Model Curriculum

QP Name: Fishing Boat Driver (Small Mechanized vessels less then 20 OAL)

QP Code: AGR/Q5002

Version: 3.0

NSQF Level: 4

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	Capture Fisheries
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	Minimum Educational Qualification: 12th grade pass OR Completed 2nd year of 3-year diploma (after 10th) and pursuing regular diploma OR 10th grade pass plus 2-year NTC OR 10th grade pass plus 1-year NTC plus 1 year NAC OR 8th pass plus 2-year NTC plus 1-Year NAC plus CITS OR 10th grade pass and pursuing continuous schooling OR 10th Grade Pass with 2-year relevant experience OR Previous relevant Qualification of NSQF Level 3.0 with minimum education as 8th Grade pass with 3- year relevant experience OR Previous relevant Qualification of NSQF Level 3.5 with 1.5- year relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	31-03-2022
Next Review Date	31-03-2025
NSQC Approval Date	31-03-2022
QP Version	3.0
Model Curriculum Creation Date	31-03-2022

Model Curriculum Valid Up to Date	31-03-2025
Model Curriculum Version	2.0
Minimum Duration of the Course	390 Hours
Maximum Duration of the Course	390 Hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills to:

- Describe the process of preparing for the fishing operations.
- Describe the process of steering the boat during fishing operation.
- Describe the process of undertaking employability and entrepreneurial practices.
- Explain various safety and hygiene practices in capture fisheries operations.

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 a Fishing Boat Driver	05:00	0:00	0:00	0:00	05:00
AGR/N5004 Carry out boat-related and other preparations **NOS Version- 3.0** **NSQF Level- 4**	**25:00**	**60:00**	**0:00**	**0:00**	**85:00**
Module 2: Process of carrying out boat-related and other preparations	25:00	60:00	0:00	0:00	85:00
AGR/N5005 Steer the boat during the fishing operation **NOS Version- 2.0** **NSQF Level-4**	**15:00**	**75:00**	**0:00**	**0:00**	**90:00**
Module 3: Process of steering the boat during the fishing operation	15:00	75:00	0:00	0:00	90:00
AGR/N5103 Follow the safety and hygiene practices in capture fisheries operations **NOS Version- 2.0** **NSQF Level- 4**	**15:00**	**15:00**	**0:00**	**0:00**	**30:00**

Module 4: Safety and hygiene practices in capturing fisheries	15:00	15:00	0:00	0:00	30:00
DGT/VSQ/N0102 **Employability Skills** **NOS Version-1.0** **NSQF Level-4**	60:00	00:00	0:00	0:00	60:00
Module 5: Employability Skills	60:00	00:00	0:00	0:00	60:00
Total Duration	**120:00**	**150:00**	**0:00**	**0:00**	**270:00**
OJT: 120 Hrs.					

Module Details

Module 1: Introduction to the role of a Fishing Boat Driver

Bridge Module

Terminal Outcomes:

- Discuss the job role of a Fishing Boat Driver.

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 a Fishing Boat Driver. • Identify various employment opportunities for a Fishing Boat Driver.	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 2: Process of carrying out boat-related and other preparations

Mapped to AGR/N5004 v3.0

Terminal Outcomes:

- Demonstrate the process of checking various equipment and accessories.
- Demonstrate the process of checking the safety and fire-fighting equipment.
- Demonstrate the process of checking weather forecasts and sea conditions.

Duration: 25:00	**Duration: 60:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain basic seamanship and rope work. • Explain the importance of ensuring effective communication between the wheelhouse and machinery space. • State the recommended specifications of the navigation lights to ensure their visibility from a distance. • State the mandatory signals to be displayed on the fishing boat as per the coastal navigation rules. • Explain the importance of ensuring the anchor and anchor ropes/ chains are in usable condition. • Explain the importance of checking that safety equipment such as life jackets and safety lanyards are usable and available in an adequate number. • Explain the importance of ensuring there are no obstructions in accessing fire extinguishers. • Explain the importance of checking weather forecasts and sea conditions before going into the sea.	• Demonstrate the process of testing various equipment such as the Global Positioning System (GPS) receiver, echo sounder, marine Very High Frequency (VHF) radio, foghorn, gyro-compass for the correct functioning. • Show how to check the steering gear. • Demonstrate the process of testing the engine order telegraph to ensure it works as expected. • Demonstrate the process of testing the communication equipment on the boat to ensure effective communication from the wheelhouse to the machinery space. • Show how to check the navigation lights for faults and damage and repair or replace them, as required. • Demonstrate how to test the searchlights to ensure their correct functioning. • Show how to check the mast and ropes used to hoist signals for wear and tear or damage. • Show how to check the anchor and anchor ropes/ chains for wear and tear or damage and repair or replace them. • Demonstrate the process of checking the safety equipment such as life jackets and safety lanyards to ensure they are usable and without damage. • Demonstrate the process of testing the fire extinguishers and fire hoses.
Classroom Aids	

Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films
Tools, Equipment and Other Requirements
Dissection Box, Thermometer, Lead Line, Sechii Disk, Cut Models of Petrol Diesel Engines, Working Models of Inboard and Out Bard Engines, Models of Traps and Pots, Various Netting Materials Such as Floats, Sinkers, Ropes And Twines, Anchors, Signals Etc. Different Kinds of Hooks, Minimum One Motorised Boat, Oars, Anchor, Ropes Etc., Small Workshop for Teaching Various Knots, Net Making, Net Mending, Net Rigging, Fabrication of Traps and Pots.

Module 3: Process of steering the boat during fishing operation

Mapped to ARG/N5005 v2.0

Terminal Outcomes:

- Demonstrate the process of steering the boat.
- Explain the importance of following the safety protocols while navigating, anchoring and harbouring.
- Demonstrate various practices for effective resource optimisation.
- Demonstrate various waste management practices
- Discuss ways to promote diversity and inclusion at the workplace.

Duration: 15:00	**Duration: 75:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain different types of lights and signals displayed during navigation to ensure safety. • Explain how to interpret the readings displayed on various wheelhouse equipment. • State the coastal navigation rules concerning the International Borderline (IBL). • State the recommended practices to be followed to prevent the fishing gear from getting tangled with the propeller. • Explain how to manoeuvre the boat safely to ensure the safety of the crew while using the fishing gear and hauling fish into the boat. • Explain the importance of monitoring the ocean currents and wind direction and navigating accordingly. • State the appropriate signals to be displayed to indicate the stationary position of the boat. • Explain the importance of ensuring the wheelhouse is always manned by trained personnel. • Explain the importance of steering the boat safely at the recommended speed, avoiding a sudden change of direction. • State the recommended safety practices to be followed while	• Demonstrate the process of using GPS tracker to determine the shortest and safest route to the identified fishing location. • Demonstrate how to steer the boat safely at the recommended speed, avoiding a sudden change of direction. • Demonstrate how to use the relevant equipment onboard the boat such as GPS tracker, VHF radio, fish finder or echo sounder, etc. • Demonstrate the use of relevant safety equipment on the boat. • Show how to anchor the boat safely at the identified spot and display the appropriate signals to indicate the stationary position of the boat. • Demonstrate the process of using the marine VHF to send the distress signal/emergency message as per the established maritime protocols. • Demonstrate various practices to optimise the usage of various resources such as water and electricity. • Demonstrate the process of recycling and disposing different types of waste appropriately. • Demonstrate appropriate verbal and non-verbal communication that is respectful of genders and disability.

navigating in low-visibility waters. • Explain how to use the relevant equipment to detect the presence of other boats, vessels and dredgers in the vicinity and alert them. • State the recommended emergency procedures to be followed during the rough weather to manoeuvre the boat. • Explain the importance of navigating according to the instructions of the lighthouse. • State the appropriate lights and signals to be displayed while navigating in the sea, according to the navigation guidelines. • Explain how to determine the direction of movement of other boats and ships based on the navigation lights and signals displayed by them. • Describe the process of harbouring safely while ensuring no risks to the boats and vessels in the harbour. • Explain how to communicate with other boats and vessels in the waters and understand their signals. • Explain the benefits of resource optimisation. • Explain the importance of recycling and disposing different types of waste as per the applicable regulations. • Explain the importance of inclusion of all genders and People with Disability (PwD) at the workplace.	
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Fishing Boat, Navigation Lights, Torch, Anchor, Ropes, Electronic and Communication Devices	

Module 4: Safety and hygiene practices in capturing fisheries

Mapped to AGR/N5103 v2.0

Terminal Outcomes:

- Discuss how to adhere to onboard safe working practices.
- Describe various safety guidelines in water bodies.
- Describe various fish capturing and handling guidelines.

Duration: 15:00	**Duration: 15:00**
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the relevant regulations to be followed in the marine waters such as Coastal Regulation Zone (CRZ) guidelines. • Describe the process of using the relevant equipment to detect ships/ boats in the vicinity and the appropriate measures to be followed to avoid collisions. • Describe the process of detecting underwater dangers along the fishing route and appropriate measures to be taken to mitigate them. • State the applicable laws related to fishing methods, use of different types of fishing gear, conservation of banned species, disposal of dead/ damaged fish, etc. • Describe the process of identifying poisonous creatures caught with the fish. • State the temperature and hygiene requirements for storing the fish to maintain its freshness.	• Demonstrate how to use fishing machinery and equipment safely following the manufacturer's instructions. • Demonstrate the process of carrying out regular testing and maintenance of the life-saving and firefighting equipment. • Demonstrate the use of life-saving equipment in case of rough weather/ emergencies. • Show how to use the relevant equipment to detect ships/ boats in the vicinity. • Demonstrate the process of detecting underwater dangers along the fishing route. • Demonstrate the process of Safely disposing the poisonous organisms caught with the fish. • Demonstrate the process of handling and cleaning the fish ensuring minimum damage to it.
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
Safety Equipment (Personal Floatation Devices Such as Life Jackets or Lifeboat; Kill Switch; Fire Extinguisher; Rope; Signalling Devices Such as Handheld Flair, Rocket Parachute (Distress Rocket) Or Smoke Signal; Weather Radio, ILR, HRG Unit; Etc.); Life-Saving Appliances Such as SART And EPIRB; Anchor Supporting Equipment (Plow Style, Danforth Anchors, Mushroom Anchor); Personal Protective Equipment: Polarised Sunglasses, Sunscreen Of Required Sun Protection Factor, Foul Weather Gear.	

Module 5: Employability Skills (60 hours)

Mapped to NOS DGT/VSQ/N0102 v1.0

Duration: 60:00

Key Learning Outcomes

Introduction to Employability Skills Duration: 1.5 Hours

After completing this programme, participants will be able to:

1. Discuss the Employability Skills required for jobs in various industries
2. List different learning and employability related GOI and private portals and their usage

Constitutional values - Citizenship Duration: 1.5 Hours

3. 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
4. Show how to practice different environmentally sustainable practices.

Becoming a Professional in the 21st Century Duration: 2.5 Hours

5. Discuss importance of relevant 21st century skills.
6. Exhibit 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.
7. Describe the benefits of continuous learning.

Basic English Skills Duration: 10 Hours

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

Career Development & Goal Setting Duration: 2 Hours

11. Create a career development plan with well-defined short- and long-term goals

Communication Skills Duration: 5 Hours

12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.
13. Explain the importance of active listening for effective communication
14. Discuss the significance of working collaboratively with others in a team

Diversity & Inclusion Duration: 2.5 Hours

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

Financial and Legal Literacy Duration:5 Hours

17. Outline the importance of selecting the right financial institution, product, and service
18. Demonstrate how to carry out offline and online financial transactions, safely and securely
19. List the common components of salary and compute income, expenditure, taxes, investments etc.
20. Discuss the legal rights, laws, and aids

Essential Digital Skills Duration: 10 Hours

21. Describe the role of digital technology in today's life
22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
23. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely
24. Create sample word documents, excel sheets and presentations using basic features
25. utilize virtual collaboration tools to work effectively

Entrepreneurship Duration: 7 Hours

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

Customer Service Duration: 5 Hours

30. Describe the significance of analysing different types and needs of customers
31. Explain the significance of identifying customer needs and responding to them in a professional manner.
32. Discuss the significance of maintaining hygiene and dressing appropriately

Getting Ready for apprenticeship & Jobs Duration: 8 Hours

33. Create a professional Curriculum Vitae (CV)
34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
35. Discuss the significance of maintaining hygiene and confidence during an interview
36. Perform a mock interview
37. List the steps for searching and registering for apprenticeship opportunities

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
10th Class		5	Maintenance and upkeep of the fishing boat	0		
Diploma	Fisheries	3	Maintenance and upkeep of the fishing boat	0		Regular Diploma of more than 15 months in fisheries
Graduate	Agriculture/ Fisheries/ Zoology	2	Maintenance and upkeep of the fishing boat	0		For the school Program minimum qualification of the Trainer should be Graduate(Fisheries Science/Industrial Fish & Fisheries / Zoology). With minimum 2 years teaching experience (will be considered industry experience)
B.Tech	Fisheries	1	Maintenance and upkeep of the fishing boat	0		
M.Tech	Fisheries	0		0		

Trainer Certification	
Domain Certification	**Platform Certification**
Certified for Job Role "**Fishing Boat Driver**", mapped to QP: "AGR/Q5002, 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	B.F. Sc	4	In Fisheries Science/ Zoology/ Aquaculture/ Applied aquaculture/ Marine Biology or related experience	0		Practical skills and knowledge required in establishment of Community service centers and their development
Graduation	B. Tech (Fisheries Engineering and related streams	4	In Fisheries Science/ Zoology/ Aquaculture/ Applied aquaculture/ Marine Biology or related experience	0		Practical skills and knowledge required in fishing boat driving
Graduation	B. Sc(Fisheries and related streams)	5	In Fisheries Science/ Zoology/ Aquaculture/ Applied aquaculture/ Marine Biology or related experience	0		Practical skills and knowledge required in fishing boat driving
Post-Graduation	M. Tech (Aqua cultural Engineering/ Fisheries engineering and related streams)	2	In Fisheries Science/ Zoology/ Aquaculture/ Applied aquaculture/ Marine Biology or related experience	0		Practical skills and knowledge required in fishing boat driving
Post-Graduation	M. F. Sc	2	In Fisheries Science/ Zoology/ Aquaculture/ Applied aquaculture/ Marine Biology or related experience	0		Practical skills and knowledge required in fishing boat driving

Post-Graduation	M. Sc (Fisheries and related streams)	2	In Fisheries Science/ Zoology/ Aquaculture/ Applied aquaculture/ Marine Biology or related experience	0		Practical skills and knowledge required in fishing boat driving
PhD	PhD (Fisheries Science and related streams)	1	In Fisheries Science/ Zoology/ Aquaculture/ Applied aquaculture/ Marine Biology or related experience	0		Practical skills and knowledge required in fishing boat driving

Assessor Certification	
Domain Certification	**Platform Certification**
Certified for Job Role "**Fishing Boat Driver**", mapped to QP: "AGR/Q5002, v3.0", Minimum accepted score is 80%	Certified for the Job Role: "Assessor (Vet and Skills)", mapped to the Qualification Pack: "MEP/Q2701, v2.0", with a minimum score of 80%.

Assessment Strategy

Assessment System Overview

In Agriculture Sector it is of ultimate importance that individuals dealing with crop production or livestock have the requisite knowledge and competencies to undertake the task. Based on the Assessment Criteria, SSC in association with empaneled AAs, define the test structure for the given job roles to cover the required skills and competencies. Assessment strategy consists of the following:

1. Multiple Choice Questions: To assess basic knowledge (Objective/Subjective)
2. Viva: To assess awareness on processes (Oral and/or written questioning)
3. Practical: To evaluate skills and identify competencies. (Observation)

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

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

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

Testing Environment

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

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

- Multilingual assessments (ASCI is conducting the assessments in 13 + languages pan India)
- Rubric driven assessments in Practical/Viva sections and responses recorded accordingly
- All responses, data, records and feedback stored digitally on the cloud
- Advanced auto-proctoring features – photographs, time-stamp, geographic-tagging, toggle- screen/copy-paste disabled, etc.
- Android-based monitoring system
- End to end process from allocation of a batch to final result upload, there is no manual intervention

- Assessment will normally be fixed for a day after the end date of the training / within 7 days of completion of training.
- Assessment will be conducted at the training venue
- The room where assessment is conducted will be set with proper seating arrangements with enough space to curb copying or other unethical activities
- Question bank of theory and practice will be prepared by ASCI /assessment agency and approved ASCI. Only from approved Question Bank assessment agency will prepare the question paper. Theory testing will include multiple-choice questions, pictorial questions, etc. which will test the trainee on his theoretical knowledge of the subject.
- The theory, practical and viva assessments will be carried out on the same day. In case of a greater number of candidates, the number of assessors and venue facilitation be increased and facilitated

Assessment			
Assessment Type	**Formative or Summative**	**Strategies**	**Examples**
Theory	Summative	MCQ/Written exam	Knowledge of facts related to the job role and functions. Understanding of principles and concepts related to the job role and functions
Practical	Summative	Structured tasks/Demonstration	Practical application /Demonstration /Application tasks
Viva	Summative	Questioning and Probing	Mock interviews on the usability of job roles/advantages /importance of adherence to procedures. Viva will be used to gauge trainee's confidence and correct knowledge in handling the job situation

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

Assessment Quality Assurance framework

Assessment Framework and Design:

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

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

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

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

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

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

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

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

Type of Evidence and Evidence Gathering Protocol:

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

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

  - Assessment checklist for assessor
  - Candidate Aadhar/ID card verification
  - Pictures of the classroom, labs to check the availability of adequate equipment's and tools 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 are 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 candidates 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	The 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	The 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	The 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
CRS	Coastal Regulation Zone
GPS	Global Positioning System
IBL	International Borderline
NOS	National Occupational Standard (s)
NSQF	National Skills Qualifications Framework
OJT	On-the-job Training
PwD	People with Disability
PPE	Personal Protective Equipment
QP	Qualifications Pack
VHF	Very High Frequency