



Model Curriculum

QP Name: Non-Timber Forest Produce Harvester

QP Code: AGR/Q6102

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	Forestry, Environment and Renewable Energy Management
Occupation	Agro-Forestry Management
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/6210.0600
Minimum Educational Qualification and Experience	5th Class with 3 Years of relevant experience OR Ability to read and write with 5 Years of relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	16 Years
Last Reviewed On	17/11/2022
Next Review Date	17/11/2025
NSQC Approval Date	17/11/2022
QP Version	3.0
Model Curriculum Creation Date	17/11/2022
Model Curriculum Valid Up to Date	17/11/2025
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 identifying and harvesting the Non-Timber Forest Produce (NTFP) and Medicinal and Aromatic Plants (MAPs).
- Demonstrate the process of carrying out post-harvest processing of NTFP and MAPs.
- Demonstrate the process of undertaking basic market-related activities for the NTFP and MAPs.
- Explain the basic entrepreneurial activities for small enterprise.
- Describe the process of undertaking employability and entrepreneurial practices.
- Demonstrate basic health and safety practices used in forestry-related work.

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 Non-Timber Forest Produce Harvester	05:00	0:00	0:00	0:00	05:00
AGR/N6109 Identify and harvest the NTFP and MAPs NOS Version- 2.0 NSQF Level- 3	35:00	50:00	0:00	0:00	85:00
Module 2: Process of identifying and harvesting the NTFP and MAPs	35:00	50:00	0:00	0:00	85:00
AGR/N6127: Carry out post-harvest processing of NTFP and MAPs NOS Version-1.0 NSQF Level- 3	20:00	40:00	0:00	0:00	60:00
Module 3: Post-harvest processing of NTFP & MAPs	20:00	40:00	0:00	0:00	60:00
AGR/N6111 Undertake basic market-related activities for NTFP and MAPs	20:00	40:00	0:00	0:00	60:00

NOS Version- 2.0 NSQF Level- 3					
Module 4: Basic market-related activities for NTFP and MAPs	20:00	40:00	0:00	0:00	60:00
AGR/N9909 Follow the basic health and safety practices in forestry-related work NOS Version- 2.0 NSQF Level- 4	10:00	20:00	0:00	0:00	30:00
Module 5: Basic health and safety practices in forestry-related work	10:00	20:00	0:00	0:00	30:00
DGT/VSQ/N0101 Employability Skills NOS Version-1.0 NSQF Level-2	30:00	00:00	0:00	0:00	30:00
Module 9: 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 Non-Timber Forest Produce Harvester

Bridge Module

Terminal Outcomes:

- Discuss the job role of a Non-Timber Forest Produce Harvester.

Duration: 05:00	Duration: 0:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the size and scope of the agriculture industry and its sub-sectors. • Discuss the role and responsibilities of a Non-Timber Forest Produce Harvester. • Identify various employment opportunities for a Non-Timber Forest Produce Harvester. 	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 2: Process of identifying and harvesting the NTFP and MAPs

Mapped to AGR/N6109 v2.0

Terminal Outcomes:

- Describe the process of preparation for harvesting the NTFP and MAPs.
- Demonstrate the process of harvesting the NTFP and MAPs.

Duration: 35:00	Duration: 50:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the applicable laws and regulations related to the collection of NTFP and MAPs. • State the relevant authority to seek information about NTFP and MAPs from. • Explain the basic knowledge of ex-situ cultivation of NTFP and MAPs. • Explain how to identify forest areas permitted for the harvesting of NTFP and MAPs. • Explain how to select the varieties of NTFP and MAPs for harvesting and the applicable quality standards. • State varieties of protected/ endangered/ nationalised NTFP and MAPs. • List relevant tools, equipment and PPE required for harvesting the NTFP and MAPs. • Explain different ways of minimising the hazards and risks associated with the collection of NTFP and MAPs. • State the appropriate season and time of the day for harvesting varieties of NTFP and MAPs. • Describe various sustainable harvesting methods to mitigate any negative impact on the future produce of NTFP and MAPs. • Explain how to isolate the poisonous plants. • List the potent parts of different MAPs to be harvested that are intended for medicinal/commercial 	<ul style="list-style-type: none"> • Demonstrate how to sterilise the relevant tools and equipment before use. • Demonstrate the process of harvesting the various parts of the selected NTFP such as root, rhizome, bark, gum, resin, flower, etc. • Demonstrate the use of approved harvesting method and relevant tools and equipment to harvest the NTFP and MAPs according to the variety. • Demonstrate how to collect the harvested NTFP and MAPs in the appropriate basket/ bags/ containers. • Prepare a sample record of relevant data with respect to the harvested NTFP and MAPs as per the guidelines issued by the forest authority and the relevant regulatory body.

<p>use.</p> <ul style="list-style-type: none"> • Explain the process of safe handling of the harvested NTFP and MAPs. 	
Classroom Aids	
Training Kit (Trainer guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Shovel, Tong's Pair, Broom, Basket, Polythene Sheets, Sieving Device, Storage Bin, Plastic Bags, Gunny Bags, Screw Press, Filter, Solar Dryer, Electric Shell Cracker, Hammermill	

Module 3: Post-harvest processing of NTFP & MAPs

Mapped to ARG/N6127 v1.0

Terminal Outcomes:

- Demonstrate the process of sorting and grading the NTFP and MAPs.
- Demonstrate the process of cleaning and processing the NTFP and MAPs.
- Describe the process of storing the NTFP and MAPs.
- Demonstrate various practices for effective resource optimisation.
- Demonstrate various waste management practices.

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the sorting and grading criteria for different NTFP and MAPs. • Explain the storage and transportation requirements for different NTFP and MAPs such as recommended weather and humidity. • Explain the use of storage accessories such as racks, crates, pallets, etc. • Describe different processing methods for NTFP and MAPs. • Explain the process of safe handling of NTFP and MAPs. • Explain the appropriate practices to be followed in the storage area to minimise the loss of active ingredients and oils. • Explain the use of storage accessories such as racks, crates, containers, etc. • Explain the importance of tagging the produce according to the area. • Explain the benefits of resource optimisation. • Explain the criteria for segregating waste into appropriate categories. 	<ul style="list-style-type: none"> • Demonstrate how to sort out the damaged/ deceased/ unwanted NTFP and MAPs. • Show how to grade the NTFP and MAPs on the relevant grading parameters. • Demonstrate the process of cleaning the NTFP and MAPs according to the selected method. • Demonstrate the process of drying the NTFP and MAPs using a solar dryer and drying sheds/ on perforated bamboo-mats/ smoke on low fire. • Demonstrate the process of carrying out further processing such as grinding, milling, oil extraction according to the produce. • Show how to apply the necessary treatment in the storage to protect the produce from pests/ insects/ rodents. • Prepare a sample record of the data of produce processed and stored. • 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.
Classroom Aids	

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

Tools, Equipment and Other Requirements

Shovel, Sickle, Secateurs, Tongs Pair, Broom, Basket, Polythene Sheets, Sieving Device, Storage Bin, Plastic Bags, Gunny Bags, Screw Press, Filter, Solar Dryer, Electric Shell Cracker, Hammermill

Module 4: Basic market-related activities for NTFP and MAPs

Mapped to AGR/N6111 v2.0

Terminal Outcomes:

- Describe the process of setting the price for NTFP and MAPs.
- Describe the process of selling the NTFP and MAPs.
- Describe the process of packing and transporting the NTFP and MAPs.
- Discuss ways to maintain effective communication and co-ordination at work.

Duration: 20:00	Duration: 40:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the relevant authority to be contacted to get information about Minimum Support Price (MSP) and fair-pricing for the NTFP and MAPs. • Describe the process to identifying the market demand and supply for the NTFP and MAPs. • Explain how to set the price for the NTFP and MAPs in compliance with the fair pricing directives. • Describe the process of identifying potential buyers of NTFP and MAPs through various marketing channels. • Describe the process of negotiating price and processing of orders. • State the appropriate packaging, labelling and transportation requirements for NTFP and MAPs. • Explain the use of the relevant digital platforms for the trading activities. • List various electronic payment methods. • State the regulatory requirements with respect to the marketing of NTFP and MAPs. • Explain the practice of establishing forward linkages. • Explain the importance of verbal and non-verbal communication at the workplace. 	<ul style="list-style-type: none"> • Demonstrate the use of electronic payment methods for accepting payments such as Bharat Interface for Money Unified Payment Interface (BHIM UPI), payment apps, e-wallet etc. • Demonstrate the use of the relevant digital platform for trading activities. • Prepare a sample record of sales and payments using the physical registers and/ or the relevant computer application. • Show how to pack different NTFP and MAPs as per their packing requirements. • Show how to apply the label on the NTFP and MAPs packaging with the relevant information. • Demonstrate the process of loading the produce in the transport vehicle. • Prepare a sample record of the produce packed and transported along with the payment in the physical registers or a relevant computer system. • 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

Sieving Device, Storage Bin, Plastic Bags, Gunny Bags, Screw Press, Filter, Solar Dryer, Electric Shell Cracker

Module 5: Basic health and safety practices in forestry-related work

Mapped to NOS AGR/N9909 v2.0

Terminal Outcomes:

- Describe how to maintain health and safety.
- Show how to administer first aid and request medical assistance.

Duration: 04:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • State the relevant forest authority to be contacted to get permission for accessing hazardous areas in forests. • Explain the relevant guidelines to be followed while accessing and working in hazardous areas in the forest. • Explain the importance of checking weather conditions/ forecasting before accessing forest areas to avoid extreme weather. • Explain the varieties of Personal Protective Equipment (PPE) and their correct use. • Explain the importance of ensuring the PPE is in useable condition. • Explain the recommended practices to be followed to protect from infection and disease. • Explain how to identify hazards at a work-site in the forest and the appropriate preventive measures to be taken to deal with them. • Describe different methods to be followed for man-animal conflict mitigation. • Explain the applicable safe practices to be followed for carrying/ loading the forest produce. • State the safety instructions to be followed to avoid and deal with emergencies such as fire/ flood/ storms, etc. • Explain the importance of maintaining communication with the relevant authority/ official while 	<ul style="list-style-type: none"> • Demonstrate the use of appropriate (PPE) according to the task and weather conditions. • Demonstrate the use of the hand/ power tools and equipment as per the manufacturer's instructions. • Show how to carry/ load the forest produce following the recommended safe working methods. • Demonstrate how to administer first aid such as sterilising and dressing the wound, Cardiopulmonary Resuscitation (CPR) to the victim promptly.

<p>working in the forest.</p> <ul style="list-style-type: none"> • Explain the importance of carrying an up to date first-aid kit to the work-site in the forest. • Describe the process of contacting the emergency services to request medical assistance for serious injuries, accidents or emergencies. 	
<p>Classroom Aids:</p>	
<p>Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator’s Guide, Participant’s Handbook.</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Gloves, Goggles, Respiratory Masks, Helmet, Rubber Gloves, Safety Shoes, Bandages, Adhesive Bandage, Antiseptic Ointment/ Liquid, Pain Relief Spray/ Ointment, Fire Extinguisher</p>	

Module 6: 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	
12 th Class		4	Forest Produce	0		Ex-Service-Man including Ex-Paramilitary personnel: Minimum Qualification is 10+2 with an Honorable Discharge/Pension.SSC would consider a relaxation/waiver of sector-specific experience on case to case basis.
Diploma	Agriculture	3	Forest Produce	0		
Graduate	Graduate in any stream except Agriculture/ Horticulture/ Botany/ Forestry	3	Forest Produce	0		For the school Program minimum qualification of the Trainer should be Graduate (Agriculture / Horticulture / Botany/ Forestry) with minimum 3 years Teaching experience (will be considered industry experience)
Graduate	Agriculture/ Horticulture/ Botany/ Forestry	0.5	Forest Produce	0		

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role “ Non-Timber Forest Produce Harvester ”, mapped to QP: “AGR/Q6102, v2.0”, 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	Agriculture/ Botany/ Forestry/ Agronomy/ Horticulture and related streams	5	Forestry/ Horticulture and related experiences	0		Practical skills and knowledge required in Non-Timber Forest Produce Collection
Post-Graduation	Botany/ Forestry/ Agronomy/ Horticulture and related streams	2	Forestry/ Horticulture and related experiences	0		Practical skills and knowledge required in Non-Timber Forest Produce Collection
PhD	Botany/ Forestry/ Agronomy/ Horticulture and related streams	1	Forestry/ Horticulture and related experiences	0		Practical skills and knowledge required in Non-Timber Forest Produce Collection

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role “ Non-Timber Forest Produce Harvester ”, mapped to QP: “AGR/Q6102, 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 empanelled 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 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 pre-loaded in the computer /Tablet and it will be in the language as requested by the training partner.

Assessment Quality Assurance framework

Assessment Framework and Design:

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

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

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

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

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

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

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

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

Type of Evidence and Evidence Gathering Protocol:

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

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

- Assessment checklist for assessor
 - Candidate Aadhar/ID card verification
 - Pictures of the classroom, labs to check the availability of adequate equipment's and tool 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 assessor and proctor is 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 candidate 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	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	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	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
BHIM UPI	Bharat Interface for Money Unified Payment Interface
CPR	Cardiopulmonary Resuscitation
MAPs	Medicinal and Aromatic Plants
MSP	Minimum Support Price
NOS	National Occupational Standard (s)
NSQF	National Skills Qualifications Framework
NTPF	Non-Timber Forest Produce
OJT	On-the-job Training
QP	Qualifications Pack
PwD	People with Disability
PPE	Personal Protective Equipment