstrate the use of emergency equipment in accordance with manufacturers' specifications and workplace requirements.</li> <li>• Demonstrate the administration of first aid.</li> <li>• Prepare a list of relevant hotline/emergency numbers.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator's Guide, Participant's Handbook.	
<b>Tools, Equipment and Other Requirements</b>	
Personal Protective Equipment, First Aid Kit, Equipment used in Medical Emergencies.	

## Module 6: 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	
12 <sup>th</sup>	Science	5	Operation of Greenhouse	0		Ex-Serviceman including Ex-Paramilitary personnel: Minimum Qualification is 10+2 with an honorable discharge/pension SSC would consider a relaxation/wavier of sector specific experience on case-to-case basis.
Diploma	Civil/ Mechanical/ Fitter	3	Operation of Greenhouse	0		
ITI	Civil/ Mechanical/ Fitter	3	Operation of Greenhouse	0		
Graduate	Graduate in any stream except Agriculture/ Horticulture/ Botany/ Forestry	3	Operation of Greenhouse	0		Graduate in any stream (with 10+2 inscience. 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/ Botany/ Forestry	1	Operation of Greenhouse	0		
B. Tech	Mechanical/ Civil	0.5	Operation of Greenhouse	0		
B. Tech	Agriculture Engineering	0		0		
Certificate	Relevant CITS-NCIC Course	1	Operation of Greenhouse	0		

Trainer Certification	
Domain Certification	Platform Certification
	Recommended that the Trainer is certified for the

Certified for Job Role “**Greenhouse Operator**”, mapped to QP: “AGR/Q1003, v2.0”, Minimum accepted score is 80%

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	Agriculture/Horticulture/ Botany/ Forestry/ Agriculture Engineering/ Farm Engineering and related streams	5	Agriculture/ Forestry/ Agronomy/ Horticulture/ Farm Engineering/ Agriculture engineering and related experience	0		Practical skills and knowledge required in Greenhouse Operation
Post-Graduation	Agriculture/ Farm Engineering/ Agriculture Engineering/ Botany/ Forestry/ Agronomy and related streams	2	Agriculture/ Forestry/ Agronomy/ Horticulture/ Farm Engineering/ Agriculture engineering and related experience	0		Practical skills and knowledge required in Greenhouse Operation
PhD	Agriculture/ Botany/ Forestry/ Agronomy/ Agriculture engineering/ Farm Engineering and related streams	1	Agriculture/ Forestry/ Agronomy/ Horticulture/ Farm Engineering/ Agriculture engineering and related experience	0		Practical skills and knowledge required in Greenhouse Operation

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role “ <b>Greenhouse Operator</b> ”, mapped to QP: “AGR/Q1003, v2.0”, 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, 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

<b>Assessment</b>			
<b>Assessment Type</b>	<b>Formative or Summative</b>	<b>Strategies</b>	<b>Examples</b>
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:

- Geo Tagging 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.
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## Acronyms and Abbreviations

Term	Description
AGR	Agriculture
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PwD	People with Disability
PPE	Personal Protective Equipment

## 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:

4. Multiple Choice Questions: To assess basic knowledge (Objective/Subjective)
5. Viva: To assess awareness on processes (Oral and/or written questioning)
6. 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, 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

<b>Assessment</b>			
<b>Assessment Type</b>	<b>Formative or Summative</b>	<b>Strategies</b>	<b>Examples</b>
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:

- Geo Tagging 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
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