

File No: 42001/04/2023/NCVET
National Council for Vocational Education and Training
Ministry of Skill Development and Entrepreneurship, Government of India

Date: 11.07.2023

Subject: Inviting Public Comments/ Inputs - Draft Guidelines of Training of Assessors (ToA)

1. Assessment is an integral part of skilling and vocation education to test the domain knowledge and understanding of the learners. Recognizing the enormous significance of assessment, the NCVET strives to regulate and standardise training of assessor through comprehensive Training of Assessors (ToA) guidelines.
2. Training of Assessors (ToA) is an important part of the skill value chain which provides not only the scale to the operations of the skill ecosystem, required to reap the demographic dividend but also infuses the quality which shall ensure creation of a world class pool of skilled manpower as envisioned by the Hon'ble Prime Minister, with an increased focus on VET & Skilling supplemented by policies like the "National Education Policy 2020" and the "National Credit Framework (NCrF)" a need was felt to streamline and formalise the ToA mechanism with clearly defined quality parameters and procedures.
3. As per Para 16, Point (h) of Chapter III (Functions and Powers of the Council) of the NCVET Gazette Notification, one of the important functions of NCVET is to frame guidelines for training and certification of assessors by Awarding Bodies. In pursuance of this mandate the Draft Training of Assessor (ToA) Guidelines have been framed by NCVET which lay down the minimum norms & quality assurance parameters with respect to training of assessors. These guidelines aim to provide a framework for ToA which shall enable quality assessments in order to create a pool of highly skilled assessors in the VET & skilling ecosystem.
4. The guideline on ToA addresses major components of existing training mechanism for assessors and proposes the unconventional mechanism to standardise the process across country. It provides a roadmap for implementation of ToA in the skill ecosystem with the exchange of best practices among ABs and AAs to conduct ToA. It also includes the introduction of new and innovative methods for assessments by including digital tools, techniques and blended learning models.
5. Comments/inputs/suggestions are invited on pragya.ncvet@gmail.com by 01st Aug 2023


Col. Gunjan Chowdhary
(Director) NCVET

the first of the series of experiments was made on the 1st of March 1891. The object of the experiment was to determine the effect of the temperature of the water on the rate of the reaction. The results of the experiment were as follows:—

The rate of the reaction was found to be directly proportional to the temperature of the water. The results of the experiment were as follows:—

The rate of the reaction was found to be directly proportional to the temperature of the water. The results of the experiment were as follows:—

The rate of the reaction was found to be directly proportional to the temperature of the water. The results of the experiment were as follows:—



Guidelines for Training of Assessors (ToA)

11th July 2023

National Council for Vocational Education and Training (NCVET)

CONTENTS

1.	Introduction	4
1.1	Current Status:	5
1.2	Types of Assessments	5
1.2.1	ToA in Long Term Training (LTT).....	5
1.2.2	ToA in Short Term Training (STT).....	6
1.2.3	ToA in National Occupational Standard (NOSs)/ Micro Credentials	6
1.3	Challenges.....	6
1.4	Need	6
2.	Objectives and Scope of the Guidelines	7
2.1	Objective.....	7
2.2	Scope	7
3.	Roles and Responsibilities of assessor(s):	7
4.	Role & Responsibilities of Master assessor(s):	8
5.	ToA: Basic Principles	8
5.1.1	For Assessor(s) and Master of Trades.....	3
5.1.2	For Master Assessor(s).....	3
6.	ToA mechanism/ Process Mandated	6
6.1	ToA Strategy.....	6
6.2	Development of ToA Program	7
6.2.1	Overview of the Assessor Training Program.....	7
6.2.2	Overview of the Assessor Training Program.....	8
6.2.3	Overview of the assessment tasks, including evidence to be collected. .	9
6.3	Duration for Domain and Platform Skills.....	9
6.4	NSQF Alignment & Approval of ToA Qualification	11
6.5	Progression Path for Assessor(s):	12
6.6	Digital Tools and Techniques for Imparting Assessment: Animation, Simulators, XR, Digital Twins, Metaverse, Gaming, Special Tools for Divyangs...	12
6.7	Assessors Requirements as per Blended Learning Guidelines:	13
6.8	Assessment Methods, Aids & their Applicability:	13
6.9	Placement of the Assessor after attaining ToA certificate	14
7.	Master assessors: Requirements for undertaking toas	15
7.1	Qualification & Experience:.....	15
7.2	Special Requirements: Pedagogy and Teaching Methodology	15
8.	Implementation of toa program	15
8.1	Assessment Centres for ToA: Model	15
8.2	Onboarding of Assessors/Assessment Centres	16

8.3	Infrastructural Requirements for ToA.....	16
8.4	Undertaking Assessment.....	17
8.5	Geography for Assessment.....	18
9.	Administrative and financial.....	19
9.1	Financial models for ToAs.....	19
9.2	Applicability of ToA through Blended learning.....	20
9.2.1	Future/Emerging/Niche Skilling areas.....	21
9.2.2	Traditional and Heritage (Rare) skills.....	21
9.2.3	Cross-Sectoral/Multi Skilling areas.....	21
9.2.4	Employability Skills.....	21
9.3	Indicative Remuneration/Honorarium for the Assessors and Master Assessors.....	21
10.	Refresher courses and upskilling of assessors and master assessors.....	22
11.	Assessment and Certification.....	22
11.1	Assessment of Trainers undergoing ToA: Process, Question Bank, Skill Assessment Exam, Pass Percentage.....	22
11.2	Certification and issue of certificate.....	22
11.3	Registration on NCVET website/allotment of ToA unique Identification Number (UIN).....	25
11.4	Validity and renewal of ToA certificate.....	25
12.	monitoring & evaluation.....	25
12.1	Quality Assurance and Quality Control (QA/QC).....	25
13.	Miscellaneous.....	27
13.1	Dual role as Trainer and Assessors.....	27
13.2	Considering International Qualification as Entry qualification for Assessors	28
	Annexure.....	29



File No: .../.../2022-23/NCVET
National Council for Vocational Education and Training
Ministry of Skill Development and Entrepreneurship
Government of India

Guidelines for Training of Assessors (ToA)

1. INTRODUCTION

The National Council for Vocational Education and Training (NCVET) has been notified by the Ministry of Skill Development and Entrepreneurship (MSDE) vide gazette notification no. SD17/113/2017-E&PW dated 05th December, 2018. NCVET acts as an overarching skills regulator which regulates the functioning of bodies engaged in vocational education and training, both long and short-term, and minimum standards for the functioning of such bodies. NCVET strives to integrate fragmented regulatory systems involving multiple stakeholders and infuse quality assurance across the entire vocational training value chain, leading to strengthened outcomes.

The Assessment is an essential and a very important component of the skilling ecosystem. Unbiased & fair assessment ensures the credibility of the training and monitors the learning strategies to validate the complete process. Assessor is the eye of a fair and partial assessment, and the assessment report should be such that the competent authority can clearly take its decision on whether minimum standard requirements are met or not. In fact, quality assessment directly impacts the job prospects of a learner.

The Assessor plays a vital role in the entire process of skills assessments and it's an assessor's job to ensure that trainees meet the occupational standards required to achieve their qualifications. The quality of assessments to a large extent can be linked to the domain knowledge and understanding of the associated systems & processes of the Assessor. An assessor supports and assesses students working towards a vocational qualification within a college, training centre, or workplace.

Recognizing the enormous significance of assessment, the NCVET strives to regulate and standardise training of assessor through the guidelines for assessor's training for Training of Assessors. The Training of Assessors (ToA) is a specialized training programme for professionals and industry experts who may

work as Assessors in the vocational skills sector to carry out competency-based assessments of students for a given course or job role, aligned with the NSQF.

1.1 Current Status:

Training of Assessors (ToA) is an important part of the Indian skill ecosystem. The Indian government has been actively working towards the development of the Indian skill ecosystem over the years. On 15th July 2015, the Ministry of Skill Development and Entrepreneurship (MSDE), Government of India, launched the "Skill India" mission to train and create skilled workforce in India in various areas leading to employment but there was a huge shortage of competent assessors who could judge/ assess the skills of the workers/ individuals. Therefore, to cater the demand of the certified assessors the training of assessors is being conducted across India by:

- a) National Skill Trainers' Institutes under the Directorate General of Training (DGT),
- b) Sector Skill Councils (SSCs),
- c) Skill Universities,
- d) Private Training Providers and
- e) Assessment Agencies

The ToA process has been successful in creating a quality-centric assessment system. It has enabled us to identify the most suitable candidates from industries/ academics to perform assessments on the various job roles. Moreover, it has also helped to create a pool of certified assessment in various job roles. The ToA process is an integral part of India's skill development efforts and has enabled the country to make great strides in this direction.

1.2 Types of Assessments

1.2.1 ToA in Long Term Training (LTT)

The term "Long-Term Training (LTT)" refers to full-time or part-time training of a managerial, scientific, or technical nature lasting 01 year or longer than 01 year (1200 hours of learning) in either a government or private facility. ToA can be imparted as LTT and may be referred as Instructor Training Programs. In this type of training program, the Instructor trainees receive comprehensive training on both skills and training methodology, preparing them to train and assess skilled workforce needed by the industry. This type of training is mainly taken by the instructors of Awarding bodies in dual categories, where instructors are allowed to perform both training and assessment activities.

The ToA process consists of pre-training, assessment, and post-training activities. Prior to training, an assessment of the trainees' current skill level is conducted to determine the best training program for each trainee. During the training, the assessment is carried out to measure the trainees' performance and to identify areas in which they can improve. Finally, after the training is completed, the assessors evaluate the trainees and provide feedback on their

performance. ToA ensures the competence of trainers and the quality of training programs in India. For example, the Crafts Instructor Training Scheme (CITS) is a type of ToA in LTT which is conducted by DGT.

1.2.2 ToA in Short Term Training (STT)

The rise of rapid technological innovations in various sectors has led to economic systems evolving rapidly. Along with these changes, skills sets are being disrupted, modes of training and delivery are evolving rapidly. To address the challenges posed by these changes and the rising expectations for innovative skills training by stakeholders and end-beneficiaries, STT courses are developed which are of less than 01 year (1200 hours learning) of duration. To assess these STT batches, some subject matter experts can be hired from a pool of experts and training can be provided to them on system and process of assessment through ToA programs. These ToA programs are short in nature with total duration covering up to 05 days. This program only aims to orient the candidate/ assessor trainees towards the assessment processes as they already possess domain knowledge and relevant hand-on skills.

1.2.3 ToA in National Occupational Standard (NOSs)/ Micro Credentials

The rapid technological innovations have led us to upgrade our skills on a regular basis. This can be done either by upskilling or reskilling training programs. To facilitate upskilling and reskilling, NCVET has started to approve standalone NOS/ Micro Credentials. To assess these standalone NOS/ Micro Credentials, the existing assessors having relevant knowledge/ qualification may upgrade them by attending ToA programs based on the NOS/ Micro Credentials.

1.3 Challenges

1. The subject matter experts who work as Assessors come from varied backgrounds and experience, it is imperative to train and certify them on the standards, methodology and procedures linked to skills assessments to carry out the assessment activities with throughout uniformity.
2. Currently there are not any set guidelines for Methodology, Methods applicability - Platform skills, Re-assessment - Duration, Mandatory NOS and Financial.

1.4 Need

The purpose of these guidelines is to create a robust standardized and scalable model and provide the Standard Operation Procedure (SOP) to address the concern of inadequately trained assessors in the skill eco-system.

SOP for certifying assessors required in VET ecosystem. The Training of Assessors (ToA) is a specialized training programme for academicians, professionals and industry experts who may work as assessors in the vocational skills sector to carry

out competency-based assessments of trainees/ students for a given course or job role aligned with the NSQF.

2. OBJECTIVES AND SCOPE OF THE GUIDELINES

2.1 Objective

Training of Assessors program shall address the following requirements:

- a. To ensure that each assessor is certified on National Skill Qualification Framework (NSQF) - aligned Qualifications/ National Occupational Standards (Qualification & NOS) prior to assessing batches across skilling verticals.
- b. To ensure that assessors understand the pedagogy of assessment, have platform skills, and also understand the associated governance processes of assessment.
- c. To ensure quality assessment aligned with the Qualification & NOS.
- d. To ensure that assessment of cross-sectoral or multi-skilling is carried out, as required.
- e. To ensure that the assessor carries out timely assessments.
- f. To create a cadre of competent NSQF certified assessors in the skill ecosystem.

2.2 Scope

The guidelines define the eligibility criteria & minimum qualifications required for the assessors. It also specifies the expected training guidelines, both in terms of processes, knowledge, testing and handling skills of students/ learners that the assessors need to be trained in. The Assessors are expected to follow the basic principles of Assessment namely: Fairness, Flexibility, Validity and Reliability. Assessors are expected to understand the assessment tools, which need to be used as part of the process to be followed by them during assessment, where assessment tools consist of techniques or methods of evaluating information to determine how much a student/ learner knows and whether this knowledge aligns with the bigger picture of a theory or framework being tested.

3. ROLES AND RESPONSIBILITIES OF ASSESSOR(S):

Assessors, as stakeholders, are directly involved in conducting and scoring assessments. They interface with trainees, training centres and assessment agencies. They also undergo a ToA program conducted by the Awarding Body (AB) that aligns them with the assessment requirements in the skilling ecosystem.

- a. Candidate Orientation: Assessors must orient candidates with the process to be followed for the assessment, including the functionalities of the assessment engine interface and process to be followed by the candidate.
- b. Availability of Domain Infrastructure, Tools, Equipment and Consumables: Ensuring that the domain requirements are available in sufficient quantity for the conduct of the assessment.

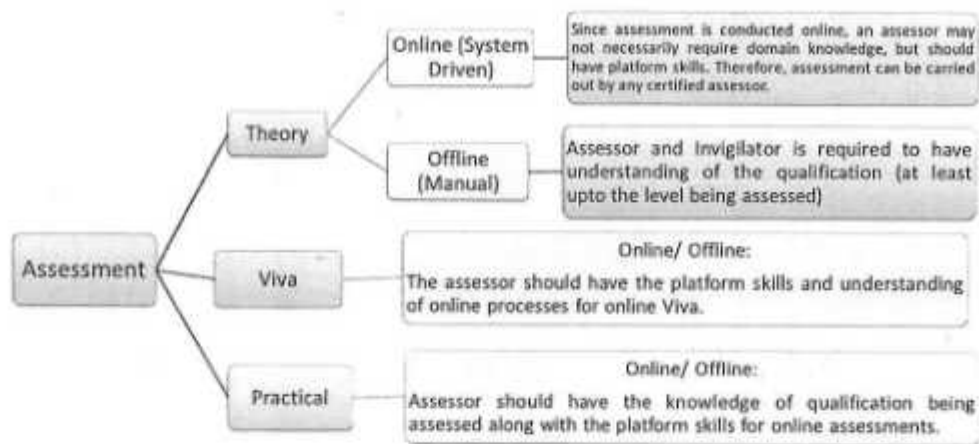
- c. Assessment Conduct and Scoring: Assessors are responsible for assessing the competency of each candidate on the assessment. Assessors may do this through conducting theory, viva voce, practical competency or evaluating projects by following the instructions present in the Assessor Guide.
- d. Invigilation: Assessors must uphold the integrity of the assessment by ensuring that no malpractice or fraud takes place during assessment.
- e. Setting-up the Question Bank: Based on the NSQF level of the qualification, it is expected that SMEs involved in creating the question bank for qualification have already achieved or carried out training at the same or higher NSQF level and has minimum 3 years of relevant experience (in core skills) in Industry.
- f. Carrying out the invigilation of written test: This can be carried out by the assessors who has the basic understanding of the qualification of the same level and has the knowledge of platform skills of invigilation together with the required governance processes with it. Knowledge of relevant fields will be an added advantage.
- g. Carrying out the Viva voce: This should be carried out by the assessors with adequate qualification and experiences as defined in these guidelines. In case viva is carried out by a remote assessor, it should be as per the norms laid down in the blended learning guidelines published by NCVET.
- h. Carrying out the practical exam: This should be carried out by the assessors with adequate qualification and experiences as defined in these guidelines. In case, this step is also monitored on-line, the norms laid down in the blended learning guidelines should be followed. However, based on the skill being assessed, the assessor should have knowledge of the guidelines being assessed.

4. ROLE & RESPONSIBILITIES OF MASTER ASSESSOR(S):

Master Assessors are involved in assessing the higher level skills along with the training of the assessors and train them to observe and evaluate the specific outcomes that are expected to be demonstrated by candidates during the assessment. Training and development of Assessors is an instrument to meet the twin challenges of continuous improvement and demands of change in skilling. There is an ever-emerging challenge of capacity-building of assessors. Thus, it is necessary to recognize the crucial role of the Master assessor from being a provider to enabler, facilitator and change-agent where learner is in the focus.

5. TOA: BASIC PRINCIPLES

- 5.1 Level of Qualification for becoming an Assessor(s) of ToA: Entry and Experience Requirements



Assessment can be categorized into online examination, offline examination, viva and practical. Online assessment is system driven where invigilation can be carried out by any of the certified assessors available with the assessment agency. It does not require the understanding of qualification being assessed.

Offline assessment is manually conducted where the invigilator should have the understanding of the qualification one level up to the level being assessed. The NCrf/ NSQF level of assessor cannot be the same as that of qualification being assessed. The assessor should have the knowledge of learning objectives of the qualification to ensure the smooth conduct of assessment.

For qualifications, in which viva needs to be conducted, the entry requirement of the assessor depends on the type/ mode of viva, such as practical viva exam and video conferencing. The video conferencing reflects the online mode, where an assessor should have the understanding of the platform skills. However, the viva answers are to be assessed for correctness by an expert who is at one level above the qualification being assessed. The process may be geo-tagged, and video recorded to ensure the accuracy of the result. In case of practical viva, the assessor should have the knowledge of the qualification being assessed.

For qualifications, in which practical needs to be conducted, the entry requirement of the assessor depends on the type/ mode of practical. On online mode, the assessor should have the understanding of the platform skills, the practical answers are to be assessed for correctness by an expert who is at one level above the qualification being assessed. The process may be geo-tagged, and video recorded to ensure the accuracy of the result.

ToA Classifications	A		C	D
NCrF/ NSQF levels	1.0, 2.0 & 2.5	3.0, 3.5 & 4.0	4.5, 5.0, 5.5 & 6.0	6.5, 7.0 & 8.0
Catering to	<ul style="list-style-type: none"> • Read - Write/ No formal education. • School education (upto grade 9). • Assessment of Short Term Skill training qualifications. 	<ul style="list-style-type: none"> • School Education (Grade 9 - 12). • Assessment of Short Term Skill training qualifications. 	<ul style="list-style-type: none"> • Higher Education (UG). • Assessment of Short Term and Long Term Skill training qualifications. 	<ul style="list-style-type: none"> • Higher Education & Research (PG & PhD). • Assessment of Short Term and Long Term Skill training qualifications.
Assessor Requirement	<ul style="list-style-type: none"> • Knowledge of local Language. • Assessing the hands on skills. • Skills to conduct viva Voce. • Governance process associated with the assessment. 	<ul style="list-style-type: none"> • Assessing the hands on skills along with the understanding of the working principles and reasoning. • Viva • Governance process associated with the assessment. • Platform skills (as applicable) 	<ul style="list-style-type: none"> • Assessing the theoretical understanding of the qualification along with the decision making capabilities and practical application of the concept in real life situations. • Governance process associated with the assessment. • Platform skills (as applicable) 	<ul style="list-style-type: none"> • Assessing the theoretical understanding of the qualification along with the decision making capabilities and practical application of the concept in real life situations. • Governance process associated with the assessment. • Platform skills (as applicable)
Focus Area	<ul style="list-style-type: none"> • Matured adult learner with lesser education • Basic school education with orientation of VET subjects • Largely STT 	<ul style="list-style-type: none"> • ITI ecosystem • Higher school education with specialized VET subjects • Largely LTT 	<ul style="list-style-type: none"> • Blending of VET into general education 	<ul style="list-style-type: none"> • Blending of VET into general education and research

Assessor's Traits	<ul style="list-style-type: none"> • Knowledge of vernacular • Basic language & IT skills • Basic communication skills • Assessor training for SE • Outcome assess of the qualification 	<ul style="list-style-type: none"> • Knowledge of vernacular • Advanced language & IT skills • Advanced communication skills • Assessor training for SE 	<ul style="list-style-type: none"> • Domain Expertise • Excellent language & IT skills • Excellent communication skills • Excellent Platform skills 	<ul style="list-style-type: none"> • Domain Expertise • Research Oriented Mindset • Excellent language & IT skills • Excellent communication skills • Excellent Platform skills • People handling skills
Constraints of students/ learners	<ul style="list-style-type: none"> • Low level of education • Knowledge of Digital & Platform Skills 	<ul style="list-style-type: none"> • Infrastructure • Training tools & aids, platform skills • Industry exposure 	<ul style="list-style-type: none"> • Availability of highly skilled trainers • Remuneration 	<ul style="list-style-type: none"> • Availability of highly skilled trainers • Remuneration
Others constraint (Infra, domain experts, Assessment Cost, Location, etc.)	<ul style="list-style-type: none"> • Availability of connectivity • Platform • Digitally enabled Question Banks 	<ul style="list-style-type: none"> • Availability of connectivity • Platform • Digitally enabled Question Banks 	<ul style="list-style-type: none"> • Availability of connectivity • Platform • Digitally enabled Question Banks 	<ul style="list-style-type: none"> • Availability of connectivity • Platform • Digitally enabled Question Banks

5.1.1 For Assessor(s) and Master of Trades

Qualification & Experience level of Assessors: This will vastly base on the NSQF levels at which assessments is being done:

S. No.	NSQF Level	Qualification & Experience
1	NSQF level 1, 2, & 2.5	At Least one NCrF/ NSQF level up with min 2 years of relevant exp. Ideally having digital skills and also the platform knowledge
2	NSQF level 3, 3.5 & 4	At least one and preferably two NCrF/ NSQF levels up with min 3 years of relevant exp.
3	NSQF level 4.5, 5, 5.5 & 6	At least one and preferably two NCrF/ NSQF levels up with min 3 years of relevant exp.
4	NSQF level 6.5, 7 & 8	NSQF Level 6.5 and 7 needs to be assessed by NSQF Level 8 with 5 years of relevant experience and NSQF level 8 needs to be assessed by NSQF Level 8 with 10 years of relevant experience.

5.1.2 For Master Assessor(s)

Master Assessors are expected to have thorough understanding of the sector in terms of both theory and practical. Therefore, Master assessors should be at level 5.5 (i.e., Graduate and above) with 10 years of relevant experience.

5.2 Assessment Pedagogy

1. ICT Training for Online/ Blended mode of Assessments: Awarding body shall ensure that training program will cover customized sessions on digital skills required for online or blended mode of assessments.
2. Pedagogies for Online and Face-to-face Modes of ToA Program:
 - Generating Ideas: Adult learners come with their own world of experiences, previous knowledge and exposure, and thus can contribute by their knowledge, ideas, and views, either in the classroom or on the online platforms.
 - Brainstorming: Brainstorming exercise can help learners to think spontaneously, derive solutions, ideas, appreciate others' ideas and enjoy

generation of several ideas by the whole group instead of listening to only teachers' ideas and views.

- Concept-mapping/ Mind-mapping: Creating cognitive structure/schema of any topic in the mind is the best cognitive exercise for learners. These help learners understand the topic from all perspectives and help learners establish relationships of concepts on their own.
 - Creative Presentations: Using infographics, short videos, podcasts, story-creation tools can make the training program more interesting and meaningful.
 - Exposure to the real world: Interviews of stakeholders, case studies, small surveys, acquiring information from websites, assessment portals, mobile applications for assessments, etc. can help the learners understand the processes and interact with the real world.
 - Case Study: Case studies with thought provoking questions, followed by exercises can be a very used strategy for learners to apply their understanding of the topic.
 - Cooperative Learning Strategies: Cooperative Learning Strategies such as Jigsaw, Team-Pair-Share, Team-Pair-Solo, Fishbowl, Corners, One-stray, PQP, etc. have been proven effective in face-to-face modes. These strategies help in developing a sense of responsibility of learning, interdependence, teamwork, logical, and analytical thinking, and trainers can ensure participation of all learners in the meaningful learning process.
3. Availability of Certified Master Assessor: The Awarding Bodies conducting the ToA shall ensure that adequate number of Master Assessors get trained and certified on domain and assessment skills. Thus, Awarding Bodies must ensure that an adequate number of certified assessors are empanelled with them.
4. Availability of Standardized Content: While conducting ToA programs, the Awarding Bodies shall ensure following course material is provided to the candidates:
- Program Schedule
 - Participants' Handbook
 - Facilitators' Guide

S. No.	Assessment Methods	Usage Based NSQF Level		
		A (NSQF / NCrF level 1.0, 2.0 &	B (NSQF / NCrF level 3.0	C (NSQF / NCrF level 4.5, 5.0, 5.5,

		2.5)	& 4.0)	6.0, 6.5, 7 & 8)
1	Diagnostic Assessment	Low	Medium	High
2	Formative Assessment (Digital Platform)	High	High	High
3	Summative Assessment	Low	High	High
4	Ipsative Assessment	Low	Medium	Medium
5	Norm-Referenced Assessment	Low	Medium	High
6	Criterion-referenced Assessments	High	High	Medium
7	Peer-to Peer reference Assessment	Medium	Medium	Medium
8	Industry Validation of Effectiveness	Low	Medium	High
9	Rubric	High	Medium	Medium
10	Portfolio & e-Portfolio	Low	Medium	High
11	Structured Interview	Low	Medium	High
12	Student Experience Survey	Low	Medium	Medium

5.3 Assessment Duration and Batch Size

1. **Batch Size:** The number of candidates in a batch shall range between 15 to 20. Awarding body may start with a batch size less than 15 but should try to maintain the maximum ratio of 1 assessor to 20 Candidates.
2. **Training Hours/ Duration of the Training course:** The training duration should vary from min. 16 hours or max. 40 hours. However, in the case of industry experts in an area, only platform and process training need to be provided, which may be carried out in 2 days (i.e. 16 hours). So, ideally if assessors are able to clear the assessment process/ test of ToA qualification and have prior experience they can be used as Assessor.

3. Progression to assessment on Demand: Provision of demand based assessment for the learners looking to practice and improves their test scores. Since Assessment on Demand of a learner will impose an additional cost for assessment providers, and thus demand based assessment can be fee-based.

5.4 Minimum Assessment Grade Required to be an Assessor(s)

Minimum assessment grades will vary from qualification to qualification and should be defined by the developer of the qualification along with the assessment pedagogy.

6. TOA MECHANISM/ PROCESS MANDATED

6.1 ToA Strategy

- a. **Conducting a need assessment:** The first step would be to conduct a need assessment to understand the current state of assessor training in the respective qualifications. This would involve gathering data on the number of assessors currently working in the system, their qualifications, skills and knowledge, and the challenges they face in conducting assessments.
- b. **Identify gaps and challenges:** Based on the needs assessment, the gaps and challenges in the current system need to be identified. This would include gaps in assessor qualifications, skills and knowledge, and challenges in ensuring standardization and quality assurance in the assessment process.
- c. **Developing a training program for Assessors:** Based on the identified gaps and challenges, a comprehensive training program needs to be identified for assessors. This would include both theoretical and practical training, covering topics such as assessment methodology, standardization, quality assurance, and employability skills.
- d. **Collaborate with industry partners:** To ensure that the training program is relevant and up to date with industry standards, it would be important to collaborate with industry partners while developing the qualification and assessment process. This would involve working with industry associations and experts to identify the skills and knowledge required for assessors in specific sectors and incorporating these into the training program.
- e. **Monitor and evaluate:** It would be important to monitor and evaluate the effectiveness of the training program on an ongoing basis. This would involve gathering feedback from students, assessors and employers on the quality of assessments, and making adjustments to the training program of assessors and certification process as needed.

6.2 Development of ToA Program

It is proposed that the Awarding Bodies create qualifications for the training process to be adopted for ToA.

Course Content: Course content of the ToA shall comprise of Theory as well as Practical component, giving hands on experience to the candidates in conducting assessments.

a. Theory Component:

- i. Introduction to the National Skills Qualification Framework
- ii. Professional Conduct of Assessor
- iii. Introduction to Competency - Based Assessment
- iv. Prepare for Assessment of Competency
- v. Governance process & expectations from Assessors
- vi. Development of the Competency Based Assessment
- vii. Document the Assessment and associated process of validation of the assessment.
- viii. Assessment of Knowledge & Skills
- ix. Evaluating professional behaviour during Assessment
- x. Knowledge on application of Health and Safety Practices Corresponding
- xi. Continuous Professional Development

b. Practical Component:

- i. Design & Execute Theory Assessment Plans (including on Multi-skilling and/or Cross-sector skilling and/or Future Skills)
- ii. Design & Conduct Practical Assessment Plans (including on Multi-skilling and/or Cross-sector skilling and/or Future Skills)

6.2.1 Overview of the Assessor Training Program

The competency for this training program has been divided into 5 major modules. The Awarding Body is required to include the following proposed modules in the program and other additional modules may be added.

S. No.	Modules
1	Planning the Assessment Process
2	Assessing Competence
3	Developing a usage of Assessment Tools

4	Employability Skills
5	Reviewing and validating assessment

The delivery strategy provided within the ToA program is compulsory for every candidate. However, the respective AB can add additional modules as per the requirements.

6.2.2 Overview of the Assessor Training Program

The assessment activities listed below will be used to measure the competencies for the ToA program. These activities are intended to be completed during the training course. However, in the event that there are time limitations, some activities may need to be completed post-course.

		Assessment Tasks			
Competency	Module	Practical/ Hands on assessment	Usage of assessment tool	Theory/ Viva voce	Review of assessment process
Plan and organize an assessment process	Planning the assessment process	✓			
Assessing the competence of a candidate	Assessing competence	✓			
Develop Assessment tools	Developing assessment tools		✓		
Demonstrate strong soft Skills	Employability Skills			✓	
Review and validate an assessment process	Reviewing and validating assessment	✓			✓

6.2.3 Overview of the assessment tasks, including evidence to be collected.

1. Assessment Activity A: Practical/ Hand on assessment/ Simulation, for competencies/modules. This assessment task is aimed at assessing the candidate's practical ability to assess an individual or group of individuals effectively. The task is used as both a learning and an assessment tool. In this assessment activity, candidates will be simulating a practical assessment situation.

2. Assessment Activity B: Develop or use an assessment tool, for competency/ module.

In this activity, candidates will be developing or using an existing assessment tool that could be used for practical assessment of an individual or group. Candidates will need to develop a set of instructions or question bank for the candidate and the assessor, as well as an observation checklist.

The assessment tool needs to include:

- i. An explanation about the assessment task and its purpose
 - ii. Instructions to the candidate and about what they need to do
 - iii. Conditions of assessment
 - iv. Assessment arrangements
 - v. Any special needs, equipment or requirements
 - vi. A checklist with assessment criteria
 - vii. Evidence that is required to be shown
 - viii. Space for candidates and name, signatures and dates
 - ix. Space for comments and recording the assessment result.
3. Assessment Activity C: Demonstrate Requisite Soft Skills
In this activity, the candidates need to demonstrate strong soft skills that will be required to handle the individual or group undergoing assessment. Candidates will be required to undergo certain no. of hours of training of employability skills as per the NCVET
 4. Assessment Activity D: Review an Assessment Process
In this activity, the candidates are required to demonstrate the abilities to review the assessment as per the norms defined by respective ABs.

6.3 Duration for Domain and Platform Skills

STRUCTURE OF ToA MODEL – AN EXISTING ASSESSOR			
Stages Of ToA	Orientation/Assessment	Duration	Fee

<p><u>Model 1:</u></p> <p>ToA for an EXISTING ASSESSORS</p>	<p>An Existing Assessor must possess assessment experience of minimum 5 batches or at least 100 students along with other eligibility criteria set by respective AB.</p> <p>ToA model for an existing assessor covers <u>assessment</u> and <u>certification</u> on:</p> <ol style="list-style-type: none"> 1. Domain skill 2. Platform skill <p>This model does not cover orientation on domain and platform skills. Pre-assessment material is recommended for the same.</p>	<p>Minimum one day (recommended)</p>	<p>Fee applicable for ToA for an existing Assessor is:</p> <ol style="list-style-type: none"> a. Non-technical job role: Rs. 1800 per candidate b. Technical job role: Rs. 2000 per candidate
<p><u>Model 2:</u></p> <p>ToA for NEW ASSESSORS</p>	<p>A new assessor is the one who has less than 5 batches/ 100 students' assessment experience. The new assessor must also meet eligibility criteria set by the respective AB.</p> <p>ToA model for a new assessor covers <u>orientation</u> and <u>assessment</u> on:</p> <ol style="list-style-type: none"> 1. Domain skill 2. Platform skill 	<p>Minimum two days</p>	<p>Fee applicable for ToA for a new Assessor:</p> <ol style="list-style-type: none"> a. Non-technical job role: Rs. 5000 per candidate b. Technical job role: Rs. 7000 per candidate

	<u>Orientation days:</u>		
	1. Domain skill		
	2. Platform skill		

Assessment, Evaluation, Final Examination and Evaluation tools on which training needs to be given to the assessors:

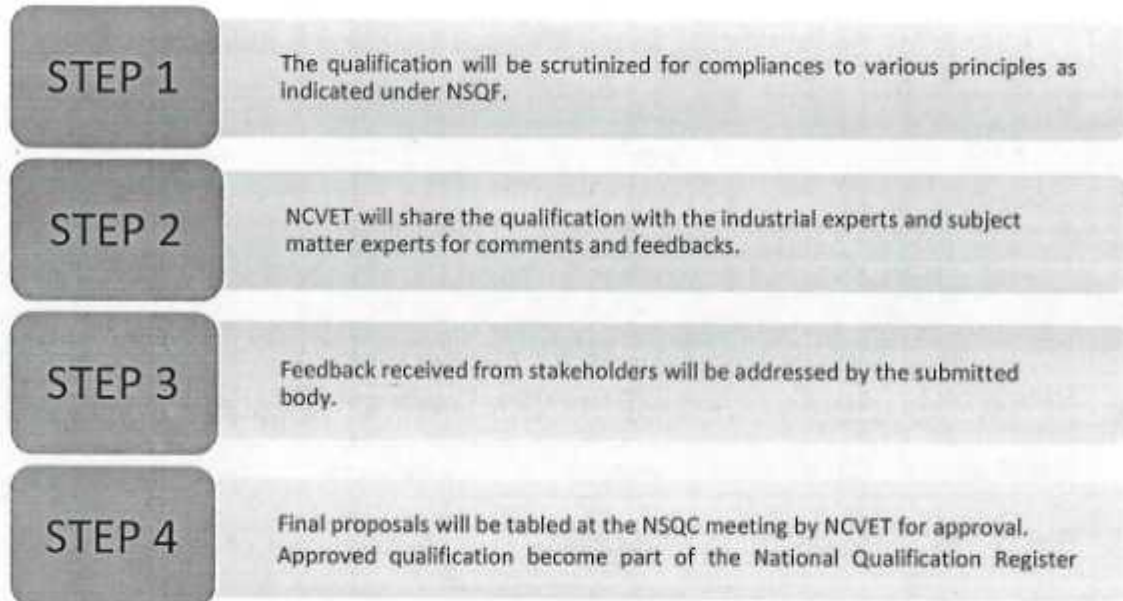
- i. Offline assessments and examination followed by process of result creation & uploads. Assessments of learning are usually grade-based, and may include class tests, quiz, written exams, viva-voce, portfolios, final projects, and standardized tests, confirmative assessment.
- ii. In case of LMS based Proctored content delivery with in-built continuous/formative/summative assessment to check learning outcomes. It is suggested to use an Open source LMS product, with creation of SCORM compliant content for interoperability.
- iii. Online Question Bank: multiple-choice, pictographic inferential, matching, sequence hotspot, True/false, fill-in-the-blanks, file upload and essay
- iv. Group Examinations and associated processes
- v. In case of On-demand Examinations, processes to be associated with it
- vi. Usage of Assessment tools with built-in controls used for checking students' attention, understanding and assimilation of the subject
- vii. Usage of Assessment Engine with facility to check for learning outcomes
- viii. Process of conducting Proctored Open book examination: offline or online, if applicable
- ix. Minor / Major project work execution and evaluation, if applicable
- x. Viva-Voce and associated processes in case it is offline, online
- xi. Evaluation Interviews process both for offline & online
- xii. Proctored Online with built-in controls, biometrics, security, evaluation etc.
- xiii. Examination with built-in controls, biometrics, security, evaluation etc.
- xiv. AR/VR/XR, in case it is used for assessments.
- xv. Special tools, if any, for handling students with any disabilities.

6.4 NSQF Alignment & Approval of ToA Qualification

The alignment & approval of ToA qualifications is same as any other qualification submitted by Awarding Bodies. The awarding bodies may submit their information in a template called Qualification File with the supporting documents like model curriculum, industry validations from small, medium and large industries, accreditation and assessment norms, occupational map and evidence of the need for the qualification. A Qualification File template captures all necessary information

like need of the qualification, NSQF level, notional hours, entry requirements, progression pathway, relevance of the job role, estimated uptake etc. to establish NSQF compliance for a Qualification. It also covers the mode of teaching and assessment process to be used, including the expected outcomes from various modules of the training.

The process for the qualification approval is explained below:



6.5 Progression Path for Assessor(s):

The qualification for ToA will have a progression path for it, which the assessors can take for their career enhancement.

6.6 Digital Tools and Techniques for Imparting Assessment: Animation, Simulators, XR, Digital Twins, Metaverse, Gaming, Special Tools for Divyangs

Technology based assessment processes are becoming popular for the following reasons:

- Technology can be leveraged to tackle the impartial assessment.
- Technology itself can be used for observing & recording of process of assessment.
- Students' behaviour /body gestures can also be clearly observed and described using the embedded AI tools.
- Automatic evaluation & summarizing of results can be created by the tool.
- Minimal usage of material, hence saving cost of training and assessment.

Details suggestions of features expected as part of technology tools to be used for Assessment are specified in the NCVET guidelines on Blended Learning.

6.7 Assessors Requirements as per Blended Learning Guidelines:

Components of VET ecosystem		Theoretical and conceptual knowledge	Soft Skills and Life Skills/ Employability Skills	Domain Knowledge	Practical Skills for working with Hands Lab Work	Skills on Online Platform
NCrF/ NSQF Levels	Type					
Upto 2.5	Theory Test	Basic	Basic	Basic	Basic	Basic
	Viva/Practical	Basic	Average	Average	Basic	Basic
03 – 04	Theory Test	Average	Average	Average	Average	Average
	Viva	Average	Advanced	Advanced	Average	Average
	Practical	Average	Advanced	Advanced	Average	Average
4.5 - 6 (Theory Trainer)	Theory Test	Advanced	Advanced	Advanced	Advanced	Advanced
	Viva	Advanced	Advanced	Advanced	Advanced	Advanced
	Practical	Advanced	Advanced	Advanced	Advanced	Advanced
6.5 - 8 (Practical Trainer)	Theory Test	Advanced	Average	Advanced	Advanced	Advanced
	Viva	Average	Average	Advanced	Advanced	Advanced
	Practical	Average	Average	Advanced	Advanced	Advanced

6.8 Assessment Methods, Aids & their Applicability:

Assessment Method	Assessment Aids	Applicability
Online Method of Assessment	1. Internet connection 2. Electronic device such as laptop, computer or smartphone, tablet 3. Online assessment tools as per the need of the assessment	1. Applicable to check IT skills 2. Applicable to check practical knowledge of computer 3. Applicable with low staff 4. Applicable to get speedy results

Offline Method of Assessment	<ol style="list-style-type: none"> 1. Physical space 2. Print material for assessment questions 3. Answer sheets 4. Tools and equipment for assessing the on-the-job training program. 	<ol style="list-style-type: none"> 1. Applicable in the areas with limited/low internet connectivity. 2. Applicable when enough staff is available to conduct the assessment smoothly. 3. Applicable to check non-IT skills of candidates 4. Applicable to conduct lab tests. 5. Applicable in field based job roles that require on-the-job-assessment. For example, assessing the skills of a tailor and beautician.
Assessment method combining both online and offline mode	<ol style="list-style-type: none"> 1. Electronic devices such as laptop, computer or smartphone to record the response of learners. 2. Online assessment tools and software that are necessary for the assessment are used to safeguard responses until they enter the network zone. The tool should ensure that: <ol style="list-style-type: none"> a. All attempted questions should be simultaneously saved automatically b. Once attempted, no further changes can happen in the submitted assessment to avoid any malpractice 	Applicable with no/low internet connectivity in remote areas when internet connectivity is not there.

6.9 Placement of the Assessor after attaining ToA certificate

For Existing Assessors:

1. The incumbent is already a 'certified Trainer' and if individuals pass the certification with a minimum score of 80% on both domain skills and assessment skills.

2. Those who clear both evaluations with at least 80% score get certified as Assessors in their domain area.
3. Declaration of results and issue of letters/certificate (as applicable) to be completed within seven days of assessments.
4. After getting certification, the assessors will be placed to conduct quality assessment in Assessment Agencies.
5. AAs hire these certified assessors based on their qualification & experience and also, ensure the fair selection and quality control.

For New Assessors:

1. The incumbent is a 'certified Assessor' when minimum orientation hours are attended, and assessment is passed with minimum 80% score in both assessments both for domain skills & platform skills. Thereafter, the assessors will be placed to conduct quality assessment in Assessment Agencies.

7. MASTER ASSESSORS: REQUIREMENTS FOR UNDERTAKING TOAS

7.1 Qualification & Experience:

As discussed in section 5.1.2, Qualification of Master assessors: The qualification of a master assessor should be at level graduation, which requires NSQF level 5.5 and above.

Experience of Master assessors: A master assessor should have at least 10 years of relevant experience.

7.2 Special Requirements: Pedagogy and Teaching Methodology

Various assessment strategies can be used in the classroom. The assessor can make decisions based on learners' learning styles, teaching style, the subject being taught and the content of the curriculum. A combination of following methodologies may be used for assessment. For detailed assessment strategies, Annexure I can be referred.

8. IMPLEMENTATION OF TOA PROGRAM

8.1 Assessment Centres for ToA: Model

The decision on assessment centres to conduct Training of Assessors will be undertaken by the Awarding Bodies.

- a. ToA centre infrastructure: Each AB will identify an adequate number of training centers nationwide to get designated as AB Training of Trainers and Training of Assessor centres. This will ensure that lack of such centres does not become a bottleneck in conducting the activity.

- b. ToA centre accreditation: AB designated centres for conducting ToA would have to be accredited and affiliated as per guidelines defined in the SOP document – Centre Accreditation and Affiliation Guidelines.

Any established Training Institutes of national repute (Govt. Institutions/Govt. Universities/Industry partners), identified by AB to conduct ToA may get an exemption from accreditation and affiliation process, as per discretion of the AB. This is an exception in unique cases of infra hiring only. AB would have to ensure availability of all required elements of ToA in such cases.

8.2 Onboarding of Assessors/Assessment Centres

1. The AA must ensure availability of core assessment staff (full time/ part time) at all times across states and sectors of operation, who are qualified and competent to deliver the tasks assigned to them. The AA shall adhere to the selection and recruitment policies as developed and submitted during the application. Any change in the same, must be notified to NCVET. The AA shall adhere to performance review parameters for its entire staff in line with the recommendations of NCVET.
2. The AA must ensure availability of sufficient number of Subject Matter Experts (SME) for each sector including separate SMEs for different sub sectors within a sector for ensuring seamless assessment delivery process.
3. The AA must ensure they hire assessors with qualification and experience in line with the requirements as specified/ elaborated in the qualification to be assessed and also meet the basic assessor's guidelines as laid down by NCVET from time to time. In addition, the AA must ensure:
 - a. Only certified assessors will be able to conduct the assessments. The responsibility of getting the assessor certified will be that of the AA.
 - b. The AA must provide logistics support to the assessor and make payments in a timely manner as per the guidelines of NCVET.
 - c. The Assessor has to be different from the instructor who has taught/ trained the batch. Except in the case of niche and heritage skills.
 - d. The AA shall ensure that an assessor is not affiliated/ working with more than 4 AAs simultaneously and also take an undertaking to this effect. In case of any violation, the assessor may be blacklisted. In the event of any reporting by any third party or during the monitoring if it comes to the notice of the NCVET that the aforesaid rule has been violated intentionally or unintentionally, the AA shall be liable for action as deemed appropriate by NCVET.

8.3 Infrastructural Requirements for ToA

Each Awarding Body will identify an adequate number of training centers across their jurisdiction as mandated by NCVET to get designated Training of Assessor(ToA) centers. AB to ensure that lack of such centers does not become a bottleneck in conducting the activity.

The purpose of the ToA centers is to provide training to individuals who will act as assessors for various assessments or qualifications. These assessors play a crucial role in evaluating and judging the competence or performance of candidates seeking certifications or qualifications.

To avoid any hindrances or delays in conducting the ToA activity, the Awarding Body shall takes responsibility for identifying a sufficient number of training centers across their jurisdiction as mandated by NCVET. The centers shall be selected based on their ability to meet the requirements and standards set by the Awarding Body. The goal is to have a wide geographic distribution of these centers to ensure accessibility for potential assessors.

By designating a network of ToA centers, the Awarding Body ensures that aspiring assessors have convenient access to training and certification opportunities. This approach helps to mitigate the risk of a shortage of trained assessors and ensures the smooth execution of the assessment processes conducted by the Awarding Body.

8.4 Undertaking Assessment

1. During the process of assessment, the following should be maintained:
 - a. The AAs shall confirm the availability and deputing of the qualified assessors to ABs. (Name/ addresses and phone numbers need not be conveyed)
 - b. Ideally, the deputed assessors should be able to reach the place of assessment within 24 hours (travel time).
 - c. The assessor shall verify the availability of assessment tools and equipment in the training centres, conduct assessment in the scheduled language, wherever required etc. The same will be a part of the Service Level Agreement (SLA) to be signed between the ABs and AAs that must be adhered to.
 - d. The AA must ensure that they hire a sufficient number of proctors, wherever necessary in line with the requirement of the qualification to be specified by the AB concerned. The AA shall ensure that only certified proctors are engaged in the invigilation of assessment.
 - e. The AA shall align proctors for online and blended assessments that are conducted:
 - i. Face-to-face at a physical assessment centre
 - ii. Online proctored for a virtual assessment at the candidate's own place/ assessment centre.

- iii. Remote auto proctored at the candidate's own place/ station
 - iv. In the case of a completely online assessment process, in line with the blended learning guidelines of NCVET, the technology platform should be capable enough to detect & avoid any kind of fraud.
 - v. The AA shall ensure that assessors and proctors are trained and certified and are provided any need-based bridge training for new qualifications. The AA shall provide data relating to the number of assessors and proctors trained by them to NCVET. Continuous Professional Development (CPD) courses must be undertaken for all other staff for enhancing their functional performance including the assessors and proctors.
2. The AA shall ensure that assessment tools to be used for the assessment delivery for various qualifications are approved by the concerned AB before the assessment delivery.
- a. The AA shall ensure that all assessors and proctors are trained to use the assessment tools and assessment guides appropriately.
 - b. The AA shall be responsible for preparing multiple sets of support material for the students. It includes multiple sets of question banks, practice assessment exams, sample papers, and other study material for the better understanding and practice of the students.
 - c. The AA shall ensure proper use of appropriate technology viz, Artificial Intelligence (AI)/ Machine Learning based test engine, computers, tablets, mobile applications, video communication tools, etc. to deliver domain specific assessments. ICT tools and processes to be used by the AA for the assessment delivery shall be approved by the concerned AB and /or NCVET. ICT/ technology tools to be used for assessment delivery should be aligned to the competencies as defined by the AB in its qualification. There should also be technology tools available for disabled-friendly assessments.
 - d. The AA must follow the assessment norms prescribed by the ABs for each qualification based on the performance criteria (PCs) laid in the qualifications.
 - e. The AA should ensure that assessment, whether online or offline/ physical mode is structured in such a way that it assesses the competencies as per the 'Assessment Criteria' outlined in the qualification concerned.
 - f. The AA should be able to conduct assessment based on individual NOS and PCs within a NOS and provide the assessment results NOS and PCs wise as well.

8.5 Geography for Assessment

In terms of geography, a successful implementation of ToA program requires the sufficient availability of assessor in that special area. The knowledge of local language is also required by the assessor to better connect with learners.

9. ADMINISTRATIVE AND FINANCIAL

9.1 Financial models for ToAs

Conform to the continuity of AA operations through strong financial health demonstrated through adherence to the business plan submitted at the time of application and amended & approved thereafter, including fee-based assessments for industry and maintain a transparent record keeping through compliance with accepted accounting principles and systematic book-keeping.

Ensure its management structure is largely stable over time and any change of control/ ownership is reported in time to NCVET and the line of authority is clearly demarcated through well-defined and transparent organization structure.

Fee Structure:

Stages Of ToA	Fee per assessor (exclusive of applicable taxes)
EXISTING ASSESSORS	<p><u>Non-technical job role:</u></p> <ol style="list-style-type: none"> 1. Assessment cost non-technical domain QP: Rs. 600 2. Evaluation cost on assessor QP: Rs. 600 3. Admin cost: Rs. 600 <p>TOTAL fee per candidate: Rs. 1800</p> <p><u>Technical job role:</u></p> <ol style="list-style-type: none"> 1. Assessment cost technical domain QP: Rs. 800 2. Evaluation cost on assessor QP: Rs. 600 3. Admin cost: Rs. 600 <p>TOTAL fee per candidate: Rs. 2000</p>

NEW ASSESSORS	<u>Non-technical job role:</u>
	TOTAL fee per candidate: Rs. 5000
	<u>Technical job role:</u>
	TOTAL fee per candidate: Rs. 7000

9.2 Applicability of ToA through Blended learning

As part of Blended Learning guidelines for Vocational education, seven different components have been defined for complete learning process:

- Theory/ Lectures Imparting theoretical and conceptual knowledge
- Imparting Soft Skills and Life Skills/ Employability Skills Mentorship to learners
- Showing Demonstrations to the learners
- Imparting Practical Skills for working with Hands Lab Work
- Tutorial, Assignments, Drill and Practice
- Proctored Monitoring/ Assessment/ Evaluation/ Examinations
- On the job training (OJT), Internship, Apprenticeship Training

Interface of Assessors with learners may happen at (e), (f) and (g) components. Component (e) will be typically checked by a Subject Matter Expert (SME) in the area. Again, SME may need to be associated in the stage (g) to ensure learning outcomes, and it is typically done by an Industry Expert or a knowledgeable person in that area. This document focuses more on the assessment process carried out as part of (f) above, and details out associated processes for it. The steps required to manage (f) can be further defined as:

- Creating of question bank covering each of the expected outcomes of the qualification
- Delivery of Formative or summative assessment, for testing learning outcomes
- Viva to test knowledge of related areas and Question Bank can be created for this.
- Practical assessment to check quality of LEARNING OUTCOMES deliverable output

With technology interfaces becoming more popular for testing, SMEs are also used to prepare question banks for the qualifications, which cover expected learning outcomes at all these stages. This also helps in bring-in standardization across the process of assessment.

9.2.1 Future/Emerging/Niche Skilling areas

Training of Assessors (ToAs) is an important aspect of ensuring that individuals possess the necessary skills and competencies for emerging job roles. As technology continues to evolve rapidly, it is important to develop new methods for training assessors in future and emerging skills. The respective AB/AA are required to develop the modules wrt future/emerging/ niche skilling areas.

9.2.2 Traditional and Heritage (Rare) skills

Recognition of Prior Learning (RPL) would require **trained master assessors** and **assessors** along with a well-defined, credible, objective, reliable, rational and established assessment processes. Such assessment shall also have to be carried out through credible assessors and must be evidence based.

In a few traditional and heritage skill areas, ToA may be carried out using unconventional methods like relying on the Guru Shishya Parampara. Respective Awarding Bodies can directly empanel assessors based on the and Reputed industry bodies, who are the big consumer of the output of the skilling ecosystem, can also play a vital role as designated centres.

9.2.3 Cross-Sectoral/Multi Skilling areas

Current job roles require skill sets in cross sectoral (CS) and multi sectoral (MS) disciplines to acknowledge the new and emerging skills and technologies to develop resources. NCVET has developed a mechanism in which the respective AB can submit CS/MS qualifications/NOS/Micro credential. The ABs are required to develop modules of ToA on CS/MS job roles to equip the assessors to assess the learners in these areas.

9.2.4 Employability Skills

The assessment of employability skills (ES) is an important component of the ToA program. The assessor is expected to assess the employability skills as ES modules are required to be a part of every qualification.

9.3 Indicative Remuneration/Honorarium for the Assessors and Master Assessors

The payout to an assessor depends on the sector, schedule of the batch, job role, and geographic location of the assessor and assessment centre. Roughly anything between Rs. 2500-6000 per batch plus the TA DA is the average payout made to assessors.

There may be cases where the payout is high depending on the sensitivity of the assessment batch and level. Also, the travel cost is very high when the assessments are scheduled at the last moment, or the assessment is in remote locations. In such scenarios all the unexpected costs are to be borne by the Assessment agencies.

10. REFRESHER COURSES AND UPSKILLING OF ASSESSORS AND MASTER ASSESSORS

New-age enterprising roles need continuous upskilling and cross sectoral skills to enable a person to perform efficiently and independently. This in turn requires a workforce trained and upskilled regularly in the multiple skills within and across the sectors. The skill training in these jobs will require qualifications that have learning outcomes addressing the various aspects of different sectors relevant for the job. The Credentials shall also enable imparting employability skills, digital skills, soft skills among many others. A micro-credential certifies achievement of a coherent set of skills and knowledge; and is specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, Government or the community.

11. ASSESSMENT AND CERTIFICATION

11.1 Assessment of Trainers undergoing ToA: Process, Question Bank, Skill Assessment Exam, Pass Percentage

The AA shall be responsible for preparing multiple sets of questions, assessment exam, and other practice study material. These Question banks shall be prepared in consultation with the concerned AB. A process for periodic review of question banks must be defined by the AA and every cycle of review should be done in consultation with the concerned AB. Question banks should be available in local vernaculars and dialects also, as per requirement. Sample questions should be readily available on the website of concerned AB and the AA.

The question banks should have a proportional mix of easy, medium and hard questions as guided by the AB and should be reviewed and changed/ upgraded periodically (say after every 2-3 cycles). The assessment platform of the AA should be able to handle all types of multiple-choice and short answers questions.

11.2 Certification and issue of certificate

All the assessors need to undergo assessments after completion of the training and their after certificate will be issued by the Awarding Body clearly mentioning the NSQF level achieved. A dedicated ToA module shall be developed for management

of Assessors and generate a standardized certificate, preferably through Skill India Portal. Until the IT module on ToA is ready for end-use, a standard format for certificate shall be used as provided by NCVET.

- Certificate Issuing Authority: NCVET and the Awarding Body shall jointly issue the certificates of completion of training to the Successful candidates.
- Attendance criteria for issuing of certificate: Attendance shall be recorded by the Awarding Body everyday session-wise. It should be mandatory for candidates to attend all theory sessions. For practical sessions, candidates should have minimum 80% of attendance to be eligible for receiving the Certificate of Completion of Training.
- Validity of the certificate: The certificate shall be valid for the period of three years from the date of issue for a particular Job role. Reissue of certificate is subjected to assessment.
- Maintaining of Database: Awarding Bodies must maintain ToA database as per the template provided by NCVET and share the data on ToA batches with NCVET on monthly basis.

The table below present assessment and certification scenarios for ToA for an **Existing Assessor**

Scenario	Domain Assessment Score	Platform Assessment Score	Certification
Case 1: Domain and Platform Assessment pass with 80% and above	For all NSQF level: 80% and above	Level 5: 80% and above	Assessor Certificate
Case 2: Domain pass (80% & above) and Platform Assessment provisional pass (70% - 79%)	For all NSQF level: 80% and above	Level 5: 70% and 79%	Provisional Assessor authorization (valid for 6 months)
Case 3: Domain Provisionally pass (70-79%) and Platform Assessment pass (80% and above)	For all NSQF level: 70% and 79%	Level 5: 80% and above	Provisional Assessor authorization (valid for 6 months)
Case 4: Domain Provisionally pass (70-79%) and	For all NSQF level: 70% to 79%	Level 5: 70% and 79%	Provisional Assessor authorization

Platform Assessment provisional pass (70% - 79%)			(valid for 6 months)
Case 5: Domain fail (<70%) and Platform Assessment fail (<70%)	For all Levels d Domain: 70% to 79%	Level 5: <70% score	No certificate

The table presents Assessment and Certification scenarios for a **new Assessor**:

Scenario	Domain Assessment Score	Platform Assessment Score	Certification
Case 1: Domain and Platform Assessment pass with 80% and above	For all NSQF level: 80% and above	Level 5: 80% and above	Assessor Certificate
Case 2: Domain pass (80% & above) and Platform Assessment provisional pass (70% - 79%)	For all NSQF level: 80% and above	Level 5: 70% and 79%	Re-assessment on Platform Assessor within 6 months
Case 3: Domain Provisionally pass (70-79%) and Platform Assessment pass (80% and above)	For all NSQF level: 70% and 79%	Level 5: 80% and above	Re-assessment on domain skills within 6 months
Case 4: Domain Provisionally pass (70-79%) and Platform Assessment provisional pass (70% - 79%)	For all NSQF level: 70% to 79%	Level 5: 70% and 79%	Re-assessment on domain skills and platform skill within 6 months
Case 5: Domain fail (<70%) and Platform Assessment fail (<70%)	For all Levels d Domain: 70% to 79%	Level 5: <70% score	No certificate

11.3 Registration on NCVET website/allotment of ToA unique Identification Number (UIN)

The certified Assessors will register themselves on the NCVET portal to get a Unique Identification Number (UIN). This UID will be a unique identity for the assessor in the skilling ecosystem that will define the expertise of the individuals in the defined domains. This UIN will help in identification of the competent assessors for any particular job role.

11.4 Validity and renewal of ToA certificate

The certificate will be valid for the duration of 3 years and thereafter the assessor needs to undergo the assessment again for the renewal of the certificate.

12. MONITORING & EVALUATION

12.1 Quality Assurance and Quality Control (QA/QC)

- a. AAs should comply with the conditions of recognition with respect to assessment of NSQF aligned approved qualifications, NOS/micro credential-based qualifications, multi-skill and cross-sectoral skill qualifications including for training of assessors (ToA) with respect to each sector and the qualifications for which it has been granted recognition, at all times.
- b. NCVET may call for any information related to assessors, proctors, and SMEs associated with the AA like their qualifications, work experience etc and the AA shall provide such information to NCVET. NCVET will, however, ensure the confidentiality of such information as per the data privacy & other concerned laws.
- c. The AAs shall ensure that they have a ready repository of the tools and aids which are aligned to the needs of the qualifications. The tools developed for assessing the qualifications should be able to map the skills, knowledge and competencies of the learners, and should be accessible and commensurate to the learner's needs. AAs shall also ensure that the tools of assessment adequately support the delivery of assessments for learners with disability.
- d. The assessment exercise must happen within the stipulated timeline of the assessment as defined by the NCVET guidelines. The AA would be responsible for the planning and seamless delivery of all the assessment processes before, during and after the assessment as specified of the Assessment Agency Guidelines.

- e. The AA must put in place proper safeguards to ensure that only those who are authorized to see the results can access the same. The AA shall undertake the process of re-evaluation/re-assessment, as applicable, as per the decision of the AB concerned.
- f. The AA (the independent examination vertical of AB in case of bodies with dual recognition), must submit the results to the ABs concerned as per the timelines given in the Operational Manual.
- g. The AA must ensure that Grievance Redressal Mechanism as per the Grievance Redressal Guidelines.
- h. The AA must gather and disseminate assessment related information, research, and developments from both national and international sources.
- i. The AA must take all reasonable steps to prevent the occurrence of any malpractice or mal-administration in the assessment process. The AA must establish and maintain, up to date written procedures for the investigation of suspected or alleged malpractice or maladministration, and ensure that such investigations are carried out rigorously, effectively, and by persons of appropriate competence who have no personal interest in their outcome. The AA shall submit a copy of such report to the AB concerned. In case of the cases of serious nature, a copy of the report shall be submitted to NCVET.
- j. Any AA which is using online mode for assessment must also provide a link for real time monitoring of the assessment process. Others using offline or blended mode of assessment must also provide video clips & pictures of the batch being assessed.
 - 1) Ensure gender parity and affirmative action for marginalized sections as for as its staff including assessors and proctors.
 - 2) Ensure establishment of a system to solicit, record, analyze and act upon feedback received from stakeholders like trainees, employers, assessors, training entities and other agencies.
 - 3) Furnish the desired evidence of conformity to the continuation criteria in the stipulated time frame to NCVET as prescribed under section 4 of the Assessment Agency Operational Manual.
 - 4) Facilitate the inspection as per the process laid down by the NCVET as prescribed under section 8 of the Assessment Agency Operational Manual.
 - 5) Conform to the self-regulation, continuous monitoring and annual review recommendations as prescribed under section 8 of the Assessment Agency Operational Manual.
 - 6) Maintain the repository of learners' assessment data either through its own inhouse team or through an agency mandated by NCVET.
 - 7) Ensure adherence to data confidentiality & privacy laws, related provisions of signed agreements or contracts.

13. MISCELLANEOUS

13.1 Dual role as Trainer and Assessors

In order to ensure the quality training, both the trainers and assessors are expected to perform their respective roles and responsibilities as mentioned below:

Key functions/roles of a TRAINER

1. At the beginning of the session, the trainer is expected to communicate the learning objectives, session's topic, and relevance of the course to all participants.
2. Make lesson plans by following the NSQF aligned qualification.
3. To understand the delivery plan of lesson plans and curriculum for the relevant job role.
4. The ability to engage students in learning activities which include a mix of different methodologies such as project based work, team work, and practical workplace simulations
5. To organize skills site visits, demonstrations, and presentations for students in cooperation with enterprises and other workplaces to better understand the practicality of the course.

Key functions/roles of an ASSESSOR

Check and ensure the venue and physical resources meet the requirements in accordance with instructions

1. To ensure the identity of each candidate is confirmed
2. To ensure each candidate receives instructions to carry out the assessment activities appropriately
3. To ensure that only authorized individuals are present during the assessment process
4. To maintain the security of assessment throughout.

A person having both the training and assessing skills can be a good asset for an assessment agency, as the person will be able to effectively work in direction to achieve the common goal. Both the functions of a trainer and an assessor can be performed by one person performing the dual role as trainer and assessor. It can be done by:

- a) Training the trainer to conduct assessment through ToA program
- b) Educating the assessor on a specific subject to become the trainer

Dual role of Trainer and Assessor can be explained as:

1. An assessor having the subject knowledge or training skills will be able to handle any subject specific issues during the test.

2. Knowing the assessment process and its seriousness, trainer can prior inform the learners about the process and help learners reducing exam anxiety
3. To assess the practical knowledge of learners and on-the-field assessment, it is important for an assessor to have the knowledge of the qualification being assessed. This will help the assessor in recording accurate results by avoiding any kind of malpractice by learners.
4. By detailing the assessment procedure and potential mistakes learners could make during the assessment, along with training or teaching the concept, a trainer can better educate the learner. For example, clinical educators.

13.2 Considering International Qualification as Entry qualification for Assessors

Assessors with international qualifications are required to give equivalent examination and get the required certificates for equivalence to the entry requirements of the respective qualifications.

Annexure

1. Quizzes and polls

Quizzes and polls are an interactive way for assessment. The assessor can assess both individual and group learning in the classroom and can create the questions with different level of complexity. Based on that, the assessor can periodically grade the students

Consider giving quizzes regularly at the end of class to determine whether the students understood that day's lesson. You can also hand out simple one-question quizzes that students can answer quickly and you can grade easily to assess comprehension. This may help you identify what topics to discuss further before moving on to another subject.

2. Interviews

Interview assessments or individual meetings are conferences to discuss what students know. Schedule five-minute interviews with every student, and decide in advance what topic you want to talk about or assess during each meeting. Private interviews can be friendly and informal, and they not only help in assessing the students' progress but also help to learn more about the students and build stronger relationships with them. Many students also feel more comfortable talking about their progress and challenges privately, without other students or parents present.

3. Entry and exit questions

Give each student a question at the beginning of class to find out what they remember from the previous day's lesson. Then, give them another question at the end of class to see if they understood that day's lesson. Collect all the responses and count how many understood the lesson, partially understood the lesson or didn't understand the lesson. The number of students that fall into each category should help guide the teaching plans going forward.

When creating entry and exit questions, you can ask targeted questions about specific concepts you taught or open-ended questions such as:

- What did you find most interesting about today's class?
- What did you find most challenging about today's class?
- List three things you learned today.
- Tell me one thing you didn't understand today.

4. Reflective writing

Give the students journals and ask them to reflect on the day's lesson by writing about what they learned as well as what they found challenging. Encourage them to explain how they might apply the lesson or skill they learned in real life. You can then

review their entries to determine the students' level of understanding and identify areas to focus on. To modernize and digitize assessment, give each student a personal blog to post in rather than a paper journal.

5. Choral responses

A choral response is a quick and easy way to assess students' understanding of a concept they just learned. Ask the entire class a question, and evaluate their level of understanding based on the number and type of responses you receive. This exercise also encourages all students to participate in the question-and-answer process.

You might find that asking students to respond by holding up a certain number of fingers is an easier way to assess a large group's responses. For example, students may hold up one finger means to show they don't understand the topic, or they might hold up five to show they understand it completely. In this example, holding up between two and four fingers shows some level of understanding.

6. Computer survey

Send students computer-based surveys they can complete on their own time. A variety of online platforms offer free survey tools. You can include short-response questions such as multiple choice or true and false to assess their understanding of the day's or week's lessons. Another benefit of using surveys is you can organize and evaluate responses by student or class and have a record of responses to reference.

7. Presentations

Have students give short presentations to you or the class sharing what they have learned about a particular topic. You could also ask them to summarize the lesson's most important concepts. Rather than grading the presentations, use them as an assessment tool to determine students' level of understanding.

8. Four corners

Four corners is an engaging assessment strategy that gets students moving around the room. Label each corner of the room with a different level of comprehension: strongly agree, agree, disagree and strongly disagree. State facts or details about the current lesson, and ask them to stand in the corner of the room that represents their response. Encourage students to explain why they chose a certain response so that you can make decisions about future lessons.

9. Lists

Midway through a lesson, pause and ask students to list a certain number of things they've learned. Review their lists to determine if students are at the appropriate level of understanding. You can also use these lists to identify misunderstandings and areas you need to focus on more.

10. One-minute response

It includes asking students a question about a topic, and give them one minute to write a response. Encourage them to focus on their ideas and information rather than correct spelling, grammar and writing conventions. Alternatively, you can ask students to write a one-sentence summary of what they have learned about that topic. Look for detail and understanding in their responses, and use that to guide lesson planning.

11. Think-pair-share

Think-pair-share is useful for encouraging students to think critically about a topic and allowing you to check for understanding. Prompt students with questions about topics like what they learned from a lesson or how they connect with what you discussed in class today. Pair them with another student, and have them discuss their ideas. Reconvene as a group, and call on different pairs to ask them to share their thoughts.

12. Socratic seminar

Hosting a Socratic seminar empowers students to facilitate their own discussions to develop their ideas further. Students ask each other questions about a certain topic, text or starting question. This prompts more questions and comments to enhance their understanding of the main topic.

13. ABC brainstorming

ABC brainstorming challenges students to create a list of all the letters in the alphabet and write down something that begins with each letter that relates to the unit. This can be an effective individual, pair or group activity. Reviewing these lists may help you learn what students understand and what requires more attention, allowing you to modify lesson plans as needed.

14. 3-2-1

This is another technique to encourage students to reflect on the lessons. It's particularly useful to check for understanding at the end of or near the end of lessons. While the format may vary, this strategy typically involves asking students to write down: Three things they learned, Two things they want to learn more about, One question they have about

15. Concept maps

Concept maps are useful for helping students visualize what they understand about a topic. Students can create individual concept maps, or this may be an activity you complete as an entire class. Start with the main topic or idea in the middle of the paper, then draw lines out to circles that discuss information related to it. Depending on the subject and the age of the students, you may also ask them to draw lines connecting similar ideas.

16. Ticket out the door

Ticket out the door may be a good activity to perform at the end of the day or period. Give students a prompt to write about during a short period of time, and collect their responses as they leave classroom that day. Their responses may give the insight into their understanding, and, depending on the topic, students may be able to use these responses later to complete other projects, such as longer-form writing.

17. Demonstration stations

Demonstration stations allow students to interact with items they've learned about and show you their understanding of them. For example, if students are learning about magnets, you might set up stations to help them learn about how they attract and repel to different materials. For further assessment of their understanding, consider asking them to write about their experiences in journals.

18. 30-second share

During a 30-second share, each student discusses something they learned during the lesson. Things like what the student discusses, what language they use and how their response connects to the learning targets can help you assess their understanding. Including this strategy often in lessons may give more students the opportunity to participate and provide better insights.

19. Graffiti wall

Creating a graffiti wall is another assessment strategy that may be useful for working with visual learners. Cover one of classroom walls with a large piece of paper, and invite students to write or draw on it to show what they learned about a topic. Using this activity allows you to identify what students understand and what may require additional lessons for them to master. Consider completing this activity during the middle of a unit and leaving the wall up for them to continue to add to as they learn more.

20. Inside-outside circle

Inside-outside circle, also called onion ring, involves dividing students into two groups. One group creates a large circle while the other creates a smaller circle inside of it, and the students face each other in pairs. One option is for you to provide questions for both students to answer in the pairs, then rotate the students in one of the circles to the left or right before the next question. The other option involves having the inside student ask the outside student a question, then flipping the roles for a new question before rotating the students for further questions.

41 more assessment strategies. Some additional assessment strategies to consider trying in classroom include:

- 21. Response cards**
- 22. Peer instruction**
- 23. Choral reading**
- 24. Misconception check**
- 25. Analogy prompt**

26. Drawings
27. Email questions
28. Checklists
29. Pencil and paper assessments
30. Cloze procedure
31. Discussions
32. Fist of five
33. Index card summaries
34. Observation
35. Portfolio checks
36. ABC summaries
37. Idea spinner
38. Traffic light
39. Tic-tac-toe
40. Newspaper headlines
41. Three-minute pause
42. Numbered heads together
43. Learning logs
44. Matching activities
45. ABCD whisper
46. One-sentence summaries
47. Paper pass
48. Gallery walk
49. Word sort
50. Whip around
51. Placemats
52. KWL
53. Show of hands
54. Three facts and a fib
55. Turn and talk
56. Debriefings
57. Summary frames
58. Cubing
59. Muddiest point
60. Reciprocal questioning
61. Slap it

Asking the right types of questions is also important because doing so can help you gather the information most relevant and useful to you. You may simply need a single, brief answer without discussion. Other times, you may want to talk through a scenario, evaluate how well a group is learning new material or solicit feedback. The types of questions you ask directly impact the type of answer you receive.

Here are 15 types of questions with examples:

1. Closed questions

Closed questions have two possible answers depending on how you phrase it: "yes" or "no" or "true" or "false." You can use closed questions to get direct information or to gauge someone's knowledge on a topic.

2. Open questions

Open questions are the opposite of closed questions in that they facilitate lengthier, more thoughtful answers and discussions among groups. These questions don't invite "yes" or "no" responses and instead encourage the listener to respond with detail.

3. Funnel questions

Unlike other types, funnel questions are always a series of questions. Their sequence mimics a funnel structure in that they start broadly with open questions, then segue to closed questions. The sequence can also take the opposite form, such as starting narrowly with straightforward closed questions and broadening into subjective open questions.

4. Leading questions

Leading questions encourage the listener to provide a specific response. Often, speakers phrase these questions to encourage the listener to agree with them. It's a good idea to use these questions sparsely, as others may view them as manipulative if you use them frequently or in the wrong context.

5. Recall and process questions

While these are two different types of questions, they both relate to gauging the listener's knowledge. A recall question asks the listener to recall a specific fact, such as "What is the company's mission statement?" A process question allows the speaker to evaluate the listener's knowledge in more detail. "Why is the company's mission statement effective?" is a process question.

6. Rhetorical questions

Rhetorical questions illustrate a point or focus attention on an idea or principle. Because speakers use rhetorical questions to persuade others, these questions typically don't require a response. You're less likely to use rhetorical questions in everyday conversations with colleagues, but you may use them in formal presentations, speeches or sales pitches.

7. Divergent questions

Divergent questions have no right or wrong answers but rather encourage open discussion. While they are similar to open questions, divergent questions differ in that they invite the listener to share an opinion, especially one that relates to future possibilities.

8. Probing questions

Probing questions are follow-up responses to the listener's answer to a previous question. Probing questions help speakers understand a listener's perspective, decipher their meaning and encourage more in-depth reasoning. Probing questions include:

- **Clarifying questions:** Clarifying questions help teachers or leaders ensure group members understand the current material. They also help teachers understand what a student is trying to convey through a statement or question, such as asking, "What do you mean by the term 'unfair'?"
- **Critical awareness questions:** Critical awareness questions require listeners to understand and apply information analytically to reach a conclusion. For example, a teacher can ask, "What details do you have to support answer?"
- **Refocusing questions:** Group leaders or managers may use refocusing questions to help members return to the point of the discussion if answers are becoming unrelated or incorrect. For instance, you could ask, "If that answer is true, how could it affect the future?"
- **Prompting questions:** Prompting refers to helping learners reach the right answer with additional clues or context. For instance, if a group member cannot answer question about how many product lines snack company produces, you might interject by asking how many pantry items you sell, followed by how many refrigerated items.
- **Redirection questions:** Teachers can involve more participants and help others think critically about information by allowing other group members to add to, object to or clarify another member's answer. For instance, if Sharon only remembers two of company's five core values, you could redirect the discussion by saying something like, "Andrew, can you add to Sharon's answer?"

9. Evaluation questions

Teachers or supervisors use evaluation questions to help students or new employees to use their knowledge to make value judgments or anticipate future events or outcomes when leaders do not provide this information. These questions require information organization and analysis.

10. Inference questions

Inference questions require learners to use inductive or deductive reasoning to eliminate responses or critically assess a statement. Inductive reasoning is the process by which you arrive at a generalization using specific, known facts. For instance, you may deduce that, because all the people you've hired who live within five miles of the company arrive to work on time, every person you hire within this boundary is likely to arrive to work on time. You use what you know to make a broader statement that could be true based on the facts.

Deductive reasoning occurs when you make predictions based on generalizations that you assume to be true. For instance, if all successful managers are good

leaders, and all good leaders have strong communication skills, deductive reasoning tells you that all successful managers have strong communication skills.

11. Comparison questions

Comparison questions are higher-order questions that ask listeners to compare two things, such as objects, people, ideas, stories or theories. They require a thorough understanding of the learning material and the ability to identify and describe similarities and differences.

12. Application questions

Application questions ask students or new employees to apply an idea or principle in a new context to demonstrate higher-level learning.

13. Problem-solving questions

Problem-solving questions present students with a scenario or problem and require them to develop a solution. While these questions are common in job interviews, you can also utilize them in other workplace settings.

14. Affective questions

Affective questions seek to learn how others feel about the information they're learning. These responses can help the speaker affirm the listener's feelings or clarify information.

15. Structuring questions

Structuring questions ensure group members understand the information you are presenting to them. They allow learners an opportunity to clarify material or ask follow-up questions.

Top 8 Types of Objective Tests

Brief outlines of the eight main types of objective tests are discussed in this article. The main types are:

- (1) Matching Test,
- (2) Multiple Choice Test,
- (3) True False Tests,
- (4) Correct/Incorrect Test,
- (5) Simple Recall Test,
- (6) Best Answer Test,
- (7) Completion Test, and
- (8) Classification Test.

