Model Curriculum

QP Name: Institution Development Manager

QP Code: AGR/Q7805

Version: 2.0

NSQF Level: 5.5

Model Curriculum Version: 1.0

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 Industries
Occupation	Agri - Entrepreneurship & Rural Enterprises
Country	India
NSQF Level	5.5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/2421
Minimum Educational Qualification and Experience	Completed 3rd year of UG OR Completed 2nd year diploma after 12th OR Completed 3-year diploma (after 10th) with 2 years of relevant experience OR 12th grade pass with 3 years of relevant experience OR Previous relevant qualification of NSQF Level 5 with 1.5 years of relevant experience OR Previous relevant qualification of NSQF Level 4.5 with 3 years of relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	23 Years
Last Reviewed On	29/03/2023
Next Review Date	29/03/2026
NSQC Approval Date	29/03/2023
QP Version	2.0
Model Curriculum Creation Date	29/03/2023
Model Curriculum Valid Up to Date	29/03/2026
Model Curriculum Version	1.0
Minimum Duration of the Course	570 Hours
Maximum Duration of the Course	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:

- Explain the process of organizing the agricultural community into appropriate institutions.
- Explain the process of supporting the management and operation of community institutions.
- Describe the process of organizing capacity-building interventions for community institution members.
- 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
Bridge Module	**05:00**	**00:00**	**0:00**	**00:00**	**05:00**
Module 1: Introduction to the role of an Institution Development Manager	05:00	00:00	0:00	00:00	05:00
AGR/N7822: Organize the agricultural community into appropriate institutions **NOS Version- 2.0** **NSQF Level- 5.5**	**50:00**	**65:00**	**0:00**	**00:00**	**115:00**
Module 2: Process of organizing the agricultural community into appropriate institutions	50:00	65:00	0:00	00:00	115:00
AGR/N7824: Support the management and operation of community institutions **NOS Version- 2.0** **NSQF Level- 5.5**	**75:00**	**45:00**	**0:00**	**00:00**	**120:00**
Module 3: Process of supporting the management and operation of community institutions	75:00	45:00	0:00	00:00	120:00
AGR/N7823: Organize capacity-building interventions for community institution members **NOS Version- 2.0**	**45:00**	**45:00**	**0:00**	**00:00**	**90:00**

NSQF Level- 5.5					
Module 4: Process of organizing capacity-building interventions for community institution members	45:00	45:00	0:00	00:00	90:00
AGR/N9903 Maintain health and safety at the workplace **NOS Version- 3.0** **NSQF Level- 4**	**05:00**	**25:00**	**0:00**	**00:00**	**30:00**
Module 5: Hygiene and cleanliness	02:00	10:00	0:00	00:00	12:00
Module 6: Safety and emergency procedures	03:00	15:00	0:00	00:00	18:00
DGT/VSQ/N0103: **Employability Skills** **NOS Version- 1.0** **NSQF Level- 5**	**90:00**	**00:00**	**0:00**	**00:00**	**90:00**
Module 7: Employability Skills	90:00	00:00	0:00	00:00	90:00
Total Duration	**270:00**	**180:00**	**0:00**	**00:00**	**450:00**
OJT: 120 Hours					

Module Details

Module 1: Introduction to the role of an Institution Development Manager
Bridge Module

Terminal Outcomes:

- Discuss the job role of an Institution Development Manager.

Duration: 05:00	Duration: 0:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the size and scope of the agriculture industry and its sub-sectors. - Discuss the role and responsibilities of an Institution Development Manager. - Identify various employment opportunities for an Institution Development Manager.	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 2: Process of organizing the agricultural community into appropriate institutions

Mapped to AGR/N7822 v2.0

Terminal Outcomes:

- Explain the process of organizing meetings with community members and key leaders.
- Elucidate ways to support the formation of community institution.

Duration: 50:00	Duration: 65:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain the role and importance of community institutions in agriculture management projects. • List various key stakeholders in community institutions. • Describe the tools and methods of community organization and mobilization. • Describe the process of forming community institutions and the regulations applicable to them. • Elucidate the use of appropriate communication techniques to facilitate the easy understanding of the community institution and relevant processes, e.g. street plays, puppet shows, folk musical forms, posters, audio-visual media etc. • Describe the formats and governance structure of community institutions. • Explain the merits and demerits of community institutions. • List various the financial institutions that may be approached for short/medium/long term loans for community institutions. • Discuss the practices adopted in participatory and integrated agriculture management projects. • Explain the relevant institutional development and mobilization strategies. • State the legal/statutory and organizational framework for the management of community	• Roleplay how to organize and conduct meetings with the community members in groups, e.g. Gram Sabha. • Demonstrate the use of the appropriate communication techniques to facilitate an easy understanding of the community institution and relevant processes, e.g. street plays, puppet shows, folk musical forms, posters, audio-visual media etc. • Prepare a sample agenda for organizing community institutions • Demonstrate the process of carrying out Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA) through stakeholder analysis, gender analysis, etc.

institutions.	
• Discuss the regulations applicable to community institutions, e.g. society registration act, cooperative registration act, companies registration act, etc.	
• State direct/indirect taxation-related legal framework.	

Classroom Aids

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

Tools, Equipment and Other Requirements

Audio/ Visual Aids, White Board, Chart Papers, Leaflets, Laptops/Computers, Registers, Installed Video camera with high resolution and recording facility, Markers, Drawing Pens, Comprehensive Books covering theory and Methodology

Module 3: Process of supporting the management and operation of community institutions
Mapped to ARG/N7824 v2.0

Terminal Outcomes:

- Elucidate ways to support the functioning of the institution.
- Elucidate ways to support the institution in financial management.
- Explain the importance of ensuring record maintenance.

Duration: 75:00	Duration: 45:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the importance of active participation of community members in the institution's operation and management. - Explain the importance of encouraging institution members to share their concerns and ideas to improve the production, profitability and institution's functioning. - Explain the importance of ensuring equal benefits and services for community institution members for their economic well-being and smooth functioning of institutions. - Discuss the relevant practices to be followed to ensure equal distribution of benefits and equal opportunities for the institution members. - Elucidate the benefits and process of bulk purchase of inputs. - Discuss various value-addition practices to be followed to increase profitability for the institution. - Describe the process of procuring/ hiring the relevant machinery, tools and equipment. - Explain the benefits of an institution-owned bank of inputs such as quality seeds/ fertilizers/ pesticides/ tools and equipment, etc. - Explain how to encourage community participation in the planning, implementation and monitoring of agricultural projects.	- Roleplay how to hold regular meetings and undertake the relevant tasks such as book-keeping and review of records, induction of new members, etc. - Demonstrate the process of maintaining accounting journals, cash books, ledgers and other records detailing financial transactions, e.g. disbursements, expense vouchers, receipts, accounts payable. - Demonstrate the process of creating appropriate documentation and filing system for the institution. - Show how to compile the relevant data and prepare the appropriate reports for legal compliance.

• Explain the management of agricultural projects.	
• Explain how to ensure utilization and retention of already available capacities and resources.	
• State the guidelines applicable to community institutions, community participation, institution's ownership and transparency in their operations.	
• Explain the management of community institutions in participatory agriculture management project.	
• Discuss the best practices to be adopted by the community to ensure participation and ownership in various development projects.	
• Explain the financial management of community institutions.	
• Elucidate the importance and process of maintaining manual and electronic records using physical registers and the relevant computer application.	

Classroom Aids

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

Tools, Equipment and Other Requirements

Audio/ Visual Aids, White Board, Chart Papers, Leaflets, Laptops/Computers, Registers, Installed Video camera with high resolution and recording facility, Markers, Drawing Pens, Comprehensive Books covering theory and Methodology

Module 4: Process of organizing capacity-building interventions for community institution members

Mapped to AGR/N7823 v2.0

Terminal Outcomes:

- Elucidate ways to identify and prepare for capacity-building interventions.
- Explain the process of organizing capacity-building interventions.

Duration: 45:00	Duration: 45:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain the importance of providing technical training to the community institution members. - Explain the benefits of visiting successful community institutions, e.g. learning efficient institution management. - Elucidate how to overcome challenges faced by community institutions and strengthen the institutions. - Explain the importance of making and implementing an action plan for collective action in community institutions. - Elucidate the importance and process of reviewing/revisiting the institutional development strategies based on feedback from the institution's members. - Explain various training tools and techniques. - Elucidate the importance and process of identifying capacity-building needs of the members of institution. - Describe the process of organizing capacity-building interventions for community members.	- Roleplay how to conduct the training need assessment based on the understanding of community institution members. - Roleplay how to conduct classroom training sessions and field demonstrations for community institution members. - Demonstration the use of relevant tools and equipment. - Prepare sample records concerning the workshops, field exposures and classroom training sessions organized for the community institution members.
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Audio/ Visual Aids, White Board, Chart Papers, Leaflets, Laptops/Computers, Registers, Installed Video camera with high resolution and recording facility, Markers, Drawing Pens, Comprehensive Books covering theory and Methodology	

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: 02:00	Duration: 10:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- 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.	- 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 the 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: 03:00	Duration: 15:00
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- 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 damage s 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.	- Check various areas of the workplace for leakages, water-logging, pests, fire, etc. - Demonstrate how to safely use the PPE and implement it 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

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

Module 8: On-the-Job Training

Mapped to Institution Development Manager

Mandatory Duration: 120:00	Recommended Duration: 00:00
Location: On-Site	

Terminal Outcomes

- Explain the role and importance of community institutions in agriculture management projects.
- Carry out Participatory Rural Appraisal (PRA) and Rapid Rural Appraisal (RRA) through stakeholder analysis, gender analysis, etc.
- Recycle the recyclable waste appropriately and dispose of the non-recyclable waste in an environment-friendly manner.
- Conduct the training need assessment based on the understanding of community institution members.
- Conduct classroom training sessions and field demonstrations for community institution members.
- Sanitize and disinfect one's work area regularly.
- Demonstrate the administration of first aid.
- Prepare sample work-related records manually and/or electronically.

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate	Graduate or equivalent (Preferably with 10+2 in Science)	2	Participatory Agriculture Management	0		For school Program minimum qualification of Trainer should be Graduate. Their Teaching experience will be considered industry experience
Graduate	Graduate (Agriculture/ Horticulture)	1	Participatory Agriculture Management	0		
Post Graduate	Post graduate Diploma in Management (Agri-Business Management) [PGDM(ABM)]	1	Participatory Agriculture Management	0		
Post Graduate	Post Graduate	0.5	Participatory Agriculture Management	0		

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role "**Institution Development Manager**", mapped to QP: "AGR/Q7805, v2.0", Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: "Trainer (Vet and Skills)", mapped to the Qualification Pack: "MEP/Q2601, v2.0". The minimum accepted score as per MEPSC guidelines is 80%.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	*Specialization*	*Years*	*Specialization*	
Graduation	Agriculture/ Agronomy/ Horticulture/ Extension/ Agri Business and related streams	5	Agriculture Extension or other related experience	0		Practical skills and knowledge required in the management of SHGs/ FPOs/ co-operatives, demonstrations, meetings
PGDM	PGDM Agri-Business/ Agri Marketing and related streams	2	Agriculture Extension or other related experience	0		Practical skills and knowledge required in the management of SHGs/ FPOs/ co-operatives, demonstrations, meetings
MBA	Agri-Business/ Agri Marketing and related streams	2	Agriculture Extension or other related experience	0		Practical skills and knowledge required in the management of SHGs/ FPOs/ co-operatives, demonstrations, meetings
PGDAEM		2	Agriculture Extension or other related experience	0		Practical skills and knowledge required in the management of SHGs/ FPOs/ co-operatives, demonstrations, meetings
Post-Graduation	Agriculture/ Agronomy/ Horticulture/ Extension/ Agri Business and related streams)	2	Agriculture Extension or other related experience	0		Practical skills and knowledge required in the management of SHGs/ FPOs/ co-operatives, demonstrations, meetings
PhD	Agriculture/ Agronomy/ Horticulture/ Extension/ Agri Business and related streams	1	Agriculture Extension or other related experience	0		Practical skills and knowledge required in the management of SHGs/ FPOs/ co-operatives,

						demonstrations, meetings

<table>
<tr><th colspan="2">Assessor Certification</th></tr>
<tr><th>Domain Certification</th><th>Platform Certification</th></tr>
<tr><td>Certified for Job Role "**Institution Development Manager**", mapped to QP: "AGR/Q7805, v2.0", Minimum accepted score is 80%</td><td>Certified for the Job Role: "Assessor (Vet and Skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0", with a minimum score of 80%.</td></tr>
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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. <u>Multiple Choice Questions</u>: To assess basic knowledge (Objective/Subjective)
2. <u>Viva:</u> To assess awareness on processes (Oral and/or written questioning)
3. <u>Practical:</u> To evaluate skills and identify competencies. (Observation)

Assessments for knowledge and awareness on processes may be conducted through 'real-time' internet-based evaluation or by conducting the same 'offline' through TABs. Skills and competencies are to be assessed by conducting 'practical' on the ground through qualified and ToA certified assessors.

An individual must have adequate knowledge and skills to perform a specific task, weightage for different aspects of the assessment is given as follows:

- Multiple Choice Questions: 20%-30%, depending on the specific QP
- Viva: 20%
- Practical: 50% - 60% (Involves demonstrations of applications and presentations of procedures/tasks and other components)
- Assessment will be carried out by certified assessors through empaneled assessment partners. Based on the results of the assessment; ASCI will certify the learners/candidates

Testing Environment

Assessments are conducted on laptops, Mobiles and android tablets via both offline and online mode depending on the internet connectivity at the assessment location.

In remote locations/villages, assessments get delivered through tablets without the requirement of the Internet.

- Multilingual assessments (ASCI is conducting the assessments in 13 + languages pan India)
- Rubric driven assessments in Practical/Viva sections and responses recorded accordingly
- All responses, data, records and feedback 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.

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 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

The question paper pre-loaded in the computer /Tablet and it will be in the language as requested by the training partner.

Assessment Quality Assurance framework

Assessment Framework and Design:

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

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

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

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

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

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

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

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

Type of Evidence and Evidence Gathering Protocol:

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

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

- o Candidate feedback sheet
- o Assessment checklist for assessor
- o Candidate Aadhar/ID card verification
- o Pictures of the classroom, labs to check the availability of adequate equipment's and tool to conduct the training and assessment
- o Pictures and videos of Assessment, training feedback and infrastructure.

- Apart from the Assessor, a Technical assistant is popularly known as Proctor also ensures the proper documentation and they verify each other's tasks.

- To validate their work on the day of the assessment, regular calls and video calls are done.

- On-boarding and training of assessor and proctor is done on a timely basis to ensure that the quality of the assessment should be maintained.

- Training covers the understanding of QP, NSQF level, NOS and assessment structure

Methods of Validation

- Morning Check (Pre-Assessment): Backend team of AA calls and confirms assessor/technical SPOC event status. Assessor/Technical SPOC are instructed to reach the centre on time by 9:30 AM / as decided with TC and delay should be highlighted to the Training Partner in advance.

- Video Calls: Random video calls are made to the technical SPOC/assessor so as to keep a check on assessment quality and ensure assessment is carried out in a fair and transparent manner

- Aadhar verification of candidates

- Evening Check (Post Assessment): Calls are made to the ground team to ensure the event is over by what time and the documentation is done properly or not.

- TP Calling: To keep a check on malpractices, an independent audit team calls the TP on a recorded line to take confirmation if there was any malpractice activity observed in the assessment on part of the AA/SSC team. If calls are not connected, an email is sent to TP SPOC for taking their confirmation

- Video and Picture Evidence: Backend team collects video and pictures for assessment on a real-time basis and highlights any issue such as students sitting idle/ trainer helping the candidates during the assessment.

- Surprise Visit: Time to time SSC/AA Audit team can visit the assessment location and conduct a surprise audit for the assessment carried out by the ground team.

- Geo Tagging: On the day of the assessment, each technical SPOC is required to login into our internal app which is Geotagged. Any deviation with the centre address needs to be highlighted to the assessment team on a real-time basis.

Method for assessment documentation, archiving, and Access:

- ASCI have a fully automated result generation process in association with multiple AAs

- Theory, Practical and Viva marks form the basis of the results and encrypted files generated to avoid data manipulation. All responses were captured and stored in the

System with Time-Stamps at the end of AAs and SSC. NOS-wise and PC-wise scores can be generated.

- Maker Checker concept: One person prepares the results and another audit result which is internally approved by AA at first and then gets vetted at the end of SSC

- All softcopies of documents are received from the on-ground tech team over email. The same is downloaded by our internal backend team and saved in Repository. The repository consists of scheme-wise folders. These scheme-wise folders have two job role-specific folders. These specific folders have Year wise and Month wise folders where all documents are saved in Batch specific folders. All Hard copies are filed and stored in the storeroom.

Result Review & Recheck Mechanism –

- Time-stamped assessment logs

- Answer/Endorsement sheets for each candidate

- Attendance Sheet

- Feedback Forms: Assessor feedback form, Candidate feedback form, TP feedback form

- The results for each of the candidate shall be stored and available for review (retained for 5 years/ till the conclusion of the project or scheme)

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
AGR	Agriculture
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