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Subject: Guidelines for Training of Assessors (ToA) in Vocational Education, Training & Skilling (VETS)

1. The National Council for Vocational Education and Training (NCVET) was notified by the Government of India vide gazette notification No. SD17/113/2017-E&PW dated 05th December, 2018. 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 "**Guidelines for Training of Assessors (ToA)**" have been framed by NCVET.
2. There is an increased focus on integration of Vocational Education in General Education with the policy initiatives like National Education Policy 2020 (NEP) and National Credit Framework (NCrF). Therefore, the requirement of skilled assessors to cater to general education requirements has also risen. Also, as envisioned by the Honourable Prime Minister to make India "**Skill Capital of the World**" and to ensure creation of a world-class pool of skilled manpower, ToA guidelines have been formulated. These Guideline will enable provisions for holistic capacity building of assessors leading to better outcomes in the Vocational Education Training & Skill (VETS) ecosystem.
3. The ToA guideline is a formalized, quality assured and dynamic framework that caters to the job requirements and is future-ready leading to strengthening of the VETS ecosystem. It also enables the creation of efficient & industry aligned assessors by promoting aspirational and structured progression pathways for assessors.
4. These guidelines may be further amended/updated from time to time based on the feedback and requirements received during the implementation of these guidelines.


Col. Gunjan Chowdhary,
Director, NCVET



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



Skill India
कौशल भारत - कुशल भारत

Guidelines for Training of Assessors (ToA)

**Ministry of Skill Development and Entrepreneurship,
Government of India**

National Council for Vocational Education and Training
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PREFACE



The National Education Policy (NEP) 2020 places a significant emphasis on assessments as a crucial component of the education and skilling system. The policy aims to transform the assessment landscape by moving away from rote learning towards a more holistic and competency-based approach. In this direction, National Education Policy (NEP) 2020 underlines the pivotal role of assessors in ensuring the effectiveness of the new assessment strategies and aligning assessments with learning objectives and outcomes. Assessors are instrumental in designing assessments that accurately reflect the educational goals outlined in the policy, thereby fostering a more comprehensive and learner-centric approach.

NCVET, as the National Regulator for Vocational Education, Training, and Skilling (VETS), is committed to ensure that the assessment processes align with the industry needs, meet the global standards, and contribute to the overall enhancement of the employability of our workforce. The “Training of Assessors” Guidelines is a testament to this commitment. The Guidelines are designed to provide a roadmap for the conduct of training of assessors, offering clear and concise guidance on the principles, methodologies, and best practices in assessing vocational skills.

The guidelines emphasize upon the importance of standardization in the conduct of Training of Assessors to create a robust and scalable model of assessments by ensuring that each assessor is certified on National Skill Qualification Framework (NSQF) aligned Qualifications/ National Occupational Standards (NOSs), Microcredentials, prior to assessing batches across skilling verticals. This standardization is essential for creating a level playing field for assessors across the skilling ecosystem and instilling confidence in employers about the competency of the skill certified workforce. In line with international best practices, the Guidelines advocate for a shift towards learning outcomes and competency-based assessments by focusing on the need to impart both domain and platform skills to the Assessors. This will further enhance the assessor’s ability to evaluate the learners’ ability to perform tasks effectively in real-world scenarios.

Assessors play a multifaceted role in the end-to-end learning process by conducting formative and summative assessments, quizzes, assignments, and simulations

throughout the training program to evaluate learners' progress and proficiency. In a way, by upholding the highest standards of assessment excellence, assessors empower learners to excel in their respective roles by providing constructive feedback and mid-course correction to help learners improve their performance.

The ToA Guidelines embody the international practices advocated by the reputable and best-in-class Assessment Agencies and provides Pa roadmap for assessors to comply with those standards and quality assurance parameters. Recognizing the transformative power of technology in the conduct of Training of Assessors, the guidelines delineate a roadmap for the integration of blended assessment tools and techniques including the use of digital platforms, simulations, and other innovative methods to enhance the efficiency and accuracy of assessments. The Assessors need to be technologically adept and capable of leveraging these tools to create adaptive and personalized assessment experiences for learners.

As the landscape of skilling is evolving at a fast pace, assessors must stay abreast of changes to provide relevant and up-to-date assessments. To accomplish this objective, the guidelines also underscore the importance of continuous professional development for assessors and provides clarity of the various aspects such as dual role of assessors as trainers in case of niche areas.

I extend my sincerest gratitude to all the stakeholders who actively participated in the consultations, contributing significantly to the development of this comprehensive policy document. With unwavering conviction, I believe that the "Training of Assessors" Guidelines shall serve as a ready reckoner in the skilling ecosystem, fostering fairness, flexibility, validity and reliability in the conduct of assessments in the vocational education, training and skilling ecosystem. I strongly implore all stakeholders to embrace these guidelines wholeheartedly and earnestly undertake their implementation. The guidelines are receptive to the constructive feedback and comments received from the concerned stakeholders from time to time, in order to align with the evolving needs of the dynamic skilling ecosystem.



(Dr. Nirmaljeet Singh Kalsi).

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This publication on the “Guidelines for Training of Assessors (ToA)” stands as a testament to the collaborative efforts and dedication of many esteemed individuals and organizations. At the forefront, we would like to extend our deepest gratitude to Dr. Nirmaljeet Singh Kalsi, Chairperson, National Council of Vocational Education and Training (NCVET) whose extraordinary guidance and directions were the bedrock to the successful formation of these comprehensive guidelines.

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We extend our utmost gratitude to the Ministry of Skill Development and Entrepreneurship (MSDE), for their robust support and encouragement throughout the course of this project. We are also indebted to various Awarding Bodies and Assessment Agencies, whose collective wisdom has been vital in enhancing our understanding of the finer nuances of the ToA policy.

Finally, we acknowledge the hands-on experience lent by numerous Industrial experts and subject-matter experts whose real-world insights have embedded these guidelines with practicality, making it an effective tool for implementing the ToA practices across the skill ecosystem. We earnestly thank everyone for their invaluable contributions, without which this publication would not have been possible.

NCVET



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Guidelines for Training of Assessors (ToA)

1. INTRODUCTION

- I. 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.
- II. 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. An Assessor is the eye of a fair and unbiased 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.
- III. 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 can be largely 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, school, training centre, or workplace.
- IV. Recognizing the enormous significance of assessment, the NCVET attempts 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

- i. 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 is still a huge shortage of competent assessors who could judge/ assess the skills of the workers/ individuals.

- ii. Therefore, to cater to the need 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) Awarding Bodies/ Sector Skill Councils (SSCs),
 - c) Skill Universities, and
 - d) Private Training Providers
- iii. 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/ academia to perform assessments on the various job roles. Moreover, it has also helped to create a pool of certified assessors 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 ToA for various types of Qualifications

1.2.1 ToA for qualifications pertaining to Long Term Training (LTT)

- a. 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 (i.e. 1200 hours or more than 1200 hours of learning). ToA shall be imparted as LTT and may be referred as Assessor Training Program. In this type of training program, the assessor trainees/ learners receive comprehensive training on both domain skills and Pedagogical skills, preparing them to assess skilled workforce needed by the industry. This type of training is mainly taken by the assessors of Awarding Body (dual categories) and Assessment Agency.
- b. The ToA process shall consists of pre-training assessment activities, 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 certified assessor, evaluate the learners and provide feedback on their performance. ToA ensures the competence of learners 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 for qualifications pertaining to Short Term Training (STT)

- a. The rise of rapid technological innovations in various sectors has led to rapid evolution of economic systems. Along with these changes, skills sets are being disrupted and modes of training & delivery are also 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 (less than 1200 learning hours) of duration.
- b. To assess these STT batches, assessors can be hired from a pool of domain experts having the requisite qualification shall be hired after pre assessment and training can be provided to them on domain and pedagogical skills through ToA programs. This program aims to orient the learners/ candidate/ assessor trainees towards the assessment processes and pedagogical skills.

1.2.3 ToA for qualifications pertaining to National Occupational Standard (NOSs) and Micro Credentials

- a. The rise in rapid technological innovations have demanded upgrade in skills on a regular basis. This can be done either by upskilling or reskilling training programs. To facilitate upskilling and reskilling, NCVET has started approving standalone NOS/ Micro Credentials.
- b. 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

- i. 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 uniformity.
- ii. Currently there are not any set guidelines for Methodology, Methods applicability – Pedagogical skills, Re-assessment - Duration, Mandatory NOS and Financial with respect to the training of assessors. This reflects the need for standardising the methodology to be followed nationwide to ensure the quality training and the assessment processes.

1.4 Need

- i. 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.
- ii. 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 learners/ students for a given course or job role aligned with the NSQF.

1.5 Role of ABs & AAs in ToA

S. No.	Awarding Body	Assessment Agency
1	Awarding Bodies are responsible for developing NSQF aligned and approved qualifications for ToAs	Assessment Agencies are responsible for identifying and selecting the potential candidates for ToAs
2	Awarding Bodies are responsible for the conduct of ToAs	Assessment Agencies are responsible for preparing the question banks for the relevant qualifications
3	Awarding Bodies are responsible for the issuance of certificates post assessments for passed candidates	Assessment Agencies are responsible for conducting assessments post training
4	Awarding Bodies are responsible for sharing the feedback with the candidates post assessment for scope of improvement	Assessment Agencies has to ensure that the certified assessors are registered on TAKSHILA portal

2. OBJECTIVES AND SCOPE OF THE GUIDELINES

2.1 Objective

Training of Assessors program shall address the following requirements:

- i. To Ensure that each assessor possess NCVET certificate on National Skill Qualification Framework (NSQF) - aligned Qualifications/ National Occupational Standards (NOS)/ Micro Credential (MC) prior to assessing batches across skilling verticals.
- ii. To Identify the right candidate or right profile of the person, best suitable for conducting the assessment of any NSQF aligned course.
- iii. To Ensure that assessors understand the pedagogy of assessment, and also understand the associated governance processes.
- iv. To Ensure quality assessment aligned with the Qualifications, NOSs & MCs.
- v. To Ensure that assessment of cross-sectoral or multi-skilling qualification is carried out, as required.
- vi. To Ensure that the assessor carries out timely assessments.
- vii. To Create a pool of competent NSQF certified assessors in the skill ecosystem.

2.2 Scope

- i. The guidelines define the eligibility criteria & minimum qualifications required for the assessors. It also specifies the expected training requirements, in terms of processes, knowledge, testing and handling skills of students/ learners.
- ii. The Assessors are expected to follow the basic principles of Assessment namely: Fairness, Flexibility, Validity and Reliability, and understand the assessment tools, which need to be used as part of the process to be followed by them during assessment.

3. ROLES AND RESPONSIBILITIES OF PROCTORS:

Proctors are technically competent supervisor executives who participate in the assessment by ensuring readiness and assistance on technology and technology-enabled infrastructure requirements, fulfilling documentation requirements, invigilating the assessment and alerting authorities in case of any anomalies.

Responsibilities of proctors are as follows:

- I. **Technical Readiness:** Proctors are responsible for ensuring readiness of technology systems for assessments. If assessment is being administered on computer systems/ tablets, then ensuring that the computer systems/ tablets are compatible and configured for the assessment platform.
- II. **Technical assistance:** Proctors are responsible for debugging and troubleshooting any technical issues or queries arising in the assessment platform during assessment.
- III. **Candidate Verification:** Proctors must check original government photo ID of candidates for identity verification before starting the assessment to ensure participation of only genuine candidates. In some cases, the proctor may need to check the eligibility of candidates through biometric attendance or other means, as per the direction in the scheme guidelines.
- IV. **Invigilation:** Proctors are responsible for invigilating assessments and ensuring that there is no malpractice/ cheating during assessment.

- V. Attendance Capture: Proctors are required to mark the attendance of all candidates appearing in the assessment correctly on the Assessor/Proctor App, unless indicated otherwise in the scheme guidelines.
- VI. Geo-tagging: Proctors should geo-tag the location of the assessment on the Assessor/Proctor App as a compliance norm.
- VII. Documentation: Proctors are required to complete documentation and compliance requirements as per the scheme.
- VIII. Evidence Collection: Proctors should capture photographs, videos or any other media as evidence, as per requirement. This could include images of infrastructure availability, video recording or practical skills assessment, audio recording of viva, intermittent images during theory examination, etc.

4. ROLES AND RESPONSIBILITIES OF ASSESSORS:

Assessors, as stakeholders of skill ecosystem, are directly involved in conducting and scoring assessments. They interface with trainees/ learners, 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. The following steps may be used as part of process of assessment:

- I. 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 candidates.
- II. Availability of Domain Infrastructure, Tools, Equipment and Consumables: Ensure that the domain infrastructure, tools & equipment requirements are available in sufficient quantity at the time of conducting the assessment.
- III. Assessment Conduct and Scoring: Assessors can assess competency of each candidate by conducting theory, viva voce, practical competency tests or evaluating projects by following the instructions present in the Assessor Guide.
- IV. Invigilation: Assessors must uphold the integrity of the assessment by ensuring that no malpractice or fraud takes place during assessment.
- V. Carrying out the invigilation of written test: Invigilation is usually carried out by the proctors but in certain special cases, if approved by the respective Awarding Body, assessor can also act as an invigilator.
- VI. 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.
- VII. Carrying out the practical exam: This should be carried out by the assessors with adequate qualification and experience 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 qualification being assessed.
- VIII. Validation: Authentication and validation of identity of the candidates on ground by cross verifying his identity with any of his identity proof.

5. ROLE & RESPONSIBILITIES OF MASTER ASSESSOR:

- I. 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. Master Assessors are expected to have thorough understanding of the sector in terms of theory, practical and hands on. Therefore, **Master assessors should be at level 5.5 (i.e., Graduate and above) with 10 years of relevant experience (i.e. Industry/ Academia/ Assessor etc.)**
- II. 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.

6. DIFFERENCE BETWEEN PROCTOR, ASSESSORS AND MASTER ASSESSORS:

Proctor	Assessor	Master Assessor
Proctors are technically competent supervisor who participate in the assessment by ensuring readiness and assistance on technology and technology-enabled infrastructure requirements, fulfilling documentation requirements, invigilating the assessment and alerting authorities in case of any anomalies.	An experienced and qualified professional who supports and assesses learners against the learning outcomes and performance criteria towards a vocational qualification within a school, college, training centre, or workplace.	Master Assessors are involved in assessing the higher-level skills and in training them to observe and evaluate the specific outcomes that are expected to be demonstrated by candidates during the assessment

7. TOA: BASIC PRINCIPLES

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

NCrF/ NSQF levels	1, 2 & 2.5 (Case1)	3, 3.5 & 4 (Case2)	4.5, 5, 5.5 & 6 (Case3)	6.5, 7 & 8 (Case4)
Catering to assessment of STT and LTT Qualifications	<ul style="list-style-type: none"> • Read - Write/ No formal education - For NSQF level 1 and 2 • School education (upto grade 9) – For NSQF level 2.5. 	<ul style="list-style-type: none"> • School Education (Grade 10 - 12). 	<ul style="list-style-type: none"> • Higher Education (UG). 	<ul style="list-style-type: none"> • Higher Education & Research (PG & PhD).

<p>Assessor Requirement</p>	<ul style="list-style-type: none"> • Knowledge of local Language. • Ability to assess hands-on skills. • Skills to conduct viva Voce. 	<ul style="list-style-type: none"> • Assessing the hands-on skills along with the understanding of the working principles and reasoning. • Viva • 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. • As in Case2 	<ul style="list-style-type: none"> • As in Case3
<p>Governance Process</p>	<ul style="list-style-type: none"> • Every assessment shall be proctored and supported with digital and video evidence with geotagging. • Each batch strength shall be of maximum 20 to 30 candidates (Based on the sector and Job roles). • The training duration shall have min. duration of 07 days/ 56 hours (i.e. 04 days for domain skills + 03 days for pedagogical skill + 01 day assessment) for new assessors and 05 days/ 40 hours (i.e. i.e. 04 days for domain skills + 03 days for pedagogical skill + 01 day assessment) for existing assessors 	<ul style="list-style-type: none"> • Same as in Case1 	<ul style="list-style-type: none"> • As in Case2 	<ul style="list-style-type: none"> • As in Case3

Focus Area of Assessment	<ul style="list-style-type: none"> • Learner with basic or no 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"> • Integration of VET into general education • New age industry skills 	<ul style="list-style-type: none"> • Integration of VET into general education and research • New age industry requirement/ future skills
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7.1.1 For Assessor

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

S. No.	NSQF Level	Qualification & Experience
1	Level 1, 2, & 2.5	At Least one NCrF/ NSQF level up with min 2 years of relevant exp. accompanied by understanding of digital skills and pedagogical skills.
2	Level 3, 3.5 & 4	At least one and preferably two NCrF/ NSQF levels up with min 3 years of relevant exp. accompanied by understanding of digital skills and pedagogical skills.
3	Level 4.5, 5, 5.5 & 6	At least one and preferably two NCrF/ NSQF levels up with min 3 years of relevant exp. accompanied by understanding of digital skills and pedagogical skills.
4	Level 6.5, 7 & 8	NSQF Level 8 with 5 years of relevant experience accompanied by understanding of digital skills and pedagogical skills or Master Assessor having the relevant ToA certification.

NOTE: One NCrF level up implies 0.5 level above.

7.1.2 For Master Assessor

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

7.2 Assessment Requirements

- i. 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.
- ii. Pedagogies for Online and Face-to-face Modes of ToA Program:
 - a) Generating Ideas: 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.

- b) 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.
 - c) 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.
 - d) Creative Presentations: Using infographics, short videos, podcasts, story-creation tools can make the training program more interesting and meaningful.
 - e) 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.
 - f) Case Study: Case studies with thought provoking questions, followed by exercises can be a very effective strategy for learners to apply their understanding of the topic.
 - g) 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.
- iii. 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.
 - iv. Availability of Standardized Content: While conducting ToA programs, the Awarding Bodies shall ensure following course material is provided to the candidates:
 - a) Program Schedule
 - b) Learner's Handbook
 - c) Facilitators' Guide (i.e. Assessor, Proctor etc.)
 - v. Assessments broadly can be classified into the following types:

S. No	Assessment Methods	A	B	C
		NSQF Level 1,0,2.0 & 2.5	(NSQF Level 3.0 & 4.0)	(NSQF Level 4.5 to 8.0)
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

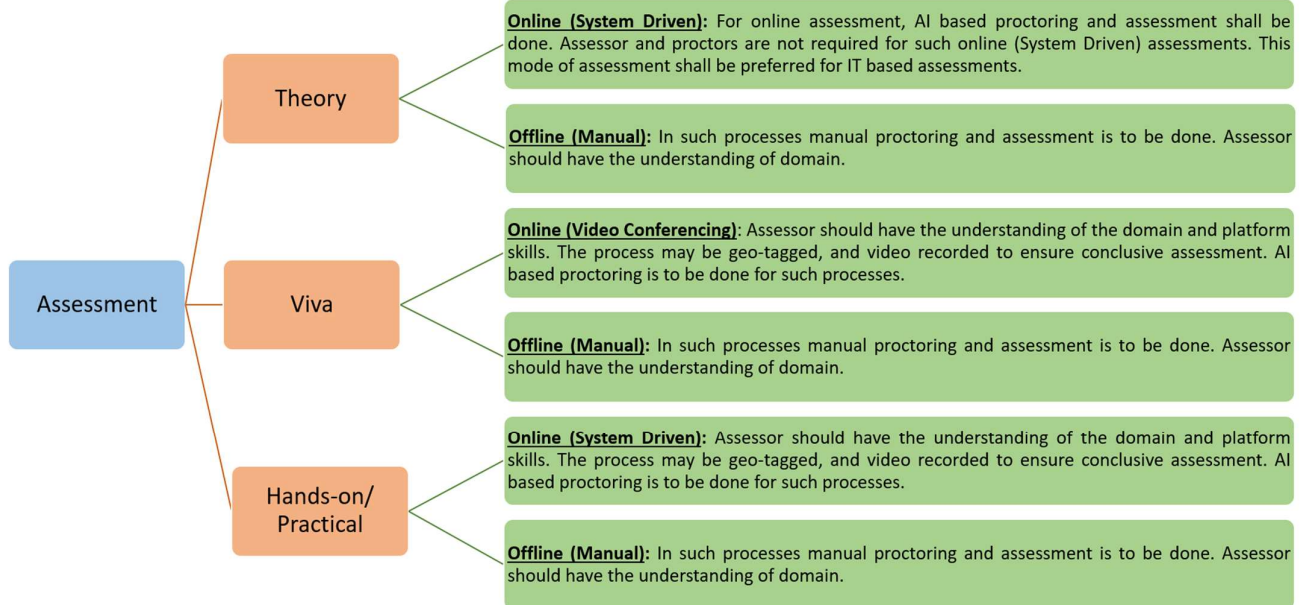
Details on these assessments methodologies is provided in Blended Learning Guideline available at (<https://ncvet.gov.in/wp-content/uploads/2023/01/Guidelines-for-Blended-Learning-for-Vocational-Education-Training-Skilling.pdf>)

7.3 Prospective Candidates for ToA

- i. Practising Industry Professionals
- ii. Retired Industry Professionals
- iii. Retired Defence/ Police Personnel except Instructors
- iv. Practising or Retired Professors & Teachers
- v. Professor/ Associate Professor/ Assistant Professor of Practice
- vi. Learners with relevant NSQF Qualification & experience
- vii. Learners with relevant Academic Qualification & experience

Note: ToA for the candidates shall be undertaken as per the provisions of these guidelines.

7.4 Mode of Assessment

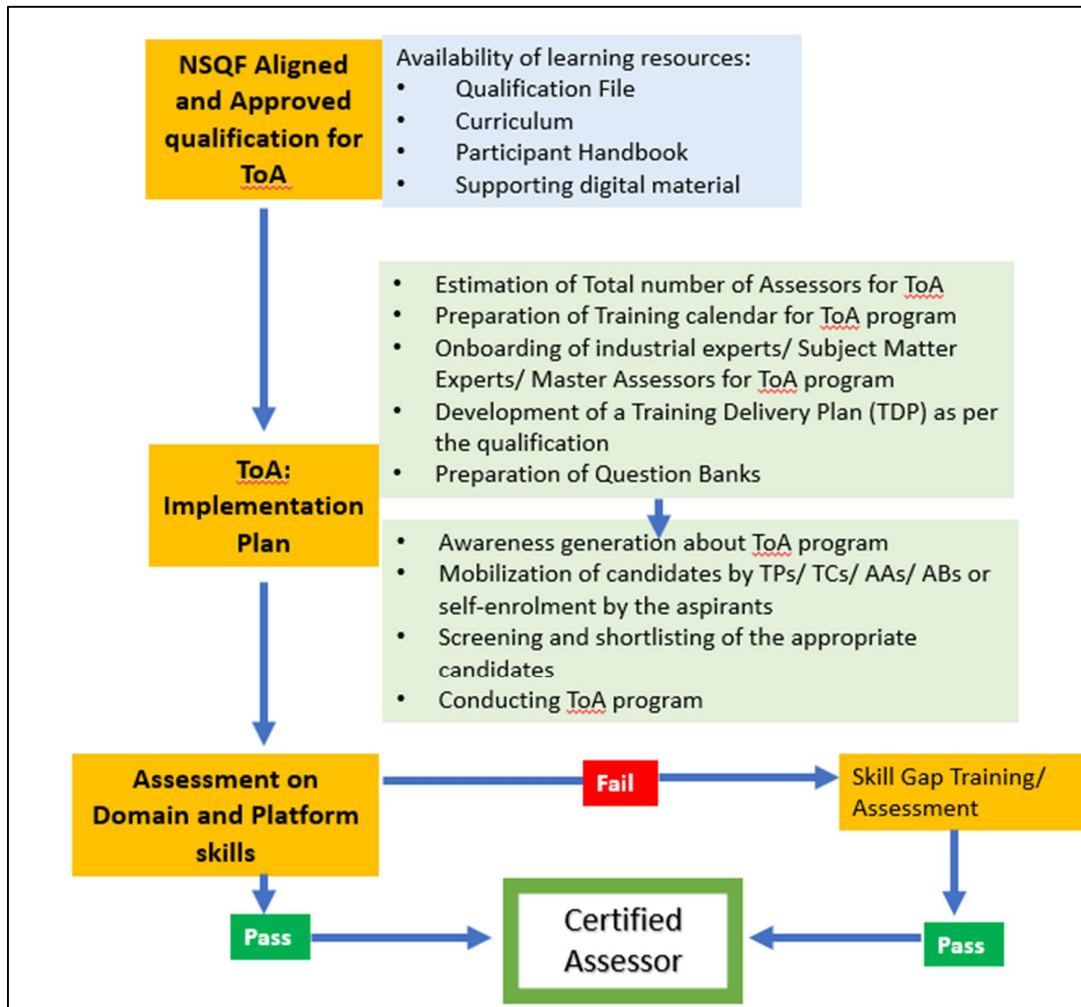


8. TOA MECHANISM/ PROCESS MANDATED

8.1 ToA Strategy

- i. **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.
- ii. **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.
- iii. **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.
- iv. **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.
- v. **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.

8.2 Process Flow



8.3 ToA Framework

Training of Assessor Guidelines provide a framework for training potential assessors to enable them to provide quality assessment of the learners. Assessors are expected to be not only highly competent in their subject areas but also possess sound knowledge concerning their learning methods and having the requisite industrial experience.

8.3.1 Qualification Design

There is a need to develop a standard ToA Qualification which every aspirant assessor would need to mandatorily go through in order to be certified as an assessor trainer and establish eligibility for recruitment as an assessor. Accordingly, ToA qualification shall comprise of two parts – Domain skills and Pedagogical skills respectively:

ToA Qualification = Qualification on Domain Skills + Qualification on Pedagogical Skills

Therefore, a complete ToA qualification establishing eligibility as an assessor in a specific sector/ subsector/ job roles would require completion & certification in the above two qualifications - i.e., one for pedagogical skills & another for domain skills.

- a. **Structure:** ToA Program thus has two components and a Qualification on each of the following is to be developed:
1. **Domain Skills (DS):** Domain skills refer to skills required for a specific sector or sub sector or Job role. It refers to skills particular to a specific industry or activity.
 2. **Pedagogical Skills (PS):** Pedagogical Skill competence is the ability of the assessor in managing learning that includes the ability to plan a skill learning program, the ability to interact or manage the learning process and the ability to perform an assessment. These are generic training skills which can be used across sectors/ subsectors. This would include the vocational pedagogy along with the major components like approaches, methods, techniques, aids, tools & resources. The pedagogical skills, include the capacity to plan, initiate, lead and develop education and teaching with the departure point in both general and subject-specific knowledge of student learning. Pedagogical skills also include the capacity to connect the teaching to learning the higher order skills in the subject of interest.
- b. **Development of Qualifications:** The Qualifications on DS & PS shall be developed in the following manner:
1. **Domain Skills:** The current system of ToA requires assessors to be certified in each qualification for which he/shall become a assessor. This results in:
 - A. Narrow ToA qualifications catering to training in very few job roles.
 - B. Multiple ToA required for an assessor over a period of time.
 - C. Limited opportunities for an assessor.
 - D. Paucity of trained assessors.
 - E. Additional Cost

Presently the qualifications are spread across 13 (level 1 to level 8) NSQF levels catering to various types of competencies required in the job market. To address the above challenges, a DS qualification should be designed in such a manner that they train assessors who are competent to train learners in multiple qualifications. Thus, an AB must put together requirements of multiple qualifications and undertake clubbing of similar type of qualifications while developing a DS qualification. Such basketing may be based on:

- A. Similar Qualifications at particular levels
 - B. Similar Qualifications at multiple levels belonging to the same subsector or occupation.
 - C. Any other mechanism suggested by ABs and approved by NCVET.
2. **Pedagogical Skills (PS):** Since VET qualifications are placed across different levels, designing a uniform platform skill qualification shall not meet the requirements of the training ecosystem. Therefore, it is proposed that two qualifications catering to varied requirements are designed as follows:

NSQF Levels	Development of Qualification for Platform skills
Upto Level 4.0	Qualification A
Level 4.5 – 6.0	Qualification B
Level 6.5 – 8.0	Qualification C

Qualification on Pedagogical Skills shall also include training on Employability Skills.

c. Development of Qualifications:

1. **Domain Skill Qualifications:** The respective Awarding Bodies are expected to develop Domain Skill Qualifications as per their requirements. For development of DS qualifications, the respective AB shall undertake 'basketing' of qualifications as mentioned in Para 6.3.1 (b) above.
2. **Platform Skill Qualifications:** The PS Qualifications are largely generic in nature and could be used across sectors and subsectors as per applicability. Therefore, it is prudent that such qualifications are developed by ABs with specialised knowledge in vocational pedagogy. Other ABs may adopt such PS qualifications as per the NCVET Guidelines for Adoption of Qualifications. This shall eliminate the duplication of efforts & save resources. NCVET Guidelines also provide flexibility to modify the qualifications to meet the indigenous requirements of an AB.

8.4 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.

i. Theory Component:

- a. Introduction to the National Skills Qualification Framework
- b. Professional Conduct of Assessor
- c. Introduction to Competency - Based Assessment
- d. Prepare for Assessment of Competency
- e. Governance process & expectations from Assessors
- f. Development of the Competency Based Assessment
- g. Document the Assessment and associated process of validation of the assessment.
- h. Assessment of Knowledge & Skills
- i. Evaluating professional behaviour during Assessment
- j. Knowledge on application of health and handling people with physical disabilities, Safety Practices Corresponding
- k. Continuous Professional Development
- l. Any other considered essential

ii. Practical Component:

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

8.4.1 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. 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	Usage of assessment tool (Activity A)	Theory/ Viva voce (Activity B)	Practical/ Hands on assessment (Activity C)	Review of assessment process (Activity D)
Develop Assessment tools	Developing assessment tools	✓			
Plan and organize an assessment process	Planning the assessment process			✓	
Assessing the competence of a candidate	Assessing competence		✓	✓	
Demonstrate strong soft Skills	Employability Skills		✓		
Review and validate an assessment process	Reviewing and validating assessment		✓	✓	✓

8.4.2 Overview of the Assessment Tasks, including evidence to be collected.

- a. **Assessment Activity A:** 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:
1. An explanation about the assessment task and its purpose
 2. Instructions to the candidate and about what they need to do
 3. Conditions of assessment
 4. Assessment arrangements, including types and difficulty level of question
 5. Any special needs, equipment, or requirements
 6. A checklist with assessment criteria
 7. Evidence that is required to be shown
 8. Space for candidates and name, signatures, and dates
 9. Space for comments and recording the assessment result.
 10. Associated Governance process & process of collecting video evidence.
- b. **Assessment Activity B:** Demonstrate Requisite Soft Skills
In this activity, the Assessor needs 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 NCrf level of skill, based on the guideline.
- c. **Assessment Activity C:** Practical/ Hands on assessment/ Simulation/ viva, 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.
- d. **Assessment Activity D:** Review of 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.

8.5 Duration for Domain and Platform Skills

STRUCTURE OF ToA MODEL		
	Model 1: New Assessor	Model 2: Existing Assessor
Assessment Experience	New assessor must meet eligibility criteria set in these guidelines along with the criteria set by ABs for the respective qualifications.	Experience of minimum 5 batches or at least 100 students along with other eligibility criteria set by respective AB.
Orientation	Orientation must be carried out for new assessor to get them well verse with the ecosystem	Not mandatory
Skills	<ol style="list-style-type: none"> 1. Domain Skills 2. Pedagogical Skills 3. Soft Skills (for handling students being assessed) 	<ol style="list-style-type: none"> 1. Domain Skills (Updates If any) 2. Pedagogical Skills (Updates If any) 3. Soft Skills (for handling students being assessed)

Duration	Minimum 07 days (i.e. 04 Days Domain Skill + 03 Days Pedagogical Skills + 01 Day Assessment)	Minimum 05 day (i.e. 04 Days Domain Skill + 01 Day Assessment)
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Assessment process, 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-build 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. The questions may further be categorised as easy, medium and difficult.
- 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.
- xvi. The question paper may be randomised collection of question at different type.

8.6 Qualification Implementation Mechanism

A learner is required to undertake training in both Domain Skills (DS) & Platform Skills (PS) qualifications to be able to qualify as a trained assessor. Since, these DS & PS Qualifications shall be developed by different ABs, there could be different Models of implementation as explained below:

- i. DS & PS Qualifications are implemented separately: Under this model the respective ABs will impart training in these qualifications separately and independently as per their training calendar. A learner also will undertake training in these qualifications separately. A learner would have flexibility to undertake training at different intervals of time and would have to fulfil eligibility requirements of each qualification being undertaken. However, ToA Qualification shall be treated complete only when the learner is certified in both the DS & PS qualifications.
- ii. DS & PS Qualifications are jointly implemented: Under this model both the DS & PS qualifications are clubbed together, and training is imparted as a single qualification. A learner completes the requisite training under a single scheme of things and need not approach different ABs at different points in time. This model is generally followed in long term training ecosystem. For joint implementing of DS & PS qualifications following Models shall be applicable:
 - a. Collaboration: Respective ABs of DS & PS Qualifications may collaborate and offer

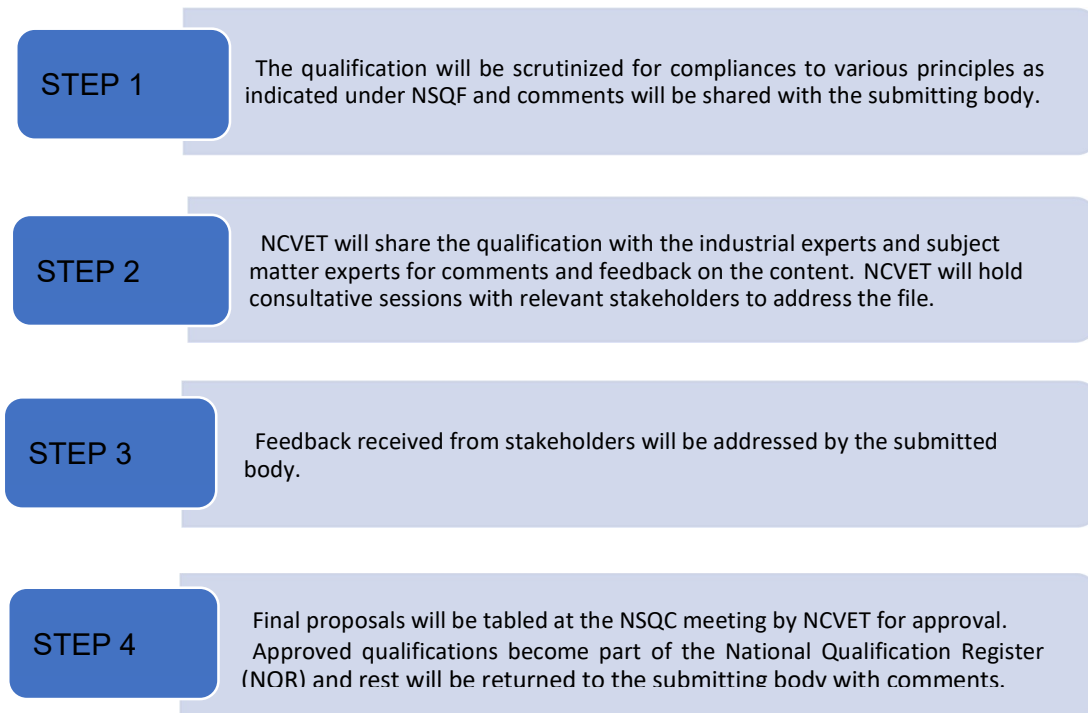
- the learners a joint training.
- b. Adoption: An AB may adopt the DS/PS Qualification as per requirement and offer the joint training to learner. This adoption shall be as NCVET Guidelines for Adoption of Qualifications.
 - c. Development: An AB having a DS qualification may develop a qualification on PS and implement both post approval of NCVET. In such a case the concerned AB will have to provide reasoned justification to NCVET especially with respect to need of the PS qualification and get it aligned to NSQF through NSQC approval route. However, in the LTT ecosystem, an AB may develop a single qualification for ToA comprising of both the domain & platform skills and get it approved by NCVET.

Note: In any of the cases, a learner need not undertake a DS or PS Qualification again if he/she has already been certified for the same.

8.7 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. The process for the qualification approval is explained below:

The process for the qualification approval is explained below:



8.8 Adoption of Qualification

Qualifications developed by an AB may also be adopted by the other AB if it meets the requirements of that AB as per the NCVET Adoption Guidelines. This shall eliminate both the duplication of efforts and duplicity of qualifications. ABs are suggested to follow Adoption as a preferred route while designing & developing ToA qualifications.

8.9 Alignment of Existing ToA Qualifications

Some of the existing ABs already have ToA mechanism in place along with the ToA qualifications e.g., the Crafts Instructor Training Scheme (CITS) is a type of long run ToA program of DGT. These ABs are largely Government Bodies implementing LTT programs. ToA Qualifications of such ABs may continue to be implemented subject to fulfilment of the following conditions:

- a. Such Qualifications are aligned to NSQF
- b. Such Qualifications cover the domain & pedagogical components as prescribed in the NCVET ToA guidelines
- c. In such Qualifications, the duration may be aligned and will be as per the ToA guidelines

8.10 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.

8.11 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:

- i. Technology can be leveraged to tackle the impartial assessment.
- ii. Technology itself can be used for observing & recording of process of assessment.
- iii. Students' behaviour /body gestures can also be clearly observed and described using the embedded AI tools.
- iv. Automatic evaluation & summarizing of results can be created by the tool.
- v. Menial 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. Refer Section 7 of the blended learning guidelines (<https://ncvet.gov.in/wp-content/uploads/2023/01/Guidelines-for-Blended-Learning-for-Vocational-Education-Training-Skilling.pdf>)

8.12 Assessment Methods, Aids & their Applicability:

Assessment Method	Assessment Aids	Applicability
Online Method of Assessment	<ol style="list-style-type: none">1. Internet connection2. Electronic device such as laptop, computer or smartphone, tablet3. Online assessment tools as per the need of the assessment4. Tools for assessing practical assessment	<ol style="list-style-type: none">1. Applicable to check IT skills2. Applicable to check practical knowledge of computer.

<p>Offline Method of Assessment</p>	<ol style="list-style-type: none"> 1. Adequate space for the conduct of assessment 2. Print material 3. Answer sheets 4. Tools and equipment for assessing the practical/ hands on assessments. 	<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 conduct lab tests. 4. Applicable in field-based job roles that require on-the-job-assessment. For example, assessing the skills of a tailor and beautician.
<p>Assessment method combining both online and offline mode</p>	<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. 	<ol style="list-style-type: none"> 1. Applicable with no/low internet connectivity in remote areas when internet connectivity is not there.

8.13 Placement of the Assessor after attaining ToA certificate

i. For Existing Assessors:

- a. The incumbent is already a 'certified Trainer' and if individuals pass the certification with a minimum score specified in the Q file on both domain skills and pedagogical skills.
- b. Declaration of results and issue of letters/certificate (as applicable) to be completed within seven days of assessments.
- c. After getting certification, the assessors shall be placed to conduct quality assessment in Assessment Agencies.
- d. AAs hire these certified assessors based on their qualification & experience and also ensure the fair selection and quality control.

9. IMPLEMENTATION OF TOA PROGRAM

9.1 Infrastructural Requirements for ToA

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

9.2 Undertaking Assessment

- i. During the process of assessment, the following should be maintained:
 - a. The AAs shall depute a qualified assessors and confirm their availability 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 clearly ensure the Job Description of the proctors and make sure 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:
 1. Face-to-face at a physical assessment centre
 2. Online proctored for a virtual assessment at the candidate's own place/ assessment centre.
 3. Remote auto proctored at the candidate's own place/ station
 4. 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.
 5. 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.

- ii. 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.

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

- a. 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.
- b. In a few traditional and heritage skill areas, ToA may be carried out using traditional/ heritage methods like relying on the Guru Shishya Parampara. Respective Awarding Bodies can directly empanel assessors based on the feedback of reputed industry bodies, who are the big consumer of the output of the skilling ecosystem.

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.

10. FINANCIALS

10.1 Indicative Remuneration/Honorarium for the Assessors and Master Assessors

- i. The payout to an assessor depends on the sector, schedule of the batch, job role, and geographic location of the assessor and assessment centre. The average payout made to assessors shall be based on prevalent rates and existing policies/ schemes guidelines.
- ii. There may be cases where the payout is higher depending on the sensitivity of the assessment batch and level. The travel cost may be 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.

11. 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.

12. ASSESSMENT AND CERTIFICATION

12.1 Assessment of learners undergoing ToA: Process, Question Bank, Skill Assessment Exam, Pass Percentage

- i. 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.
- ii. 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.
 - iii. Schedule of ToA shall be uploaded on the website of AB with the information to NCVET atleast 5 days beforehand.

12.2 Certification and Issue of Certificate

All the assessors need to undergo assessments after completion of the training and their certificate shall be issued by the Awarding Body clearly mentioning the NSQF level achieved.

- a. Certificate Issuing Authority: NCVET and the Awarding Body shall jointly issue the certificates of completion of training to the Successful learners. Learners also need to register themselves to get an APPARID.
- b. Attendance criteria for issuing of certificate: Attendance shall be recorded by the Awarding Body. 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.
- c. 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.
- d. 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.
- e. The assessor shall get recertified 6 months before the expiry of the certificate.
- f. Any person who has covered PS in one qualification may not be required to cover the same again while undergoing training in another ToA program comprising of same PS Qualification.
- g. Along with the certificates, Awarding Bodies shall share the detailed assessment results with learners to enable them to do introspection and identify the weak points to work upon.

13. MONITORING & EVALUATION

13.1 Quality Assurance and Quality Control (QA/QC)

The guideline focuses on standardising the assessment process which caters assessment framework and assessment methodology across all assessments. It clearly defines roles and responsibilities of various stakeholders, which works in the direction of strengthening the monitoring and evaluation process.

- i. 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.
- ii. 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.
- iii. 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 able to

- assess the learning outcome of NOS/Qualifications and should be able to 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.
- iv. 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.
 - v. 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.
 - vi. 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.
 - vii. The AA must ensure that Grievance Redressal Mechanism as per the Grievance Redressal Guidelines of NCVET.
 - viii. The AA must gather and disseminate assessment related information, research, and developments from both national and international sources.
 - ix. The AA must take all reasonable steps to prevent the occurrence of any malpractice or maladministration 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.
 - x. 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. This should cover:
 - a. Ensure gender parity and affirmative action for marginalized sections as for as its staff including assessors and proctors.
 - b. 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.
 - c. Furnish the desired evidence of conformity to the continuation criteria in the stipulated time frame to NCVET as prescribed under the Assessment Agency Operational Manual.
 - d. Facilitate the inspection as per the process laid down by the NCVET as prescribed under section 8 of the Assessment Agency Operational Manual.
 - e. Conform to the self-regulation, continuous monitoring and annual review recommendations as prescribed under the Assessment Agency Operational Manual.
 - f. Maintain the repository of learners' assessment data either through its own inhouse team or through an agency mandated by NCVET.
 - g. Ensure adherence to data confidentiality & privacy laws, related provisions of signed agreements or contracts.

14. MISCELLANEOUS

14.1 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:

14.1.1 Dual role of Assessor as a Trainer:

- a. An assessor having the domain specific knowledge along with the requisite hands on skills with the respective ToT certification shall act as a trainer subject to fulfilling the entry criteria set in these guidelines and by the respective Awarding Bodies for the qualifications.
- b. As a matter of practice, the Assessor has to be different from the instructor who has taught/ trained the batch. However, in exceptional cases, for reasons to be recorded, where the qualification/ skill being assessed is of rare type and there are no assessors available in that rare qualification, such instructors may also be given this responsibility with adequate checks and balances, subject to such provision being available in the assessment methods in the NSQF aligned and approved Qualification itself. For the training/ Recognition of Prior Learning (RPL) in dying skill qualifications/ rare traditional/ heritage skills the instructors who have been duly awarded or recognized by Central/ State government(s) for that special skill(s) can be entrusted with the dual responsibility of training and assessments, in view of the exceptional/ rare skill levels involved.

14.2 Considering International Qualification as Entry qualification for Assessors

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

14.3 Consideration for Assessors holding a higher NSQF Level

Assessor holding a higher NSQF level qualification can assess lower NSQF levels within the same occupation and LTT Assessor imparting assessments in STT and vice versa. Field assessors holding a higher NSQF level shall conduct assessments for the lower NSQF job roles within the same occupation. For example, a level 4 certified field assessor should be competent in assessing level 3 job roles within the same occupation. While certain Awarding Bodies (AB's) have already adopted this approach, it is recommended that it becomes a standard practice and be universally adopted by all awarding bodies within the ecosystem.

14.4 Continuous Professional Development of Assessors

The ToA Guidelines underline the importance of Continuous Professional Development (CPD) of Assessors to facilitate continuous and lifelong learning process for them. The CPD will enable an assessor to stay updated with the latest industry trends, regulations, and best practices, thereby leading to an expansion in their knowledge base, empowerment, and all overall strengthening of the assessment mechanism.

The Continuous Professional Development of Assessors may be carried out by the Assessment Agency through the following indicative routes:

- a. Facilitate online learning of Assessors by utilizing the e-learning content, digital videos, lectures etc. available on online platforms such as Swayam portal, National Digital

- Library (NDL), e-PG Paathshala, e-Yantra, National Programme on Technology Enhanced Learning (NPTEL) etc.
- b. Self-assessment questionnaires for assessors to analyse their skills and knowledge.
 - c. Analysis of the needs of industry, learners, and Awarding Bodies and undertaking measures to plug in the gaps
 - d. Participation of assessors in workshops, seminars, and conferences.
 - e. Any other means that contributes towards the holistic development of assessors

It is to be noted that the Continuous Professional Development initiatives undertaken by the Assessment Agency are over and above the prescribed ToA programmes. The CPD initiatives should aim towards the holistic development and overall skill enhancement of the assessors and should not be accounted for as a substitute for the ToA.

14.5 Inter-rater reliability

The Assessment Agency has to ensure that for the assessment of viva and practical of the learners, a standard assessment rubric is followed. To identify the inconsistencies in the assessment methods, the assessment agency may resort to the following approach:

- i. For the purpose of these Guidelines, Inter-rater reliability is the degree of agreement/ similarity in assessment results given by two or more assessors assessing the same qualification for different batches. This is a new and emerging concept to be infused in the skill ecosystem and addresses the issue of consistency in the assessment mechanism.
- ii. To implement it, an assessment agency having multiple assessors for the same qualification, the Assessment Agency can conduct a comparative analysis of the average pass percentage across the same qualification assessed by different assessors. If the pass percentage has lesser variations and is similar for different assessors, then it indicates towards a consistent assessment approach followed by the assessors. However, if the pass percentage have high variations, then the Assessment Agency may analyse the issue in detail and take appropriate measures for its rectification.
- iii. This reflects the result analysis using Bell Curve to determine the standard deviation in the assessment results. Through the bell-shaped curve, deviation in assessment results can be measured and conclusion can be made whether there is consistency in assessment approach or not. When the graph of a group of scores makes a bell curve, a large rounded peak tapering away at each end, we have a normal distribution.
- iv. This approach may also be used to know if the test was too easy or too difficult as different assessor may have different though process and understanding of considering a question as difficult or easy.