



# Model Curriculum

**QP Name: Farm Workshop Service Manager**

**QP Code: AGR/Q1110**

**Version: 3.0**

**NSQF Level: 6**

**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>	Farm Machinery, Equipment Operation and Maintenance
<b>Country</b>	India
<b>NSQF Level</b>	6
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL
<b>Minimum Educational Qualification and Experience</b>	<p>Min. Educational Qualification:  Pursuing first year of 2-year PG program after completing 3-year UG degree  OR  Pursuing PG diploma after 3-year UG degree  OR  Completed 3-year UG degree program after 12th  OR  Pursuing 4th year UG (in case of 4-year UG with honors/honors' with research)  OR  12th Grade with 1-year NTC plus 1 year NAC/CITS with 2 Years of relevant experience  OR  12th grade with 1 year NAC plus CITS with 2 Years of relevant experience  OR  12th-grade pass with 4 Years of relevant experience  OR  Previous relevant Qualification of NSQF Level 5.5 with 1.5 Years of relevant experience  OR  Previous relevant Qualification of NSQF Level 5 with 3 Years of relevant experience  Min. Age: 21 Years</p>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	21 Years
<b>Last Reviewed On</b>	25-11-2021
<b>Next Review Date</b>	25-11-2024

<b>NSQC Approval Date</b>	25-11-2021
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	25-11-2021
<b>Model Curriculum Valid Up to Date</b>	25-11-2024
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	570 Hours
<b>Maximum Duration of the Course</b>	570 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 estimating the service demand and planning the workshop operations.
- Describe the process of initiating the workshop operations and managing the workshop.
- Describe the process of managing the records, review and audit process.
- Explain the importance of practising inclusion and gender equality at work.
- Demonstrate various practices to ensure health and safety at 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
<b>Bridge Module</b>	<b>05:00</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 Farm Workshop Service Manager	05:00	00:00	0:00	0:00	05:00
<b>AGR/N1134 Estimate the service demand and plan the workshop operations</b> <b>NOS Version-2.0</b> <b>NSQF Level-6</b>	<b>20:00</b>	<b>65:00</b>	<b>0:00</b>	<b>0:00</b>	<b>85:00</b>
Module 2: Process of estimating service demand and establishing the workshop	20:00	65:00	0:00	0:00	85:00
<b>AGR/N1135: Initiate the operations and manage the workshop</b> <b>NOS Version-3.0</b> <b>NSQF Level-6</b>	<b>25:00</b>	<b>65:00</b>	<b>0:00</b>	<b>0:00</b>	<b>90:00</b>
Module 3: Operations and management of farm workshop	25:00	65:00	0:00	0:00	90:00
<b>AGR/N1136 Manage the record maintenance, review and audit process</b> <b>NOS Version-2.0</b>	<b>20:00</b>	<b>70:00</b>	<b>0:00</b>	<b>0:00</b>	<b>90:00</b>

<b>NSQF Level-6</b>					
Module 4: Management of record maintenance, review and audit process	20:00	70:00	0:00	0:00	90:00
<b>AGR/N9923: Manage and lead a team effectively NOS Version- 2.0</b> <b>NSQF Level- 6</b>	<b>20:00</b>	<b>10:00</b>	<b>0:00</b>	<b>0:00</b>	<b>30:00</b>
Module 5: Process of managing and leading a team	20:00	10:00	0:00	0:00	30:00
<b>DGT/VSQ/N0103</b> <b>Employability Skills</b> <b>NOS Version-1.0</b> <b>NSQF Level-5</b>	<b>90:00</b>	<b>00:00</b>	<b>0:00</b>	<b>0:00</b>	<b>90:00</b>
Module 9: Employability Skills	90:00	00:00	0:00	0:00	90:00
<b>Total Duration</b>	<b>180:00</b>	<b>210:00</b>	<b>0:00</b>	<b>0:00</b>	<b>390:00</b>

**OJT: 180 hours**

# Module Details

## Module 1: Introduction to the role of a Farm Workshop Service Manager

### Bridge Module

#### Terminal Outcomes:

- Discuss the job role of a Farm Workshop Service Manager.

<b>Duration: 05:00</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 Farm Workshop Service Manager.</li> <li>• Discuss various employment opportunities for a Farm Workshop Service Manager.</li> </ul>	
<b>Classroom Aids</b>	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Process of estimating service demand and establishing the workshop

*Mapped to AGR/N1134 v2.0*

### Terminal Outcomes:

- Describe the process of planning the workshop operations.
- Describe the process of procuring machineries, tools and equipment.
- Describe the process of installation of machineries, personnel training and scheduling work.
- Describe the process of developing the environment protection and safety policies and SOPs.

<b>Duration: 20:00</b>	<b>Duration: 65:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the process of identifying the supply for farm workshop operations.</li> <li>• Explain how to estimate the number of required technicians, mechanics and workers.</li> <li>• Describe the process of recruiting the technicians, mechanics and workers.</li> <li>• Explain the importance of arranging the required support for workshop employees to help them discharge their duties.</li> <li>• List various machineries, tools, equipment, spare parts and Personal Protective Equipment (PPE) required for farm workshop operations.</li> <li>• Explain how to conduct a comparative assessment with respect to the technical specification, costs and any other relevant details.</li> <li>• Explain different methods of procurement such as quotation, tender, spot purchase, etc.</li> <li>• Describe the installation process for various workshop machineries, tools and equipment.</li> <li>• Explain the importance of ensuring training of the relevant personnel on the use of farm workshop machineries, tools and equipment.</li> <li>• Explain the importance of ensuring maintenance of workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare sample cost estimates for workshop operations including the applicable fixed and variable costs.</li> <li>• Prepare a sample work plan for workshop employees as per their skills and specialisation</li> <li>• Demonstrate the use of relevant computer systems to monitor and evaluate the work performance of workshop employees.</li> <li>• Show how to evaluate the work performance of the workshop employees.</li> <li>• Prepare a sample record of the purchase of workshop machineries, tools and equipment in the workshop registers and relevant computer system.</li> <li>• Prepare a sample maintenance schedule for various machineries, tools and equipment.</li> <li>• Prepare sample policies and Standard Operating Procedures (SOPs) on environment protection and safety requirements.</li> <li>• Show how to take team briefings to explain the workshop policies and SOPs.</li> <li>• Show how to use the relevant systems to monitor and record the implementation of the environmental protection and safety</li> </ul>

<p>machineries, tools and equipment as per the maintenance schedule prescribed by the manufacturer.</p> <ul style="list-style-type: none"> <li>• Explain the importance of ensuring environmental protection and safety in workshop operations.</li> <li>• Describe the process of developing policies and Standard Operating Procedures (SOPs) on environment protection and safety requirements.</li> <li>• Explain the importance of monitoring compliance with the environment protection and safety policies.</li> </ul>	<p>policies.</p>
<p><b>Classroom Aids</b></p>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Vertical Conveyor, Reaper or Self-Propelled Reaper, Cleaner/ Grader like Air Screen Cleaners, Rotary Cleaners, Dryer, Straw Chopper, Straw Baler, Repairing Tools, etc.</p>	

## Module 3: Operations and management of farm workshop

### Mapped to ARG/N1135 v3.0

#### Terminal Outcomes:

- Explain the importance and process of implementing the environmental protection and safety policies, and SOPs.
- Describe the process of managing the workshop.
- Demonstrate the process of maintaining the workshop machineries, tools and equipment.
- Demonstrate various practices for effective resource optimisation and waste disposal.

Duration: 25:00 Theory – Key Learning Outcomes	Duration: 65:00 Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the importance and process of conducting regular inspections to ensure the implementation of environmental and safety policies, and SOPs in the workshop operations.</li> <li>• Describe the process of auditing the workshop records to ensure compliance with the regulatory requirements and initiating appropriate action to deal with non-compliance.</li> <li>• Describe the process of conducting a risk assessment to identify the relevant improvements required in the organisation's environment protection and safety policy.</li> <li>• Explain how to evaluate the effectiveness of the environment protection policy and safety systems.</li> <li>• Explain various measures to be taken to ensure hygiene in the workshop along with the health and safety of workshop employees and visiting clients.</li> <li>• Explain the applicable regulations for segregation, recycling and disposal of waste.</li> <li>• Describe the process of identifying health and safety hazards through regular inspections.</li> <li>• Describe the process of dealing with workplace accidents and emergencies as per the applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the use of the relevant systems to deal with environmental and safety hazards.</li> <li>• Demonstrate the use of the relevant system to monitor the collection, treatment, recycling and disposal of waste as per the industry and regulatory requirements.</li> <li>• Show how to conduct a risk assessment to identify the relevant improvements required in the organisation's environment protection and safety policy.</li> <li>• Demonstrate appropriate actions to be taken to deal with fire, accidents and emergencies at work.</li> <li>• Demonstrate the process of segregating, recycling and disposing different types of waste in compliance with the applicable laws and regulations.</li> <li>• Demonstrate various practices to optimise the usage of various resources such as water and electricity.</li> </ul>

<p>regulations and reporting them to the relevant regulatory authority.</p> <ul style="list-style-type: none"> <li>• Describe the process of allocating work to workshop employees and monitoring work progress.</li> <li>• Explain the importance of identifying the training and upskilling needs of workshop employees along with improvements in work processes.</li> <li>• Explain various practices for effective personnel management and conflict resolution among them.</li> <li>• Describe the process of managing environmental hazards and safety incidents as per the organization's environment protection and safety policy.</li> <li>• Describe the process of identifying the repair and maintenance needs of workshop machineries, tools and equipment.</li> <li>• Explain the importance of arranging repair or replacement of workshop machineries, tools and equipment as per the prescribed maintenance schedule.</li> <li>• Explain the benefits of resource optimisation.</li> </ul>	
<p><b>Classroom Aids</b></p>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Vertical Conveyor, Reaper or Self-Propelled Reaper, Cleaner/ Grader like Air Screen Cleaners, Rotary Cleaners, Dryer, Straw Chopper, Straw Baler, Repairing Tools, etc.</p>	

## Module 4: Management of record maintenance, review and audit process

### Mapped to NOS AGR/N1136 v2.0

#### Terminal Outcomes:

- Describe the process of maintaining and reviewing the workshop operations' records.
- Explain the importance of arranging for the safe storage of organisational records.
- Describe the process of getting the organisational records audited by a competent auditor.

<b>Duration: 20:00</b>	<b>Duration: 70:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List different types of data records to be maintained with respect to farm workshop operations.</li> <li>• Explain the importance of getting the relevant personnel trained on the use of relevant computer software for effective document and record management.</li> <li>• Explain the importance of reviewing the documents periodically as per the review schedule to ensure compliance with the applicable regulations.</li> <li>• Describe the process of evaluating the business performance through the analysis of relevant records and preparing an action plan.</li> <li>• Explain different methods for storing organisational records and documents safely.</li> <li>• List the infrastructure required for the safe storage of physical documents.</li> <li>• Explain the importance of creating data backup and ensuring access to sensitive data by the authorised personnel only.</li> <li>• Explain the importance of arranging for regular audits of organisational records by an independent and competent auditor.</li> <li>• Describe the process of implementing corrective actions as per the auditor's report.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the use of relevant computer software for effective management of organisational documents and records.</li> <li>• Show how to evaluate the records and documents to ensure their completeness and accuracy.</li> <li>• Demonstrate the process of evaluating the records to analyse the business performance.</li> <li>• Prepare a sample action plan based on the review of business records.</li> <li>• Show how to create data backup using the relevant computer software.</li> </ul>
<b>Classroom Aids:</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Different type of Documents, Safety Equipment	

## Module 5: Process of managing and leading a team

### Mapped to NOS AGR/N4317 v2.0

#### Terminal Outcomes:

- Explain different ways to manage team performance and maintain a fair and professional work environment.
- Explain different ways to promote diversity and inclusion at work.

<b>Duration: 20:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the process of preparing a work plan and allocating tasks according to the roles and skills of team members.</li> <li>• Explain the importance of arranging necessary support and resources to help the team members perform their duties.</li> <li>• Explain the importance of conducting regular team meetings to communicate with the team members regarding their work objectives, projects, work progress, etc.</li> <li>• Explain the importance and process of monitoring the team performance.</li> <li>• Explain various practices to manage and improve team performance.</li> <li>• Explain the importance of maintaining professional relationships with the team members.</li> <li>• Explain the importance and process of resolving conflicts among the team members.</li> <li>• Define the need for appropriate verbal and non-verbal communications while interacting with all genders and PwD.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a sample work plan according to allocate tasks to the team members.</li> <li>• Roleplay to conduct counselling sessions with team members.</li> <li>• Prepare sample work performance and review reports.</li> <li>• Demonstrate various practices required to maintain a conducive environment for Persons with Disabilities (PwD) and all genders at work.</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>	
NA	

## Module 6: Employability Skills (90 hours)

Mapped to NOS DGT/VSQ/N0103 v1.0

**Duration: 90:00**

### Key Learning Outcomes

#### Introduction to Employability Skills Duration: 3 Hours

After completing this programme, participants will be able to:

1. Outline the importance of Employability Skills for the current job market and future of work
2. List different learning and employability related GOI and private portals and their usage
3. Research and prepare a note on different industries, trends, required skills and the available opportunities

#### Constitutional values - Citizenship Duration: 1.5 Hours

4. 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
5. Demonstrate how to practice different environmentally sustainable practices

#### Becoming a Professional in the 21st Century Duration: 5 Hours

6. Discuss relevant 21st century skills required for employment
7. Highlight the importance of practicing 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
8. Create a pathway for adopting a continuous learning mindset for personal and professional development

#### Basic English Skills Duration: 10 Hours

9. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone
10. Read and understand text written in basic English
11. Write a short note/paragraph / letter/e -mail using correct basic English

#### Career Development & Goal Setting Duration: 4 Hours

12. Create a career development plan
13. Identify well-defined short- and long-term goals

#### Communication Skills Duration: 10 Hours

14. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette
15. Write a brief note/paragraph on a familiar topic
16. Explain the importance of communication etiquette including active listening for effective communication
17. Role play a situation on how to work collaboratively with others in a team

#### Diversity and Inclusion Duration: 2.5 Hours

18. Demonstrate how to behave, communicate, and conduct appropriately with all genders and PwD
19. Discuss the significance of escalating sexual harassment issues as per POSH act

#### **Financial and Legal Literacy Duration: 10 Hours**

20. Discuss various financial institutions, products, and services
21. Demonstrate how to conduct offline and online financial transactions, safely and securely and check passbook/statement
22. Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions
23. Calculate income and expenditure for budgeting
24. Discuss the legal rights, laws, and aids

#### **Essential Digital Skills Duration: 20 Hours**

25. Describe the role of digital technology in day-to-day life and the workplace
26. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
27. Demonstrate how to connect devices securely to internet using different means
28. Follow the dos and don'ts of cyber security to protect against cyber crimes
29. Discuss the significance of displaying responsible online behavior while using various social media platforms
30. Create an e-mail id and follow e-mail etiquette to exchange e-mails
31. Show how to create documents, spreadsheets and presentations using appropriate applications
32. utilize virtual collaboration tools to work effectively

#### **Entrepreneurship Duration: 7 Hours**

33. Explain the types of entrepreneurship and enterprises
34. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan
35. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
36. Create a sample business plan, for the selected business opportunity

#### **Customer Service Duration: 9 Hours**

37. Classify different types of customers
38. Demonstrate how to identify customer needs and respond to them in a professional manner
39. Discuss various tools used to collect customer feedback
40. Discuss the significance of maintaining hygiene and dressing appropriately

#### **Getting ready for apprenticeship & Jobs Duration: 8 Hours**

41. Draft a professional Curriculum Vitae (CV)
42. Use various offline and online job search sources to find and apply for jobs
43. Discuss the significance of maintaining hygiene and dressing appropriately for an interview
44. Role play a mock interview
45. List the steps for searching and registering for apprenticeship opportunities

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma	Mechanical / Agriculture Engineering	3	Agriculture Farm Machinery	0		
ITI	Mechanical / Agriculture Engineering	3	Agriculture Farm Machinery	0		
Graduate	Agriculture Engineering	2	Agriculture Farm Machinery	0		
Graduate	Mechanical Engineering	2	Agriculture farm Machinery	0		

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role “ <b>Farm Workshop Service Manager</b> ”, mapped to QP: “AGR/Q1110, 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	
B. Tech	Agriculture / Agriculture Engineering / Mechanical Engineering / Farm Machinery	5	Agriculture / Farm Machinery / Mechanical Engineering and related streams	0		Practical skills and knowledge required in managing farm workshop operations
Graduation	Agriculture / Agriculture Engineering and related streams	5	Agriculture / Farm Machinery / Mechanical Engineering and related streams	0		Practical skills and knowledge required in managing farm workshop operations
M. Tech	Agriculture / Agriculture Engineering / Mechanical Engineering / Farm Machinery	2	Agriculture / Farm Machinery / Mechanical Engineering and related streams	0		Practical skills and knowledge required in managing farm workshop operations
Post-graduation	Agriculture / Agriculture Engineering and related streams	2	Agriculture / Farm Machinery / Mechanical Engineering and related streams	0		Practical skills and knowledge required in managing farm workshop operations
PhD	Agriculture / Agriculture Engineering/Farm Engineering and related streams	1	Agriculture / Farm Machinery / Mechanical Engineering and related streams	0		Practical skills and knowledge required in managing farm workshop operations

Assessor Certification	
Domain Certification	Platform Certification
<p><b>“Farm Workshop Service Manager”, “AGR/Q1110, v3.0”,</b> Minimum accepted score is 80%</p>	<p>Certified for the Job Role: “Assessor (Vet and Skills)”, mapped to the Qualification Pack: “MEP/Q2701, v2.0”, with a minimum score of 80%.</p>

## 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

<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 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 standardisation 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 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 the 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
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	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).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	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.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
<b>Terminal Outcome</b>	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
NOS	National Occupational Standard (s)
NSQF	National Skills Qualifications Framework
OJT	On-the-job Training
QP	Qualifications Pack
PwD	People with Disability
PPE	Personal Protective Equipment