



Model Curriculum

QP Name: Aquaculture Worker

QP Code: AGR/Q4904

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 | Fisheries |
| Occupation | Aquaculture |
| Country | India |
| NSQF Level | 3 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/9216 |
| Minimum Educational Qualification and Experience | 8th Class Pass and pursuing continuous regular schooling OR 5th Class with 4 Year of relevant experience OR Certificate-NSQF Level-3(Hatchery Production Worker) with 6 months 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 | 18 Years |
| Last Reviewed On | 17/11/2022 |
| 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 | 300 Hours |
| Maximum Duration of the Course | 300 Hours |

| | | | | | |
|---|---------------|---------------|-------------|-------------|---------------|
| system, tools and equipment NOS Version- 2.0 NSQF Level- 3 | | | | | |
| Module 4: Assistance in maintaining the water system, waste disposal system, tools and equipment | 20:00 | 40:00 | 0:00 | 0:00 | 60:00 |
| AGR/N4955: Assist in maintaining health, hygiene and safety in culture operations NOS Version-2.0 NSQF Level-4 | 10:00 | 20:00 | 0:00 | 0:00 | 30:00 |
| Module 5: Assistance in health, hygiene and safety in culture operations | 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 6: Employability Skills | 30:00 | 00:00 | 0:00 | 0:00 | 30:00 |
| Total Duration | 120:00 | 180:00 | 0:00 | 0:00 | 300:00 |

Module Details

Module 1: Introduction to the role of an Aquaculture Worker

Bridge Module, Mapped to AGR/N4919 v3.0

Terminal Outcomes:

- Discuss the job role of an Aquaculture Worker.

| 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 Aquaculture Worker. • Identify various employment opportunities for an Aquaculture Worker. | |
| Classroom Aids | |
| Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop | |
| Tools, Equipment and Other Requirements | |
| NA | |

Module 2: Assistance in culture unit preparation activities

Mapped to AGR/N4919 v3.0

Terminal Outcomes:

- Describe the process of assisting in preparing the culture unit for stocking seeds.
- Demonstrate the process of assisting in applying water to the reservoir and pond/tank.
- Demonstrate various practices for effective disposal of waste.

| Duration: 25:00 | Duration: 60:00 |
|---|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain various pre-stocking and pond preparation activities carried out in freshwater aquaculture system. • Explain the importance of using appropriate fertilizers/manures for the optimum growth of plankton. • State the consequences of improper usage of chemicals. • Describe various water treatment methods/processes. • Explain the importance of optimum and sustainable utilisation of water resources. • Describe the process of drawing water from the source to fill the reservoir. • Describe the process for pumping treated water into the culture pond from the reservoir after treatment. • Explain the importance of recycling and disposing of different types of waste as per the applicable regulatory requirements. | <ul style="list-style-type: none"> • Show how to drain the culture unit. • Demonstrate how to remove the aquatic weeds and predatory/ weed fish using the recommended method. • Demonstrate the process of applying organic manure/ inorganic fertilizer in the pond/tank as per the instructions. • Demonstrate the process of applying the recommended treatment in the pond to control aquatic insects before stocking seeds. • Prepare a sample record of fertilizers and other treatments applied in the pond. • Demonstrate the process of drawing water from the source up to the required level in the reservoir. • Demonstrate the process of treating the water with the appropriate methods such as chlorination. • Show how to pump the treated water to the culture pond from the reservoir. • Demonstrate the process of recycling and disposing of non-recyclable waste in an environment-friendly manner. |
| Classroom Aids | |
| Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop | |
| Tools, Equipment and Other Requirements | |
| Water Pump, Air or Oxygen Diffusers, Aerators, Mechanical Filters, Tubes, Power Backup | |

Module 3: Assistance in stocking, post stocking, harvesting and post-harvest processing

Mapped to AGR/N4920 v3.0

Terminal Outcomes:

- Demonstrate the process of assisting in stocking seeds.
- Demonstrate the process of assisting in post-stocking pond culture operations.
- Demonstrate the process of assisting in harvesting and post-harvest management of fish.
- Discuss ways to promote diversity and inclusion at work.
- Demonstrate various practices for effective resource optimisation.

| Duration: 30:00 | Duration: 60:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Describe the standard procedure for acclimatisation of seeds. • Explain the process and techniques for seed stocking. • List various activities involved in post-stocking culture operations. • Describe the netting process for removing unwanted and harmful organisms from the pond. • Explain the standard procedure for feeding supplementary feed to fish. • Describe the process of split feeding. • Explain how to detect abnormal behaviour patterns, lesions and parasites in the fish. • Explain the procedure for periodic soil, water, and fish sampling. • State various practices for feeding and rearing fish to harvestable size. • Describe the process of partial harvesting. • State the guidelines for handling fish between harvest and transportation. • Describe the appropriate method of packing the harvested fish. • State different feed types and routines for feeding different species. • State various safety and hygiene protocols to be followed during stocking and post-stocking | <ul style="list-style-type: none"> • Demonstration of acclimatising the seeds as per the instructions of the supervisor/ aquaculture technician. • Demonstrate the process of removing the weak and dead seed. • Show how to feed seed stock with the recommended quantity of feed and supplementary feed as per the schedule prescribed by the supervisor/aquaculture technician. • Demonstrate the process of carrying out split feeding as per the instructions of the aquaculture technician. • Demonstrate the process of carrying out netting operation and periodic sampling of the soil, water and fish. • Show how to apply manure, fertilizer, lime and therapeutics as recommended by the supervisor. • Demonstrate the process of carrying out regular repair and maintenance of the implements, nets and gears, pond dyke, etc. • Demonstrate the use of nets of appropriate mesh size to harvest the fish. • Demonstrate the process of harvesting fish of the size as advised by the aquaculture technician, in case of partial harvesting. • Demonstrate the process of packing |

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| <p>operations.</p> <ul style="list-style-type: none"> • Explain various practices for harvesting and post-harvest care of the fish produce. • Describe the process of applying lime, manure and fertilizers. • Explain the use of aerator pumps to maintain the required level of dissolved oxygen in the pond water. • Explain the importance of inclusion of all genders and People with Disability (PwD) at the workplace. • Explain the benefits of resource optimisation. | <p>the harvested fish in appropriate container for transportation.</p> <ul style="list-style-type: none"> • Demonstrate appropriate verbal and non-verbal communication that is respectful of genders and disability. • Demonstrate various practices to optimise the usage of various resources such as water and electricity. |
| <p>Classroom Aids</p> | |
| <p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p> | |
| <p>Tools, Equipment and Other Requirements</p> | |
| <p>Grinder, Mixer, Pelletiser, Profi-Feeders, Scareheron, Weed Eradication Equipment, Dip Net, Harvesting Gear, Power Backup</p> | |

Module 4: Assistance in maintaining the water system, waste disposal system, tools and equipment

Mapped to NOS AGR/N4964 v2.0

Terminal Outcomes:

- Demonstrate the process of assisting in maintaining the water and waste disposal systems.
- Demonstrate the process of assisting in maintaining various tools and equipment.

| Duration: 20:00 | Duration: 40:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Explain the importance of arranging for an alternative water supply before the repair and maintenance of the water system. • Describe the process of cleaning the water pipes and carrying out repair and maintenance of the water system. • Explain how to disconnect and reconnect the water supply system before and after maintenance. • Explain the use of the relevant repair and maintenance tools, equipment and materials. • Describe the process of carrying out repair and maintenance of the waste disposal system, aerator, water pump and other aquaculture equipment. • Explain how to replace any faulty equipment. • Describe the process of testing the aquaculture equipment for the correct functioning after repair and maintenance. | <ul style="list-style-type: none"> • Demonstrate the process of removing sedimentation and other obstructions from the water pipes. • Demonstrate the process of carrying out cleaning of water pipes with the approved cleaning agents such as bleach. • Show how to repair or replace the faulty or damaged water pipes and fittings as per instructions. • Demonstrate the process of carrying out repair and maintenance of the waste disposal system, water pump, aerator, blower, air compressor, tools and equipment as per the supervisor's instructions. • Show how to replace the faulty equipment with the new one. • Demonstrate the process of testing the aquaculture equipment for the correct functioning after repair and maintenance. • Prepare a sample record of repair and maintenance of all the equipment as per the supervisor's instructions. |
| Classroom Aids: | |
| Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator's Guide, Participant's Handbook. | |
| Tools, Equipment and Other Requirements | |
| Ultrafiltration Systems, Vacuum Filters, Pumping Machinery, Bucket, Pump and Spout Pipe. | |

Module 5: Assistance in health, hygiene and safety in culture operations

Mapped to NOS AGR/N4955 v2.0

Terminal Outcomes:

- Demonstrate the process of assisting in maintaining the water body and its hygiene.
- Demonstrate the process of assisting in maintaining the health of cultured organisms.
- Describe how to maintain personal health and safety.

| Duration: 10:00 | Duration: 20:00 |
|---|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Describe the process of regular maintenance of dykes or fences of culture pond. • State various practices used to protect the aquaculture farm from various threats poachers, natural threats, preying birds and organisms. • Explain the importance and process of carrying out regular cleaning of the culture pond or tank to remove sludge, algae, uneaten feed, etc. • State the recommended disinfectants for water bodies and the process of applying them. • Describe the process of identifying and removing predators/ preying organisms from the culture pond or tank. • Describe the process of sampling the cultured organisms to identify any problems such as parasites, pathogens, infections, etc. • List the signs of stress/ disease such as phenotypic disorders and spots/ lesions in the cultured organisms. • Describe the process of identifying, quarantining and treating the disease organisms. • List the signs of improvement in the quarantined organisms. • Explain the importance of removing the dead or moribund organisms from the water body promptly and disposing them safely. • State the recommended practices to | <ul style="list-style-type: none"> • Demonstrate the process of carrying out regular maintenance of dykes or fences as per the supervisor's instructions. • Show how to remove the preying organisms from the culture pond or tank. • Demonstrate the process of applying appropriate treatment in the culture pond or tank as per instructions, to prevent disease outbreak or infestation. • Demonstrate how to remove sludge, algae and uneaten feed from the culture pond or tank as instructed by the supervisor. • Demonstrate the process of sampling the cultured organisms regularly to identify signs of abnormal behaviour, stress, disease, phenotypic disorders, spots or lesions etc. • Demonstrate how to remove and dispose the dead and moribund organisms as per instructions • Demonstrate how to safely use the PPE during hazardous aquaculture operations. • Demonstrate procedures for dealing with accidents and emergencies. • Demonstrate the administration of first aid. |

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|---|--|
| <p>protect the cultured organisms from air/ water/ fomite-borne contamination and diseases during and after harvesting.</p> <ul style="list-style-type: none"> • Describe the basic safety checks to be undertaken before operating any tools and equipment. • List the PPE required for various aquaculture operations. • Describe the common first aid procedures to be followed in case of 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>Personal Protective Equipment, First Aid Kit, Equipment used in Medical Emergencies.</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 | |
| 10th Class | | 5 | Inland Fishery Production and management | 0 | | Aquaculture Technician/ Aquaculture worker with 5 Years' experience of working with registered Corporates or Not for Profit Organizations / Registered Fish Farm after 10th Pass |
| Diploma | Fisheries | 3 | Inland Fishery Production and management | 0 | | Diploma more than 15 months in fisheries |
| B. Sc | Zoology | 3 | Inland Fishery Production and management | 0 | | For the school Program minimum qualification of the Trainer should be Graduate (Fisheries Science/ Industrial Fish & Fisheries/ Zoology). With minimum 3 years of teaching experience (will be considered industry experience) |
| Graduate | Agriculture | 2 | Inland Fishery Production and management | 0 | | |
| Graduate | Fisheries Science | 0 | Inland Fishery Production and management | 0 | | |

| Trainer Certification | |
|---|---|
| Domain Certification | Platform Certification |
| Certified for Job Role "Aquaculture Worker", mapped to QP: "AGR/Q4904, 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". 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.F.Sc | | 4 | In Fisheries / Aquaculture / Applied aquaculture or related streams and fields | 0 | | Practical skills and knowledge required in culture operations at fish farm and monitoring routine activities |
| B. Sc | Fisheries and related streams | 5 | In Fisheries / Aquaculture / Applied aquaculture or related streams and fields | 0 | | Practical skills and knowledge required in culture operations at fish farm and monitoring routine activities |
| M.F.Sc | | 2 | In Fisheries / Aquaculture / Applied aquaculture or related streams and fields | 0 | | Practical skills and knowledge required in culture operations at fish farm and monitoring routine activities |
| Post-graduation | Fisheries / Applied Aquaculture and related streams | 2 | In Fisheries / Aquaculture / Applied aquaculture or related streams and fields | 0 | | Practical skills and knowledge required in culture operations at fish farm and monitoring routine activities |
| PhD | Fisheries Science / Aquaculture and related streams | 1 | In Fisheries / Aquaculture / Applied aquaculture or related streams and fields | 0 | | Practical skills and knowledge required in culture operations at fish farm and monitoring routine activities |

| Assessor Certification | |
|---|---|
| Domain Certification | Platform Certification |
| <p>“Aquaculture Worker”, “AGR/Q4904, 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, 2..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

| 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 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 |
|------------------------------|---|
| 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 |
| 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 |