



# Model Curriculum

**QP Name: Pesticide & Fertilizer Applicator**

**QP Code: AGR/Q1202**

**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

# Table of Contents

Training Parameters .....	3
Program Overview .....	5
Training Outcomes .....	5
Compulsory Modules .....	5
Module 1: Introduction to the role of a Pesticide & Fertilizer Applicator .....	7
Module 2: Identification of pest infestation and fertilizer needs of the crop .....	8
Module 3: Preparation and application of pesticides and fertilizers.....	9
Module 4: Hygiene and cleanliness .....	10
Module 5: Safety and emergency procedures.....	11
Module 6: Employability Skills (60 hours).....	12
Annexure.....	14
Trainer Requirements .....	14
Assessor Requirements.....	16
Assessment Strategy .....	17
References .....	22
Glossary.....	22
Acronyms and Abbreviations .....	23

## Training Parameters

<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Agriculture Crop Production
<b>Occupation</b>	Farm Management
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/8341.9900
<b>Minimum Educational Qualification and Experience</b>	<p>Minimum Educational Qualification:</p> <p>Grade 10</p> <p>OR</p> <p>Grade 8 with two years of (NTC/ NAC) after 8th</p> <p>OR</p> <p>Grade 8 pass and pursuing continuous schooling in regular school with vocational subject</p> <p>OR</p> <p>8th grade pass with 2-year relevant experience</p> <p>OR</p> <p>5th grade pass with 5-year relevant experience</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level 2 with 1-year relevant experience</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level 2.5 with 6 months' relevant experience</p>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	27/05/2021
<b>Next Review Date</b>	27/05/2024
<b>NSQC Approval Date</b>	27/05/2021
<b>QP Version</b>	3.0

<b>Model Curriculum Creation Date</b>	27/05/2021
<b>Model Curriculum Valid Up to Date</b>	27/05/2024
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	270 Hours
<b>Maximum Duration of the Course</b>	270 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 identifying disease and pest infestation and nutrient deficiency in the crop.
- Demonstrate the process of preparing and applying pesticides and fertilizers using Plant Protection Equipment (PPE).
- Explain the importance of practising inclusion and gender equality at the workplace.
- Demonstrate various practices to maintain personal hygiene, cleanliness, and safety at the workplace.
- Demonstrate the process of using a drone for applying pesticides and fertilizers in an agricultural field.

### Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>5:00</b>	<b>0:00</b>	<b>0:00</b>	<b>0:00</b>	<b>5:00</b>
Module 1: Introduction to the role of a Pesticide & Fertilizer Applicator	5:00	0:00	0:00	0:00	5:00
<b>AGR/N1210: Assess pest infestation and fertilizer needs of the crop</b> <b>NOS Version- 2.0</b> <b>NSQF Level- 4</b>	<b>25:00</b>	<b>30:00</b>	<b>0:00</b>	<b>0:00</b>	<b>55:00</b>
Module 2: Identification of pest infestation and fertilizer needs of the crop	25:00	30:00	0:00	0:00	55:00
<b>AGR/N1211: Prepare and apply pesticides and fertilizers</b> <b>NOS Version- 2.0</b> <b>NSQF Level-4</b>	<b>40:00</b>	<b>80:00</b>	<b>0:00</b>	<b>0:00</b>	<b>120:00</b>

Module 3: Preparation and application of pesticides and fertilizers	20:00	40:00	0:00	0:00	60:00
<b>AGR/N9903 Maintain health and safety at the workplace</b> <b>NOS Version- 3.0</b> <b>NSQF Level-4</b>	<b>20:00</b>	<b>10:00</b>	<b>0:00</b>	<b>0:00</b>	<b>30:00</b>
Module 4: Hygiene and cleanliness	10:00	5:00	0:00	0:00	15:00
Module 5: Safety and emergency procedures	10:00	5:00	0:00	0:00	15:00
<b>DGT/VSQ/N0102 Employability Skills (60 Hours)</b> <b>NOS Version-1.0</b> <b>NSQF Level-4</b>	<b>60:00</b>	<b>0:00</b>	<b>0:00</b>	<b>0:00</b>	<b>60:00</b>
Module 6: Employability Skills (60Hrs)	60:00	0:00	0:00	0:00	60:00
<b>Total Duration</b>	<b>150:00</b>	<b>120:00</b>	<b>0:00</b>	<b>0:00</b>	<b>270:00</b>

# Module Details

## Module 1: Introduction to the role of a Pesticide & Fertilizer Applicator *Bridge Module*

### Terminal Outcomes:

- State the role and responsibilities of a Pesticide & Fertilizer Applicator.

<b>Duration: 5:00</b>	<b>Duration: 0:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the size and scope of the agriculture industry and its sub-sectors.</li> <li>• Discuss the role and responsibilities of a Pesticide &amp; Fertilizer Applicator.</li> <li>• Identify various employment opportunities for a Pesticide &amp; Fertilizer Applicator.</li> </ul>	
<b>Classroom Aids</b>	
Training kit - Trainer guide, presentations, whiteboard, marker, projector, laptop, video films	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Identification of pest infestation and fertilizer needs of the crop Mapped to AGR/N1210 v2.0

### Terminal Outcomes:

- Describe the process of identifying the signs of nutrient deficiency along with pest and disease infestation in the crop.
- Describe the process of co-ordinating with an authorised lab to get the crop and soil samples tested.

<b>Duration: 25:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the process of identifying pest infestation through its physical attributes and stages of growth.</li> <li>• Explain various symptoms of damage caused to the crop by the pest.</li> <li>• Explain how to identify various signs of nutrient deficiency in the crop.</li> <li>• Explain the effect of weather conditions on crop growth.</li> <li>• Describe the process of co-ordinating with an authorised lab to get the crop and soil samples tested.</li> <li>• Explain the process of selecting a fertilizer based on the macro and micro nutrient requirements of the crop.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of inspecting the crop to identify signs of pest and disease infestation.</li> <li>• Show how to collect crop and soil samples to determine the type and extent of pest and disease infestation along with nutrient deficiency.</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations). Whiteboard, Marker, projector, laptop	
<b>Tools, Equipment and Other Requirements</b>	
Fertilizer, pesticide, sprayer	

## Module 3: Preparation and application of pesticides and fertilizers

### Mapped to AGR/N1211 v2.0

#### Terminal Outcomes:

- Describe the process of preparing pesticide and fertilizer spray solution.
- Demonstrate the process of preparing the pesticide and fertilizer spray solution.
- Demonstrate the process of applying pesticides and fertilizers using the relevant Plant Protection Equipment (PPE).

<b>Duration: 40:00</b>	<b>Duration: 80:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify various risks involved in the application of pesticides and fertilizers.</li> <li>• Describe the process of preparing pesticide and fertilizer spray solutions and bordeaux mixture and paste.</li> <li>• Explain the safe handling and storage of pesticides and fertilizers.</li> <li>• Explain the criteria for selecting a Plant Protection Equipment (PPE) for applying pesticides and fertilizers.</li> <li>• Describe different methods of applying pesticides and fertilizers.</li> <li>• Explain the importance of using pesticides and fertilizers in the recommended quantity.</li> <li>• Identify various antidotes and treatment methods to treat accidental chemical poisoning.</li> <li>• Explain the benefits of using water, electricity and relevant materials optimally.</li> <li>• Describe the process of segregating waste into appropriate categories.</li> <li>• Explain the benefits of recycling waste.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of preparing pesticide and fertilizer spray solutions, bordeaux mixture and paste.</li> <li>• Show how to prepare and use various plant protection equipment.</li> <li>• Demonstrate the process of applying pesticides and fertilizers.</li> <li>• Show how to use antidotes and relevant treatment methods to treat accidental chemical poisoning.</li> <li>• Demonstrate the method of disposing the expired pesticides and fertilizers safely.</li> <li>• Prepare a sample record of the pesticides and fertilizers used on the crop.</li> </ul>
<b>Classroom Aids</b>	
Training kit (Trainer guide, Presentations)	
<b>Tools, Equipment and Other Requirements</b>	
Can, Fertilizer, Safety Shoes, Installed Video camera with high resolution and recording facility, Pesticide, Rubber gloves, Helmet, Sprayer, Fire Extinguisher, Types of Nozzles, Respiratory Masks	

## Module 4: 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.

<b>Duration: 10:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the requirements of personal health, hygiene and fitness at work.</li> <li>• Describe common health-related guidelines laid down by the organizations/ Government at the workplace.</li> <li>• Explain the importance of good housekeeping at the workplace.</li> <li>• Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate personal hygiene practices to be followed at the workplace.</li> <li>• Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs.</li> <li>• Demonstrate the steps to follow to put on and take off a mask safely.</li> <li>• Show how to sanitize and disinfect one's work area regularly.</li> <li>• Demonstrate adherence to the workplace sanitization norms.</li> <li>• Show how to ensure cleanliness of the work area.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	
<b>Tools, Equipment and Other Requirements</b>	
Personal Protective Equipment, cleaning equipment and materials, sanitizer, soap, mask	

## Module 5: 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.

<b>Duration: 10:00</b>	<b>Duration: 5:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the PPE required at the workplace.</li> <li>• Describe the commonly reported hazards at the workplace.</li> <li>• Describe the hazards caused due to chemicals/pesticides/fumigants.</li> <li>• Describe the basic safety checks to be done before the operation of any equipment/machinery.</li> <li>• Describe the common first aid procedures to be followed in case of emergencies.</li> <li>• State measures that can be taken to prevent accidents and damages at the workplace.</li> <li>• Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures.</li> <li>• State common health and safety guidelines to be followed at the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Check various areas of the workplace for leakages, water-logging, pests, fire, etc.</li> <li>• Demonstrate how to safely use the PPE and implements as applicable to the workplace.</li> <li>• Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc.</li> <li>• Sanitize the tools, equipment and machinery properly.</li> <li>• Demonstrate the safe disposal of waste.</li> <li>• Demonstrate procedures for dealing with accidents, fires and emergencies.</li> <li>• Demonstrate emergency procedures to the given workplace requirements.</li> <li>• Demonstrate the use of emergency equipment in accordance with manufacturers' specifications and workplace requirements.</li> <li>• Demonstrate the administration of first aid.</li> <li>• Prepare a list of relevant hotline/emergency numbers.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, PowerPoint Presentation and software, Facilitator's Guide, Participant's Handbook.	
<b>Tools, Equipment and Other Requirements</b>	
Personal protective equipment, first aid kit, equipment used in medical emergencies.	

## Module 6: 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	
12th Class	Class 12th	5	Agriculture Crop Production	0		Ex-Service-Man including Ex-Paramilitary personnel: Minimum Qualification is 10+2 with an Honourable Discharge / Pension. SSC would consider a relaxation/waiver of sector-specific experience on a case-to-case basis.
Diploma	Diploma in Agriculture	3	Agriculture Crop Production	0		
Diploma	Diploma in Agricultural Extension Services for Input Dealers (DAESI)	3	Agriculture Crop Production	0		
Graduate	Graduate	1	Agriculture Crop Production	0		For school Program minimum qualification of Trainer should be Graduate. Their Teaching experience will be considered industry experience
Graduate	Graduate (Agriculture / Horticulture / Forestry)	0		0		

Trainer Certification	
Domain Certification	Platform Certification
<p>Certified for Job Role “<b>Pesticide &amp; Fertilizer Applicator</b>”, mapped to QP: “AGR/Q1202, v3.0”, Minimum accepted score is 80%</p>	<p>Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MEP/Q2601, v1.0”. Minimum accepted score as per MEPSC guidelines is 80%.</p>

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduation	B.Sc (Agriculture/ Agronomy / Horticulture and related streams)	5	Agriculture / Horticulture / Agronomy / Agri Input and related streams and fields	0		Practical skills and knowledge required in pesticide and fertiliser applications
Post-graduation	M.Sc (Agriculture / Agronomy / Horticulture and related streams)	2	Agriculture / Horticulture / Agronomy / Agri Input and related streams and fields	0		Practical skills and knowledge required in pesticide and fertiliser applications
PhD	PhD (Agriculture / Agronomy / Horticulture and related streams)	1	Agriculture / Horticulture / Agronomy / Agri Input and related streams and fields	0		Practical skills and knowledge required in pesticide and fertiliser applications

Assessor Certification	
Domain Certification	Platform Certification
<p><b>“Pesticide &amp; Fertilizer Applicator”,</b> AGR/Q1202, V3.0”, Minimum accepted score is 80%</p>	<p>Certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “MEP/Q2701, v1.0”, with a minimum score of 80%.</p>

## Assessment Strategy

### Assessment System Overview

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

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

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

While it is important that an individual has adequate knowledge and skills to perform a specific task, weightage for different aspects of assessment are given as follows:

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

### Testing Environment

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

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

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

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

<b>Assessment</b>			
<b>Assessment Type</b>	<b>Formative or Summative</b>	<b>Strategies</b>	<b>Examples</b>
Theory	Summative	MCQ/Written exam	Knowledge of facts related to the job role and functions. Understanding of principles and concepts related to the job role and functions
Practical	Summative	Structured tasks/Demonstration	Practical application /Demonstration /Application tasks
Viva	Summative	Questioning and Probing	Mock interviews on the usability of job roles/advantages /importance of adherence to procedures. Viva will be used to gauge trainee's confidence and correct knowledge in the handling 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 which have been reported to be coachable are not included. Based on these, items are developed by domain experts. They are provided with comprehensive guidelines of testing objectives of each question and other quality measures.

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

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

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

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

**Type** – Procedural questions, do's 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 which will maintain standardization of 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 given 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, Technical assistant popularly known as Proctor also ensures the proper documentation and they verify each other's tasks.
- To validate their work on the day of the assessment, regular calls and video calls are done.
- On-boarding and training of assessor and proctor is done on a timely basis to ensure that the quality of the assessment should be maintained.
- Training covers the understanding of QP, NSQF level, NOS and assessment structure

### **Methods of Validation**

- Morning Check (Pre-Assessment): Backend team of AA calls and confirms assessor/technical SPOC event status. Assessor/Technical SPOC are instructed to reach the centre on time by 9:30 AM / as decided with TC and delay should be highlighted to the Training Partner in advance.
- Video Calls: Random video calls are made to the technical SPOC/assessor so as to keep a check on assessment quality and ensure assessment is carried out in a fair and transparent manner
- Aadhar verification of candidates
- Evening Check (Post Assessment): Calls are made to the ground team to ensure the event is over by what time and the documentation is done properly or not.
- TP Calling: To keep a check on malpractice activity, independent audit team calls to TP on recorded line to take confirmation if there was any malpractice activity observed in assessment on part of AA/SSC team. If calls are not connected, 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 do a surprise audit for assessment process carried out by the ground team.
- Geo Tagging: On the day of the assessment, each technical SPOC is required to login in our internal app which is Geotagged. Any deviation with centre address needs to be highlighted to the assessment team on a real-time basis.

#### **Method for assessment documentation, archiving, and Access:**

- ASCI has fully automated result generation process in association with multiple AAs
- Theory, Practical and Viva marks form the basis of the results and encrypted files generated to avoid data manipulation. All responses captured and stored in 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 audits the results which are internally approved by AA first and then get vetted by the SSC
- All soft copy of documents is received from the on-ground tech team over mail. The same are downloaded by our internal backend team and saved in Repository. The repository consists of scheme-wise folders. These scheme-wise folders have job role specific folders. These specific folders have Year wise and Month wise folders where all documents are saved in Batch specific folders. All Hard copies are filed and stored in the storeroom.

#### **Result Review & Recheck Mechanism –**

- Time-stamped assessment logs
- Answer/Endorsement sheets for each candidate
- Attendance Sheet
- Feedback Forms: Assessor feedback form, Candidate feedback form, TP feedback form
- The results for each of the candidate shall be stored and available for review (retained for 5 years/ till the conclusion of project or scheme)

# References

## Glossary

<b>Term</b>	<b>Description</b>
<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests
<b>Key Learning</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
AGR	Agriculture
NOS	National Occupational Standard (s)
NSQF	National Skills Qualifications Framework
OJT	On-the-job Training
QP	Qualifications Pack
PwD	People with Disability
PPE	Personal Protective Equipment