



STANDARD OPERATING PROCESS FOR ASSESSMENTS

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Introduction

The purpose of the Standard Operating Processes (SOP) for Assessments is to address the key subject of skill assessments, which are pivotal in assuring that the outcomes envisaged in the 'Skill India Mission, a flagship initiative of the Government of India, are of benchmark quality, and moreover contribute to enhancing the employability and productivity of the Indian workforce. There are a range of stakeholders involved in the process of designing and conducting assessments, all of whom must work in tandem to make assessments possible. RASCI, Assessment Agencies (AAs), Training Centers (TC), Training Partners (TP), Assessment Centers, Assessors and Proctors are some of the key stakeholders – each performing a specific role in the assessment process. Assessments have a cycle that is linear yet iterative, proceeding from design to planning, to conducting the assessment, all the while being underpinned by a quality assurance framework.

The standard operating procedures lays down the overarching the processes for conducting assessments for the short- and long-term skill training programmes. Together with the generic processes, the SOP also delineates the responsibilities for the stakeholders involved in the assessment process namely the learners, training entities, AAs, RASCI and TPs.

The following pointers would be applied across the spectrum:

- a.** The assessments will be done by NCVET recognized RASCI empaneled Assessment Agencies for NSQF aligned qualifications.
- b.** All requests for assessments would have to be routed through RASCI to the concerned AAs. No training entities/ training partners can directly approach the AAs for conducting assessments.
- c.** The processes for re-assessments would be delineated by concerned RASCI, till such time that NCVET devises the guidelines for re-assessment.
- d.** In case of any external exigencies, the RASCI may re-schedule the assessments after receiving requests from training entity/training partner. In such a case, the training partner must let RASCI know at least 15 days in advance from the date of assessment and RASCI will inform the AA at least 10 days before the date of assessments.

The Assessment process is bifurcated into the following 3 stages:

- I. Before Assessments
- II. During Assessments
- III. After Assessments

I. Procedures for conducting assessments.

II. Before Assessments

The stage prior to the actual delivery of the assessments is crucial as it lays the foundational design and premise for the assessments concerned.

At this stage, the AA shall formulate the Assessment Strategy based on the Assessment Guide (provided by RASCI for each sector)

Before assessment, the Assessment Agency shall also be responsible for training and certification of the assessors/proctors.

Responsibility	Role of RASCI	Role of AA	Role of TP
Development of Assessment Guide	<ul style="list-style-type: none"> • Develop the Assessment Guide for each sub sector/ qualifications. • Share the Assessment Guide with the AA after signing the agreement with them. 	<ul style="list-style-type: none"> • Adhere to the Assessment Guide provided by RASCI 	NA
Assessment Strategy	<ul style="list-style-type: none"> • Ensure the Assessment Strategy developed by AA are in line with the Assessment Guide • Approve the pool of questions, bi- annually, and Question Bank quarterly, prepared by AA 	<ul style="list-style-type: none"> • Formulate Assessment Strategy based on the Assessment Guide provided by RASCI. • Quarterly, the AA shall prepare pool of questions and question bank and get it approved by RASCI. • Create technology platforms for assessment 	NA
Hire and Train Assessors and Proctors	<ul style="list-style-type: none"> • Lay down requirement for assessors/proctors in the qualification. • Conduct ToA • Define standards for proctors. • Ensure assessment takes place through certified assessors. 	<ul style="list-style-type: none"> • Engage qualified assessors as per requirement of qualifications and as per NCVET guidelines. • Engage examiner, proctors, and SME. • Ensure the assessors are certified. • Hire certified proctors for assisting in assessment. • Provide risk rating for assessors and review performance of proctors. 	NA

<p>Formative assessments</p>	<ul style="list-style-type: none"> • Provides the assessment guide for formative assessments. • Ensures that all training entities deliver the assessment to the learners. 	<ul style="list-style-type: none"> • Provide inputs (if any) to the RASCI for the assessment guide. 	<ul style="list-style-type: none"> • Ensure formative assessment are delivered to the learners at stipulated intervals Record the results of the formative assessment.
<p>Assessment Scheduling</p>	<ul style="list-style-type: none"> • Inform AAs of at least 15 days before completion of Training • In Phase -II of third party assessments, RASCI shall inform the aforementioned to NCVET at the start of training. • In centralized assessments, bring out a calendar with clear timelines for assessment • Prescribe proof of identity of learner and procedure for its verification. 	<ul style="list-style-type: none"> • Allocate assessors/ proctors as per the assessment schedule and inform the same to RASCI. • Ensure that trained assessors and proctors are available on the date of the assessment. • In centralized assessments, AA to identify and assign examiner. • Co-ordinate with the training partner to ensure availability of required tools for assessment. • AA shall inform RASCI of the assessor/proctor being allocated to a training batch, wherever applicable. 	<ul style="list-style-type: none"> • Inform RASCI in case of delays in assessment dates, well in advance (if any). • Inform the learners of the proof of identity required for assessments. • Ensure all tools required for assessments are available

The Assessment Guide mentioned above shall be prepared by RASCI providing the overall structure and guidance for planning the assessments, thereby, demarcating the role of RASCI, training partner and the Assessor in the delivery of assessments.

1. Assessment Guide

The Assessment guide elucidates the following:

- a. **Entry Criteria:** Defines minimum threshold of attendance and formative assessment wherever applicable, marks of the learners to be eligible to appear for the assessments.
- b. **Mode of Assessment:** Defines the overall design and mode of the assessment (online/offline) for the qualification with clear bifurcation between the theory and practical components.
- c. **Learning Outcomes:** Defines what should be assessed from the qualifications as learning outcomes
- d. **Content of Assessment:** Defines the questions and/or case studies that would be given to the learners

with clear mixing of easy, medium, and difficult in the question paper. The time limit for responding to the assessment would also be specified here. This section should also delineate the specific role of technology in the assessment delivery.

- e. **Evaluation Matrix:** The evaluation matrix will clearly stipulate markers of evaluation against each of the learning outcomes identified in the qualification. This would entail embedding objectivity and impartiality in the assessment. Moreover, it shall identify and document the expected responses for each questions/task. This information provides the basis for the briefing of assessors. It shall also cross-reference the expected responses with the learning & performance outcomes to ensure that the questions/tasks are appropriate and are covered in the competency assessment to provide feedback on the efficacy and appropriateness of the question bank w.r.t. the desired learning and performance outcomes. The matrix shall also touch upon the evaluation methodology (positive/negative marking model). The broad guidelines on moderation of results wherever applicable should also be enlisted in the guide.
- f. **Administrative Requirements**
- Ratio of learners to assessors
 - Ratio of learners to proctors in an online face to face, virtual or remote auto proctored mode.
 - Time required for a summative assessment, together with allowances factored in for special needs' learners and those taking the assessment in low connectivity areas. These arrangements should be appropriate for the individual but should not compromise the integrity of assessment.
 - Venue requirements for assessment both on- line and offline
 - Equipment, connectivity, and bandwidth availability for learners and/or assessors/proctors for all modes of assessments
 - Arrangements for learners who need additional support to complete assessment.
 - Storage of assessment materials to maintain their security.
 - Staffing requirements including SMEs to ensure the appropriate conduct and security of assessment.

Duration of Validity of the Score: Assessment Guide shall also elucidate the time period till which the assessment score would retain validity.

Assessor and Proctor Training:

The assessors will be recruited by the Assessment Agencies. Their qualification and experience should be in line with the requirements for the qualification which they would be assessing. Where qualifications of Assessors are not mentioned in the Qualification File, guidelines of NCVET would be adhered to. They should also meet the basic assessor guidelines as laid down by NCVET from time to time. Only certified assessors/proctors will be able to conduct/ invigilate assessments. The responsibility of getting the assessor certified will be that of the AA. The responsibility for Training of Assessors (ToA) will be that of RASCI. The assessor shall give priority to AA which has enabled the ToA certification for 6 months. It is recommended that an assessor is not affiliated by more than 4 AAs simultaneously.

III. During the Conduct of Assessments:

This stage of the assessment process focuses on assessment delivery.

- a. Checking the Authenticity of Learners:** To ensure that assessments are carried out in a seamless manner and righteously, the identity of the learners need to be verified by the assessor. The assessor/proctor should ensure that there is no conflict of interest during the assessments. If any, the same must be reported to the respective AAs.
- b. Assessors/Proctors:** Certified assessors/examiners and proctors for each assessment must reach the venue for assessment delivery in time. Protocols in line with the assessment strategy should be followed by the assessors/ examiners for the assessment delivery. centers, assessors/examiners and proctors, as applicable, shall follow consistent administrative procedures, including those relating to the maintenance of confidentiality of assessment. The assessor - learner ratio, wherever applicable, shall be as defined by RASCI. However, it should not be more than 30:1.

Responsibility	Role of RASCI	Role of AA	Role of TP
Verifying the learners' identity	<ul style="list-style-type: none"> Stipulates the guidelines and documents required to verify the identity of the learners. Sets the guidelines /tech-based platform for checking the attendance record of the learners to qualify for assessment 	<ul style="list-style-type: none"> AA through Assessors/Proctors/ Examiner to ensure that learners giving assessments are the same as those who have undergone training. This may be validated by checking government approved ID, enrolment forms and attendance records or any other document prescribed by RASCI. 	<ul style="list-style-type: none"> Ensure a learners enrolled in the training are the ones giving the assessments
Accessible Assessment Tools	<ul style="list-style-type: none"> Ensure all tools listed in the qualification are present with the TP 	<ul style="list-style-type: none"> Assessors shall report any inadequacy in assessment tools to AA. Assessor shall ensure availability of Question Papers in vernacular languages. Tools used for assessment delivery should be aligned to the competencies as defined by RASCI in qualification 	<ul style="list-style-type: none"> TP to ensure that assessment tools are available
Conduct of Assessment	<ul style="list-style-type: none"> Monitor the assessment 	<ul style="list-style-type: none"> Conduct the assessment. (online/offline/blended based on the AG 	<ul style="list-style-type: none"> Provide all support for smooth conduct of assessments

IV. After the Conduct of Assessments:

- a. Record and Storage of Assessment Materials:** AA must ensure the availability of safe and secured storage facilities for storing the assessment results of the learners. They must not share their assessment decisions/results with learners, teachers/trainers. All results/scores must be forwarded to AB in a format prescribed by them for publishing and result certification.
- b. Feedback Collection:** Assessors shall collect feedback from learners/trainers etc. to understand the efficacy of assessment process.
- c. Moderation Process:** Norms for moderation of results shall be provided by each Awarding Body. For entities with dual recognition, for purpose of moderation it must be ensured that the staff chosen to undertake the moderation have not been associated in any capacity with the assessment planning and delivery.
- d. Results:**
 - i. Assessor/Proctor/Examiner shall record and collate results of assessments. It is recommended that evidence (technological/product based) is stored to validate the results. RASCI recommends the use of ICT tools for recording results to minimize malpractice.
 - ii. AAs should ensure that the results are reported to ABs in a format prescribed by them within the stipulated timelines.
 - iii. RASCI to publish results on their website and generate the certificates for the learners within stipulated time.

Responsibility	Role of RASCI	Role of AA	Role of TPs
Recording and Storage of Assessment Materials	<ul style="list-style-type: none"> • Sets the broad guidelines of how to record and store the assessments material post assessment 	<ul style="list-style-type: none"> • Ensures that the assessment material is collected safely and stored securely 	<ul style="list-style-type: none"> • Facilitates the process of recording of the assessment material in a safe manner
Feedback Collection	<ul style="list-style-type: none"> • Provides the formats for collecting feedback from learners, trainers and other stakeholders (if any) 	<ul style="list-style-type: none"> • Creates the feedback form and collects the same post the assessment. • Creates a feedback and action taken report and submits the same to RASCI 	<ul style="list-style-type: none"> • Facilitates the assessors in collecting the feedback from the learners and trainers
Moderation Process	<ul style="list-style-type: none"> • Provides the broad guidelines to be followed during the moderation process. • Defines the grounds of anomalies to be recorded during moderation 	<ul style="list-style-type: none"> • Undertakes the process of moderation in consultation with RASCI. • Records the results of moderation process 	<ul style="list-style-type: none"> • Highlights and reports any anomalies recorded during assessments to RASCI

<p>Results</p>	<ul style="list-style-type: none"> • Provide format for recording of results Set the norms for moderation. • Publish results on relevant portal and generate the certificates for the learners within stipulated time. • RASCI to decide on requests for re- evaluation/re- assessment, as applicable 	<ul style="list-style-type: none"> • Records the results of assessment and report the same to RASCI in a timely manner. • Ensures safe transmission of the results from the AA to the RASCI 	<ul style="list-style-type: none"> • NA
<p>Issuing Certificates</p>	<ul style="list-style-type: none"> • Prescribe norms for distribution of certificate and issue of duplicate certificate. 	<ul style="list-style-type: none"> • Report any fraudulent incidents of certificates 	<ul style="list-style-type: none"> • Assist and facilitate the process of certification distribution (if required)

IV Procedures for conducting remote online assessments.

This section delineates the processes to be followed while implementing remote online assessments for short-term skill training programs in the RASCI TVET ecosystem.

This process is applicable for cases where the scheme owner/ industry/ donor has permitted online remote assessment.

1. DEFINITION

Remote Online Assessments are those assessments that can be undertaken from any location (home, TC location, assessment center) and be assessed effectively on a technology device, using proctoring solutions like AI-enabled tools and invigilation through a live video-stream by a remotely situated proctor. Depending on the evaluation requirements, remote online assessments may or may not have the involvement of a remote assessor. Remote online assessments could follow one of the following modalities:

Mode	NO	Description	Assessor	Proctor
Remote Online Assessment	1	Applicable to Job roles for which competency can be assessed online remotely and auto- scored	No	Yes (Remote)
	2	Applicable to Job roles for which competency can be assessed online remotely and scored remotely by an assessor.	Yes (Remote)	Yes (Remote)

This delivery mode of Remote Online Assessment is preferred when:

- The assessment does not require domain infrastructure, equipment or tools for assessing competency other than Laptop/ Desktop/ technical device.
- The assessment can be administered on a technology device that is available with the candidates to be assessed
- Uninterrupted internet is available at the assessment location at the speed and bandwidth requirement of assessment platform
- AI-enabled auto-proctoring tools are available for assessment.
- A remote proctor is monitoring the assessment.
- Candidates are comfortable with technology.

Online Assessments leverage technology based **proctoring tools**, where the test-taker(s) is monitored in real-time through Human proctoring and Auto-Proctoring tools -

1. **Live Remote Proctoring:** Live Proctoring refers to the proctoring of an assessment by a remotely situated human proctor through real-time image/video streaming and screen-sharing feeds. The salient features of Live Proctoring include:

- The tool allows a proctor to remotely invigilate candidates sitting for online remote assessments.
 - The proctoring software (auto-proctoring) provides a list of red flags whenever it detects suspicious behavior, which can be reviewed in real-time or post the assessment to assess the integrity of the exam and take appropriate action.
 - The proctor can pause the test when they notice anything unusual and chat with the test-taker or terminate the exam, if needed.
 - The proctor can provide instructions or troubleshoot basic technical issues during the assessment in case any arise.
2. **Auto-proctoring:** Auto-proctoring tools use system-driven logics and artificial intelligence to restrict undesirable behaviour during the assessment process and raise flags wherever anomalies are detected by monitoring the web-camera feed. The AI-based solutions are trained over a large amount of data to accurately raise flags. Some of the key flags that the system should raise are:

2.a. System-driven proctoring logics

- **Window switch count** – A secure browser ensures that the window switch count can be inhibited and logged if the candidate moves from one assessment window to another. **This tool can notify invigilators and assessors immediately, and the system can terminate the assessment after 3 attempts at browser switches.** The candidate should be given a warning on every attempt.
- **Simultaneous login attempts** – The system can also detect and inhibit multiple log-ins for a single candidate. **Candidate should be automatically logged out and assessment should be terminated after 2 attempts at a multiple log-in.**

2.b. Artificial Intelligence-based Proctoring Features: Such detections can be recorded and highlighted for review by a proctor. The proctor can also send warnings in case of a detected violation.

- **Multi-Face Detection** – AI-enabled technology can be utilized to identify the number of faces in front of the screen during the assessment. For example, it can detect multiple faces or identify if the candidate moves away from the test window.
- **Object detection** – AI-enabled technology can detect the presence of any objects not permitted during the assessments, for example headsets, mobile phones, etc.
- **Multiple Voice Detection and recording** – AI enabled technology can detect presence of multiple voices within a specific range and warn the candidate whilst such voices can be recorded and flagged for audit.
- **Turning Away from Test Window** – The AI also analyses the candidate's facial features, including their ears, enabling the system to detect if the candidate turns away from the test window.

A **Credibility Score** is assigned to each candidate at the end of the assessment based on the system-driven and AI-based proctoring flags recorded during the assessment.

The proctoring solutions mentioned above are the minimum basic requirement for remote online assessments. Assessment Agencies are encouraged to include advanced technologies to improve the process and outcome of online assessments.

2. APPLICATION OF REMOTE ONLINE ASSESSMENTS

Remote Online assessments with Auto and Human Proctoring are envisaged to be applicable for **only selected qualifications as specified in the Qualification Files** which can be assessed using technology for both theory and practical components with a combination of human proctors and artificial intelligence (AI) backed auto proctoring tools. **The presence of remote human proctor, use of auto proctoring tools, and access to the Internet is mandatory.**

RASCI will identify those Qualifications for which assessment can be conducted remotely leveraging technology and include such information in the Qualification Files.

3. QUALITY ASSURANCE

3.1 Credibility Score

The Credibility Score is generated based on the proctoring report that captures system flags whenever suspicious activity is detected. It is mandated that AAs use the data generated through flags for providing a Credibility Score to the Assessment. The Candidate Credibility Score helps in flagging cases where anomalies are spotted during the assessment and enables the proctor and AA to identify cases of malpractice and cheating.

A credibility score report should have the following features:

- The report should be available in pdf format and HTML format.
- The report should come with screen recording and live feed video embedded along with the flags that the AI algorithm raises.
- The flags should be arranged in chronological order for easy access, and the video marked with flags at respective timestamps.
- Based on the flags, the AI algorithm should then generate a **credibility score** that can be used to weed out tests where test integrity has been compromised.
- The Credibility Score should be derived using primary flags raised from anomalies detected in live human proctoring and system-driven proctoring logics (e.g.: browsing tolerance, multiple logins).
- The Credibility Score should additionally be supported by supplementary flags detected by the AI-enabled proctoring tools (e.g.: face not visible, another person in window, candidate away from test window)

The index should have assigned values - high; medium; low.

Recommended Credibility Score Bands	
Score	Level of Credibility
0-20	Low
21-70	Medium
71-100	High

3.2 Orientation on Remote Online Assessments

AAs must orient candidates on the assessment processes and protocols to be followed prior to the conduct of assessment and ensure readiness at the candidate's end. The following should be covered during the orientation:

- Technical requirements and system checks of the candidate's device.
- Generating log-in credentials (if any)
- Candidate authentication requirements
- Proctoring features and flags active during the assessment
- Test sanitization of the candidate's external environment
- How to contact technical support during the assessment
- Candidate's consent for undergoing online remote assessment.

The AA must arrange suitable resources for orientation including, but not limited to, videos, user manuals, audio-video demonstrations, or live sessions.

4. ROLES AND RESPONSIBILITIES:

4.1 RASCI:

1. Readiness of stakeholders:

- a. RASCI, through the assigned AA, will ensure that candidates are provided an orientation on the remote assessment process (User Manuals/ videos/ demo etc.) to avoid understanding gaps impacting assessment performance.
- b. RASCI will verify and validate if the Assessors and Proctors are suitably oriented by the AA and trained on the interface of technology platforms which would be used for assessment to ensure their readiness in terms of infrastructure and platform awareness.

2. Monitoring and auditing:

- a. RASCI will verify and validate if the remote assessments are conducted in alignment with the assessment strategy and assessment guidance and rubrics for scoring candidates.
- b. RASCI will adequately monitor the assessment through live feed and through auditing processes to review the quality of assessments.
- c. RASCI will verify, validate and audit the prescribed assessment evidence captured by AA to establish the credibility, as well as authenticity of remote online assessments.

- Attendance
- Identity of the candidate
- Assessment logs

3. Candidate Authentication:

- a. RASCI will verify and validate if the processes laid out for candidate and assessor/proctor authentication are followed by the AA during remote online assessments.
- b. RASCI will verify and validate if only trainees who are eligible to undertake assessment are considered for remote assessment by the AA.

4. Scheme based norms: RASCI will verify and validate if the required scheme-based compliance with attendance norms, candidate authentication, and declaration, etc. are adhered to by the AA during remote online assessments.

5. RASCI has the right to reject the assessment and declare it null and void after verification of the assessment evidence and levy penalties.

6. Documentation:

- a. RASCI will verify and validate if the AA has captured and stored appropriate pieces of evidence in the form of answer sheets/ transcripts/ audio-visual recordings/ other assessment evidence as per the defined norms.
- b. RASCI will verify and check if the Candidate, Training Partner, Assessor Feedback Form, and any other required documentation are captured digitally by the AA.

7. Scheduling: RASCI will ensure timely confirmation to AA for assessment schedule (Date, time and location and other relevant details)

4.2 Training Center (TC)/ Assessment Center (AC):

1. **Infrastructure readiness: The TC/ AC is accountable for ensuring that the candidate is equipped with the minimum required infrastructure for remote online assessment at the candidate's end/ assessment location:**
 - i. Availability of hardware compliant with the specifications required for the online remote assessment.
 - ii. Installation of the required assessment application/ browser as per the requirement of the Assessment Agency
 - iii. Internet connection with minimum 2MBPS speed
 - iv. Internet and hardware that can support live streaming through a front-facing camera.
 - v. Adequate power backup
 - vi. Domain tools and consumables if any
2. **Compliance:**
 - i. TC must ensure attendance norms as per scheme requirements are adhered to.
 - ii. Any compliance with scheme/ industry/ donor requirements must be adhered as well.
3. **Safety precautions:** If assessments are conducted at TC or independent location, then TC to ensure safety and precautions measures on social distancing guidelines issued by the Government are followed throughout the assessment process.
4. **Ensuring Candidate Orientation:** TC should ensure that candidates go through an orientation on the assessment process by the assigned AA prior to the assessment.
5. **Candidate Availability:** TC must ensure that candidates appear for assessment with valid ID proofs as per the batch details on the Skill India Portal/ RASCI Portal/ State Portal/ Any other portal that is applicable.
6. **Assessment Confirmation:** TC SPOC should confirm to AA over email on Assessment schedule (Date, time and place) and IT infrastructure (including internet) availability.
7. **Documentation:**
 - i. The digital attendance process must be introduced without any requirement of the physical document.
 - ii. Digital malpractice declaration must be incorporated before the commencement of the assessment from the candidate.

4.3 Assessment Agency:

1. **Candidate Orientation:** AA must ensure candidates are oriented on the assessment procedure and proctoring flags before the conduct of the assessment.
2. **Proctor Orientation:** AA must ensure that proctors are qualified and certified as per guidelines of RASCI are suitably oriented with the requirements for the assessments, including the technical know-how for troubleshooting, as well as invigilation and monitoring protocols.
3. **Assessment Readiness:**
 - a. AA should also ensure that the candidate's assessment location is sanitized for possible malpractice.
 - b. AA must ensure the provision of question paper and scoring rubrics suitably designed meeting assessment blueprint specifications and remote online delivery mode.
4. **Authentication of candidates:**
 - a. AA should ensure the candidate authentication process is conducted after validating their original government ID.
 - b. Candidates that cannot be authenticated should not be allowed to proceed for assessment, after sharing information with RASCI.
5. **Documentation**
 - a. The digital attendance process must be introduced without any requirement of the

- physical document.
- b. Digital malpractice declaration must be incorporated before the commencement of the assessment from the candidate.
 - d. AA must conduct the remote assessments in alignment with the assessment strategy and assessment guidance and rubrics for scoring candidates.
 - e. AA must provide adequate access to RASCI for monitoring the assessment through live feed and through auditing processes to review the quality of assessments.
 - f. AA must provide access to RASCI for evaluating the assessment evidence on the digital assessment application that will be captured by AA to establish the credibility, as well as authenticity of remote online assessments:
 - I. **Attendance:** A timestamped image of the candidate is available once the candidate takes the assessment.
 - II. **Candidate Photograph/ ID photograph:** A candidate snapshot and his/her ID snapshot is being captured before the candidate is allowed to start the test.
 - III. **Assessment Logs:** A detailed audit log of each assessment that is administered. Audit logs should be recoverable on requests from RASCI. Assessment audit log should include:
 - The time when the assessment is being started.
 - Response sheets of the candidates along with questions.
 - Flags in case an additional person is there
 - Flags in case candidate navigates away from the window.
 - Candidate away from the test window
 - Any other device spotted.
 - Any other voice recorded.
 - The time when the candidate finishes the test.
 - Question wise and NOS-wise summary of the attempt

4.4 Human Proctor (Remote):

1. **Invigilation:** Ensuring the assessment is monitored and invigilated throughout the process
2. **Technical readiness:** Ensuring that the computer systems are compatible and ready for the assessment platform. Doing demo tests for system compatibility
3. **Candidate verification:** Proctor should check the government photo ID of candidates to ensure the participation of only validated candidates.
4. **Candidate Attendance:** Proctor should mark the attendance of the validated candidates.
5. **Technical assistance:** Debugging and resolving any technical issues/queries arising in the assessment platform during an assessment to facilitate smooth conduct of assessment.
6. **Evidence collection:** Assessment evidence in the form of pictures and videos

5. INFRASTRUCTURE REQUIREMENTS FOR REMOTE ONLINE ASSESSMENT:

5.1 Recommended infrastructure:

- Hardware: PC & Laptop (preferred) / Tablet/ Mobile Phone
- Network Speed: Minimum required internet bandwidth => 2 MBPS/ machine
- Integrated webcam and Microphone must be functional.
- Browser compatibility and firewall settings need to be checked before the assessment through demo links.
- Power Backup: Uninterrupted power supply in case of PC/ Laptop.

5.2 Mobile-based Assessment:

Assessments can be conducted on candidates' mobile phones (Smart Phones). Indicative requirements for the same are captured below. -

- **Android** - Web-based (Chrome / FF) Auto-Proctoring on Android is supported, Android version 5 and above (SDK number - 21 and above)
- **Backup** – Fully charged mobile phones to run the assessments.
- **Preferably Wider screen** - Capability on Mobiles with a front camera
- **Compatibility** with the application requirements

5.3 Assessment links with Secure Browser

For sanitizing the candidate's system/ computers at the Assessment location, it is recommended that AAs ensure that candidates take an assessment through a secure browser to avoid cases of malpractice. Secure browsing involves the use of special security architecture which detects and ends the test for the examinees who switch the test window and open multiple tabs in the browser. Some key features of a Secure Browser:

- Locked-down browser.
- Disables screen recording.
- Disables screen-sharing.
- Disables screen projection.
- Disables access to any other tool.
- Disables access to google or any other site.
- Disabled Cut/Copy-Paste

Annexures

Annexure 1 - Assessment Evidence Checklist				
S. No.	Evidence Type	Response to be filled by Assessor/ Proctor and authorised by the Assessment Agency official	Specific Remarks by Assessment Agency/ Assessor/ Proctor	Evidence Required to be Collected/ Guideline
1	Training Partner Name			
2	Training Centre Name & Location			
3	Training Centre Address			Valid address proof such as electricity bill
4	Training Centre Address as Per SIP/ Any other Portal (Y/N)			Same as Above
5	Training Centre Manager/ SPOC Name			Signed copy of the identity card of TC Manager/ SPOC
6	Training Centre Manager/ SPOC Mobile Number			
7	Training Centre Manager Email Id			
8	Batch Id (SIP/ SDMS/ RASCI BI/ Any other Portal)			
9	Scheme Name as Per SIP/ Portal			
10	Batch Start Date			
11	Batch End Date			
12	Job Role/ Qualification Name			Copy of the work order and photograph of the course material issued
13	Total Number of candidates Enrolled			Certified copy of the enrolment registers with the names of the candidates including the Valid Government Identity card type and number of the candidates
14	Number of Male Candidates			Same as Above
15	Number of Female Candidates			Same as Above
16	Number of PWD Candidates			Same as above marking the candidates with disability
17	Total Number of Dropouts			Same as above marking the dropped out candidates

18	Number of Candidates being Assessed			Assessment Attendance Sheet with signatures of candidates with time and date stamp
19	Assessment Date			Geo tagged date and time stamped group photograph with the assessor, assessment centre personnel, proctor, and candidates with faces clearly visible
20	Do All the Trainees Undergoing Assessments Possess Valid Government Identity Card as Per Scheme Guidelines (Y/N)			Aadhar authenticated electronic attendance/ Attendance sheet with Valid Id card number with signature of the candidate. The copy of the ID card must be collected with consent and signature of the candidate undergoing the assessment.
21	Are all the Trainees Undergoing Assessments Validated against the Original Identity Card			A declaration duly signed by assessor and assessment agency official
22	Trainer Certified in Job role (Y/N) (Attach TOT certificate)			Copy of the valid ToT certificate
23	Retail Lab as Per RASCI Specifications Exists (Y/N)			Photograph of the Retail Lab in 3-4 angles so that all the equipment and tools are captured
24	Are Internal/ Formative Assessments Conducted (Y/N)			TP/TC certified copies of internal/ formative assessment marks card. Assessor must verify the internal/ formative assessment records maintained by the TP/ TC

25	OJT Completion certificate collected wherever applicable (Y/N)			Every learner/ candidate who is undergoing the assessments must possess the OJT completion certificate from the employer where the OJT was imparted. The OJT completion certificate must be duly signed by the authorised signatory of the employer. The assessor/ proctor/ AA must collect the OJT completion certificate copy duly attested by the authorised signatory of the TP/ TC with the stamp and signature. The OJT completion certificate must be preserved as per the documentation storage requirements and produced to SSC/ AB on demand. This is applicable for QPs where OJT is mandatory/ recommended.
26	Is AEBAS/ Electronic Attendance of The Trainees Maintained (Y/N)			Screen shot copy with time and date stamp of the AEBAS/ Electronic/ Digital attendance
27	If Not , is Manual Attendance of Trainees Maintained (Y/N)			TP/TC certified copies of the training attendance sheet
28	Validation of Trainee Undergoing Assessments			Photograph of valid government photo ID proof held by candidate. Both the candidate's face and the ID proof to be present in frame matching with Candidates Enrolment form
29	Theory Assessment & Practical MCQ Assessments			3 Photographs and a video preferably from various angles of the classroom with clear and visible image/footage of all trainees giving the assessment, time-stamped and geo-tagged
				Photograph of assessor/ proctor conducting the assessment
				Digital assessments to capture intermittent images of the candidate

30	Was the Assessment conducted on the auto proctored digital assessment platform in the physical presence of the assessor/ proctor (Y/N)			Every assessment must be conducted on the digital assessment platform that has auto proctoring and remote physical proctoring ability and store the comprehensive auditable trails of the assessments. This is applicable for all the assessments including the one's where assessor/ proctor is physically present.
31	Viva voce - Collected evidences (Y/N)			Video/ audio snippets of at least 3-5 minutes for each assessed candidate
32	Group Photograph (Y/N)			Geo tagged date and time stamped group photograph with the assessor, assessment centre personnel, proctor, and candidates with faces clearly visible
33	Infrastructure validation (Y/N)			A photograph of a classroom to accommodate candidates as per requirement
				Photographs of tools, equipment and consumables, branding available as per the requirements
34	Attendance sheet (Y/N)			Assessment to be conducted for candidates with $\geq 70\%$ training attendance/ as prescribed by scheme guidelines. Copy of the attendance sheet, with date and location, clearly marking absent and dropout candidates, duly signed by authorized signatory of TP or TC Head
35	Assessor Feedback form (Y/N)			Form filled by assessor/ proctor capturing feedback on candidates, experience of assessments, availability of infrastructure, tools, equipment, and consumables, etc. Standard feedback templates shall be made publicly available

36	TP feedback form (Y/N)			Form filled by the Assessment Center/ TC capturing feedback on assessor and the assessment process.
37	Candidate feedback form (Y/N)			Feedbacks filled by candidates on the experience of assessment and training.
38	Code of Conduct format (Y/N)			Code of conduct document/ declaration signed by assessor, signed, and stamped by Assessment Center

Annexure 2 - Checklist for essentials under Remote Physical and Auto Proctored Online Assessments

Sr No	Feature	Description	AA/ Assessor/ Proctor Response (Yes/ No) with remarks if any
1	Live Remote Proctoring	The tool allows a proctor to remotely invigilate candidates sitting for online remote assessments	
		Red flags to detect suspicious behaviour, which can be reviewed in real-time and post the assessment to assess the integrity of the exam.	
		Ability to pause the test chat with the test taker or terminate the exam, if needed.	
		The proctor must be able to provide instructions or troubleshoot basic technical issues during the assessment.	
2	Auto-proctoring	Window switch count	
		Simultaneous login attempts	
3	Artificial Intelligence-based Proctoring Features	Multi-Face and voice Detection	
		Object detection	
		Turning Away from Test Window	
4	Credibility Score	A Credibility Score is assigned to each candidate at the end of the assessment based on the system-driven and AI-based proctoring flags recorded during the assessment.	
5	Orientation on Remote Online Assessments	Assessor/Proctor must orient candidates on the assessment processes and protocols to be followed prior to the conduct of assessment and ensure readiness at the candidate's end.	
6	Assessment Interface	Browser-based	
		Secure Browser-based	
		Application-based	
7	Provision of Space on the cloud to store evidence & reports with access to RASCI	Batchwise Audit reports, assessment logs, results sheet, response sheet, photos, videos recorded by the assessor at the assessment centre, attendance sheet, VTP feedback, code of conduct	
8	Reports and Analytics	Batch-wise Analysis: AA must provide a report outlining Assessment Criteria-wise and NOS-wise performance of the complete batch and individual candidates	
		Item Analysis Report: AA must submit a report to the AB on item wise responses in the attempts on a quarterly basis	

Annexure 3- Assessment Reporting	
Checklist for Daily Reporting on Assessments	
SIP Batch ID:	
TP/ TC Name and Address:	
Scheme Name:	
Date of Assessment:	
Job Role/ Qualification:	
Ongoing Assessment-AA to share an ongoing assessment report with the below listed documents attached on the email immediately after commencement of the assessment:	Response (Y/N)
Geo tagged picture of Assessor along with Aadhar at the TC	
Geotagged picture of TC premises	
Geotagged picture of the ongoing assessments	
Training Attendance	
Malpractice avoidance Document signed by TP & Assessor	
A call recording between AA SPOC and TC SPOC confirming that the Assessor is present at the TC and assessment has begun	
Assessment Completion - This is to be shared with RASCI by EOD of assessment day	
Geotagged Group Photo of candidates with Assessor and TC SPOC	
All the applicable Annexures/ Reports	
Assessor declaration stating that the assessment was completed in a fair manner	
Attendance sheet	
A call recording between AA SPOC and TC SPOC confirming that the assessment is completed	