



Model Curriculum

QP Name: Assistant Gardener

QP Code: AGR/Q0804

Version: 3.0

NSQF Level: 3

Model Curriculum Version: 2.0

Agriculture Skill Council of India || Agriculture Skill Council of India (ASCI), 6th Floor, GNG Tower, Plot
No. 10, Sector - 44

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Training Parameters

Sector	Agriculture
Sub-Sector	Agriculture Crop Production
Occupation	Landscaping, Gardening & Urban Farming
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/6113.9900
Minimum Educational Qualification and Experience	<p>Minimum Educational Qualification: Grade 10 OR Grade 8 with two years of (NTC/ NAC) after 8th OR Grade 8 pass and pursuing continuous schooling in regular school with vocational subject OR 8th grade pass with 2-year relevant experience OR 5th grade pass with 5-year relevant experience OR Previous relevant Qualification of NSQF Level 2 with 1-year relevant experience OR Previous relevant Qualification of NSQF Level 2.5 with 6 months' relevant experience</p>
Pre-Requisite License or Training	NA
Minimum Job Entry Age	16 Years
Last Reviewed On	30-12-2021
Next Review Date	30-12-2024
NSQC Approval Date	30-12-2021
QP Version	3.0
Model Curriculum Creation Date	30-12-2021
Model Curriculum Valid Up to Date	30-12-2024
Model Curriculum Version	2.0
Minimum Duration of the Course	300Hours

Maximum Duration of the Course	300 Hours
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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 setting up and maintaining the garden.
- Demonstrate the process of maintaining the garden tools and equipment.
- Demonstrate the process of setting up and maintaining the garden features.
- Demonstrate the process of carrying out harvesting, marketing and event organisation activities.
- Explain the importance of following inclusive practices for Persons with Disabilities (PwD) and all genders at work.
- Demonstrate various practices to maintain personal hygiene, cleanliness and safety at the workplace.

Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Bridge Module	05:00	0:00	0:00	0:00	05:00
Module 1: Introduction to the role of an Assistant Gardener	05:00	0:00	0:00	0:00	05:00
AGR/N0839 Assist in setting up and maintaining the garden, garden tools and equipment NOS Version- 1.0 NSQF Level-3	20:00	35:00	0:00	0:00	55:00
Module 2: Process of setting up and maintaining the garden, garden tools and equipment	20:00	35:00	0:00	0:00	55:00
AGR/N0813 Set up and maintain the garden features NOS Version- 2.0 NSQF Level-3	20:00	70:00	0:00	0:00	90:00
Module 3: Process of setting up and maintaining garden features	20:00	70:00	0:00	0:00	90:00

AGR/N0844 Carry out harvesting, marketing and event organization activities NOS Version- 2.0 NSQF Level- 3	30:00	30:00	0:00	0:00	60:00
Module 4: Harvesting, marketing and event organisation activities	30:00	30:00	0:00	0:00	90:00
AGR/N9903 Maintain health and safety at the workplace NOS Version 3.0 NSQF Level- 3	15:00	15:00	0:00	0:00	30:00
Module 5: Hygiene and cleanliness	03:00	3:00	0:00	0:00	6:00
Module 6: Safety and emergency procedures	12:00	12:00	0:00	0:00	24:00
DGT/VSQ/N0101 Employability Skills NOS Version-1.0 NSQF Level-2	30:00	00:00	0:00	0:00	30:00
Module 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
OJT (Recommended): 30 hours					

Module Details

Module 1: Introduction to the role of an Assistant Gardener

Bridge Module

Terminal Outcomes:

- Discuss the job role of an Assistant Gardener.

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 an Assistant Gardener. • Discuss various employment opportunities for an Assistant Gardener. 	
Classroom Aids	
Training kit - Trainer guide, presentations, whiteboard, marker, projector, laptop, video films	
Tools, Equipment and Other Requirements	
NA	

Module 2: Process of setting up and maintaining the garden, garden tools and equipment

Mapped to AGR/N0839 v1.0

Terminal Outcomes:

- Describe various methods of propagating plants.
- Demonstrate the process of setting up and maintaining the garden.
- Demonstrate the process of maintaining the irrigation and fertigation system, garden tools and equipment.
- Demonstrate various practices for effective waste management.
- Discuss ways to promote diversity and inclusion at work.

Duration: 20:00	Duration: 35:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List various plant propagation materials and inputs required for propagating plants through different methods of propagation such as seeding, budding, cutting, layering, root division, etc. • Describe the process of propagating varieties of plants following different methods of propagation. • Describe the process of setting up various garden structures such as a net house, polyhouse, mist chamber, etc. • Describe the process of preparing the nursery bed, flower bed and ornamental planting bed. • Describe the process of planting different types of seedlings, bulbs, flowers, ornamental and edible plants, shrubs, trees in the garden. • Explain the importance of watering garden plants, creepers, shrubs and trees as per their watering schedule. • Explain the importance of signposting and labelling in a garden. • Explain the micro and macronutrient requirements of varieties of garden plants, trees, creepers and shrubs, etc. • Describe various ways to prevent the growth of weeds such as mulching 	<ul style="list-style-type: none"> • Demonstrate the process of preparing the nursery bed, flower bed and ornamental planting bed. • Demonstrate the process of carrying out trimming, pruning, weeding, hoeing and staking in the garden. • Demonstrate the process of operating various garden machinery such as push mowers, riding mowers, string trimmers, etc. • Show how to apply a variety of herbicides, weedicides, pesticides and insecticides as per the manufacturer’s instructions and ensuring personal safety. • Show how to install different types of support to train a variety of garden plants, creepers, shrubs and trees. • Prepare a sample record of fertilizers, herbicides, weedicides, pesticides and insecticides used in the garden. • Demonstrate the process of carrying out maintenance of the greenhouse. • Show how to assess the irrigation/ fertigation system installed in the garden to identify the repair and maintenance needs. • Demonstrate the process of carrying out regular repair and maintenance of the irrigation or fertigation system. • Demonstrate the process of carrying

<p>and intercropping.</p> <ul style="list-style-type: none"> • Describe various soil fertility improvement practices. • Describe different methods of irrigation or fertigation. • Explain the importance of recycling and disposing of different types of waste as per the applicable regulatory requirements. • Describe various inclusive practices to be followed for all genders and People with Disabilities (PwD) at work. 	<p>out regular repair and maintenance of garden tools and equipment as per the maintenance schedule.</p> <ul style="list-style-type: none"> • Demonstrate the process of recycling and disposing non-recyclable waste in an environment-friendly manner. • Demonstrate appropriate behaviour to be followed with Persons with Disabilities (PwD) and all the genders at work.
<p>Classroom Aids</p>	
<p>Training kit (Trainer guide, Presentations). Whiteboard, Marker, projector, laptop</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Different plants, seeds, seedlings, pots, trowel, soft branches, secateurs, small scissors, transparent polybags, black polybags, soil mixture, green net, polythene, poles, drain boards, hoses, sprinklers, drip system and channels etc.</p>	

Module 3: Process of setting up and maintaining garden features

Mapped to ARG/N0813 v2.0

Terminal Outcomes:

- Demonstrate the process of setting up various garden features.
- Describe the process of maintaining various garden features.

Duration: 20:00	Duration: 70:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the process of setting up various garden features such as the fountain, pond, and walkways as per the garden layout. • Describe the process of potting ornamental plants such as bonsai trees. • Describe the process of carrying out repair and maintenance for common wear and tear or damages in various garden features. 	<ul style="list-style-type: none"> • Demonstrate the process of setting up various garden features such as the fountain, pond, and walkways. • Show how to erect creative fences or boundaries in the garden. • Show how to identify wear and tear or damage in them. • Demonstrate the process of carrying out repair and maintenance of various garden features. • Prepare a sample record of repair and maintenance activities.
Classroom Aids	
Training kit (Trainer guide, Presentations). Whiteboard, Marker, projector, laptop	
Tools, Equipment and Other Requirements	
Concept drawings, working drawings, Good earth, nutrient additives, coco peat, sand, shovel, trowel, Spade, spatula, pots, and pot stands, baskets, secateurs, small scissors, hand sprayer, pesticides, hedge shears, power driven tools, mowers, brush cutter, long cutter, compost, FYM, shade net, seedling trays, seeds and seedlings	

Module 4: Harvesting, marketing and event organisation activities

Mapped to AGR/N0844 v1.0

Terminal Outcomes:

- Demonstrate the process of harvesting the garden flowers, fruits and vegetables.
- Describe the process of preparing the flowers, fruits and vegetables for marketing.
- Describe the process of marketing flowers, fruits and vegetables.
- Describe the process of event organisation in the garden.

Duration: 30:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the maturity indicators for a variety of flowers, fruits and vegetables grown in a garden. • List various tools and equipment required for harvesting flowers, fruits and vegetables. • Describe the process of harvesting flowers, fruits and vegetables. • Explain the importance of storing the harvested flowers, fruits and vegetables under the recommended temperature, humidity and hygienic conditions. • Describe the process of sorting and grading the harvested flowers, fruits and vegetables. • Explain the importance of labelling flowers bouquets and floral arrangements with the relevant information. • Describe the process of marketing flowers, fruits and vegetables. • Explain the use of various e-payment methods. • Explain the importance of keeping the record of sales and payments. • Describe the process of landscaping and preparing a garden for outdoor events and activities. 	<ul style="list-style-type: none"> • Show how to assess the flowers, fruits and vegetables grown in the garden to ensure their maturity for being harvested. • Show how to harvest varieties of flowers, fruits and vegetables. • Demonstrate the process of sorting and grading varieties of harvested flowers, fruits and vegetables. • Demonstrate the process of creating flower bouquets and floral arrangements such as wreaths and garlands. • Show how to set up flower displays using a variety of flowers. • Prepare a sample record of sales and payments. • Show how to carry out landscaping and preparing the garden for outdoor events and activities.
Classroom Aids	
Training kit (Trainer guide, Presentations)	
Tools, Equipment and Other Requirements	
Seeds and seedlings, pesticides, fungicides, knapsack sprayers, measurement jar, mask, gloves, goggles, gum boots, helmet, brush cutter, hand cutter, power driven lawn mower, safety belts	

Module 5: Hygiene and cleanliness

Mapped to NOS AGR/N9903 v3.0

Terminal Outcomes:

- Discuss how to adhere to personal hygiene practices.
- Demonstrate ways to ensure cleanliness around the workplace.

Duration: 03:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the requirements of personal health, hygiene and fitness at work. • Describe common health-related guidelines laid down by the organizations/ Government at the workplace. • Explain the importance of good housekeeping at the workplace. • Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases. 	<ul style="list-style-type: none"> • Demonstrate personal hygiene practices to be followed at the workplace. • Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs. • Demonstrate the steps to follow to put on and take off a mask safely. • Show how to sanitize and disinfect one's work area regularly. • Demonstrate adherence to the workplace sanitization norms. • Show how to ensure cleanliness of the work area.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Personal Protective Equipment, cleaning equipment and materials, sanitizer, soap, mask	

Module 6: Safety and emergency procedures

Mapped to NOS AGR/N9903 v3.0

Terminal Outcomes:

- Describe how to adhere to safety guidelines.
- Show how to administer appropriate emergency procedures.

Duration: 12:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the Personal Protective Equipment (PPE) required at the workplace. • Describe the commonly reported hazards at the workplace. • Describe the hazards caused due to chemicals/pesticides/fumigants. • Describe the basic safety checks to be done before the operation of any equipment/machinery. • Describe the common first aid procedures to be followed in case of emergencies. • State measures that can be taken to prevent accidents and damages at the workplace. • Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures. • State common health and safety guidelines to be followed at the workplace. 	<ul style="list-style-type: none"> • Check various areas of the workplace for leakages, water-logging, pests, fire, etc. • Demonstrate how to safely use the PPE and implements as applicable to the workplace. • Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Sanitize the tools, equipment and machinery properly. • Demonstrate the safe disposal of waste. • Demonstrate procedures for dealing with accidents, fires and emergencies. • Demonstrate emergency procedures to the given workplace requirements. • Demonstrate the use of emergency equipment in accordance with manufacturers' specifications and workplace requirements. • Demonstrate the administration of first aid. • Prepare a list of relevant hotline/emergency numbers.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Personal protective equipment, first aid kit, equipment used in medical emergencies.	

Module 7: Employability Skills (30 hours)

Mapped to NOS DGT/VSQ/N0101 v1.0

Duration: 30:00

Key Learning Outcomes

Introduction to Employability Skills Duration: 1 Hour

After completing this programme, participants will be able to:

1. Discuss the importance of Employability Skills in meeting the job requirements

Constitutional values - Citizenship Duration: 1 Hour

2. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.
3. Show how to practice different environmentally sustainable practices

Becoming a Professional in the 21st Century Duration: 1 Hours

4. Discuss 21st century skills.
5. Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.

Basic English Skills Duration: 2 Hours

6. Use appropriate basic English sentences/phrases while speaking

Communication Skills Duration: 4 Hour

7. Demonstrate how to communicate in a well -mannered way with others.
8. Demonstrate working with others in a team

Diversity & Inclusion Duration: 1 Hour

9. Show how to conduct oneself appropriately with all genders and PwD
10. Discuss the significance of reporting sexual harassment issues in time

Financial and Legal Literacy Duration: 4 Hours

11. Discuss the significance of using financial products and services safely and securely.
12. Explain the importance of managing expenses, income, and savings.
13. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws

Essential Digital Skills Duration: 3 Hours

14. Show how to operate digital devices and use the associated applications and features, safely and securely
15. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely

Entrepreneurship Duration: 7 Hours

16. Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges

Customer Service Duration: 4 Hours

17. Differentiate between types of customers
18. Explain the significance of identifying customer needs and addressing them
19. Discuss the significance of maintaining hygiene and dressing appropriately

Getting ready for apprenticeship & Jobs Duration: 2 Hours

20. Create a biodata
21. Use various sources to search and apply for jobs
22. Discuss the significance of dressing up neatly and maintaining hygiene for an interview
23. Discuss how to search and register for apprenticeship opportunities

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
10th Class		7	Gardening/ Landscaping	0		Gardener with 7 Years' experience with Government/civic authority/registered nursery/corporates
12th Class		4	Gardening/ Landscaping	0		Ex-Service-Man including Ex-Paramilitary personnel: Minimum Qualification is 10+2 with an Honourable Discharge/Pension. SSC would consider a relaxation/waiver of sector-specific experience on case to case basis.
Diploma	Landscaping/ Agriculture/ horticulture	3	Gardening/ Landscaping	0		
Graduate		2	Gardening/ Landscaping	0		For the school Program minimum qualification of the Trainer should be Graduate. Their Teaching experience will be considered industry experience
Graduate	Agriculture / Horticulture / Forestry	0.5	Gardening/Landscaping	0		

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role “Assistant Gardener”, mapped to QP: “AGR/Q0804, v3.0”, Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: “Trainer (Vet and Skills)”, mapped to the Qualification Pack: “MEP/Q2601, v2.0”. The minimum accepted score as per MEPSC guidelines is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduation	Agriculture/ Botany/ Forestry/ Horticulture/ Floriculture and related streams	5	Agriculture/ Forestry/ Horticulture and related streams and fields	0		Practical skills and knowledge required in overall quality management of flowers
Post-graduation	Agriculture/ Botany/ Forestry/ Horticulture/ Floriculture and related streams	2	Agriculture/ Forestry/ Horticulture and related streams and fields	0		Practical skills and knowledge required in overall quality management of flowers
PhD	Agriculture/ Botany/ Forestry/ Horticulture/ Floriculture and related streams	1	Agriculture/ Forestry/ Horticulture and related streams and fields	0		Practical skills and knowledge required in overall quality management of flowers

Assessor Certification	
Domain Certification	Platform Certification
<p>“Assistant Gardener”, “AGR/Q0804, v3.0”, 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 empanelled 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.

While it is important that an individual has adequate knowledge and skills to perform a specific task, weightage for different aspects of assessment are 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 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 practical 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 question, 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 more 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 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 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 tool to conduct the training and assessment
 - Pictures and videos of Assessment, training feedback and infrastructure.
- Apart from the Assessor, a Technical assistant 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 has 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 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 are downloaded by our internal backend team and saved in Repository. The repository consists of scheme-wise folders. These scheme-wise folders have 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
Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests
Key Learning	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
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
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