



# Model Curriculum

**QP Name: Canine Trainer and Handler**

**QP Code: AGR/Q4602**

**QP Version: 2.0**

**NSQF Level: 5**

**Model Curriculum Version: 1.0**

Agriculture Skill Council of India || Agriculture Skill Council of India (ASCI), 6th Floor, GNG Tower,  
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## Training Parameters

<b>Sector</b>	Agriculture and Allied
<b>Sub-Sector</b>	Animal Husbandry
<b>Occupation</b>	Captive and Small Animals Management
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/ 2569.1300
<b>Minimum Educational Qualification and Experience</b>	<p>Minimum Educational Qualification:            Completed 2nd year of UG            OR            Pursuing 2nd year of UG and continuous education            OR            Completed 2nd year of diploma (after 12th)            OR            Pursuing 2nd year of 2-year diploma after 12th            OR            12th pass with 1-year Vocational Education &amp; training (NTC or NAC or CITS)            OR            Completed 3-year diploma after 10th with 1- year relevant experience            OR            12th Grade pass with 2- year relevant experience            OR            10th Grade pass with 4-year relevant experience            OR            Previous relevant Qualification of NSQF Level 4 and with minimum education as 8th Grade pass with 3-year relevant experience            OR            Previous relevant Qualification of NSQF Level 4.5 with 1.5- year relevant experience</p>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	20/11/2020
<b>Next Review Date</b>	20/11/2025

<b>NSQC Approval Date</b>	20/11/2020
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	20/11/2020
<b>Model Curriculum Valid Up to Date</b>	20/11/2025
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	570 Hours
<b>Maximum Duration of the Course</b>	570 Hours

## Program Overview

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

### Training Outcomes

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

- Train the dogs as per the requirement.
- Handle dogs safely.
- Prepare dog (s) for the journey and dog shows.
- Carry out grooming of the dogs and cats.
- Assess the performance of the dogs.
- Maintain records as per the procedure.
- Communicate effectively with the stakeholders.
- Practice occupational health and safety, hygiene and sanitation and quality standards at workplace.

## Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>05:00</b>	<b>05:00</b>	<b>0:00</b>	<b>0:00</b>	<b>10:00</b>
Module 1: Introduction to the canine sector and the job role	05:00	05:00	0:00	0:00	10:00
<b>AGR/N4606 - Train the dogs as per the requirement NOS Version No. - 1.0 NSQF Level – 5</b>	<b>35:00</b>	<b>75:00</b>	<b>0:00</b>	<b>0:00</b>	<b>110:00</b>
Module 2: Pre-training assessment of the dog	5:00	10:00	0:00	0:00	15:00
Module 3: Prepare for the training	10:00	25:00	0:00	0:00	25:00
Module 4: Train the dogs	20:00	40:00	0:00	0:00	60:00
<b>AGR/N4607 – Evaluate training performance of the dogs and maintain records NOS Version No. – 1.0 NSQF Level - 5</b>	<b>60:00</b>	<b>90:00</b>	<b>0:00</b>	<b>0:00</b>	<b>150:00</b>
Module 5: Review the training program	15:00	35:00	0:00	0:00	50:00
Module 6: Evaluate performance of the trainee dog	45:00	55:00	0:00	0:00	100:00
<b>AGR/N4608 – Handle a dog safely NOS Version No. – 1.0 NSQF Level - 5</b>	<b>20:00</b>	<b>40:00</b>	<b>0:00</b>	<b>0:00</b>	<b>60:00</b>
Module 7: Prepare, deploy and handle a dog at work	20:00	40:00	0:00	0:00	60:00
<b>AGR/N4604 – Prepare and field dogs for dog shows NOS Version No. – 1.0 NSQF Level - 6</b>	<b>20:00</b>	<b>40:00</b>	<b>0:00</b>	<b>0:00</b>	<b>60:00</b>
Module 8: Field dogs in the dog shows	20:00	40:00	0:00	0:00	60:00
<b>AGR/N4610 – Carry out grooming of the animals NOS Version No. – 1.0 NSQF Level - 4</b>	<b>20:00</b>	<b>40:00</b>	<b>0:00</b>	<b>0:00</b>	<b>60:00</b>
Module 9: Carry out grooming	15:00	30:00	0:00	0:00	45:00
Module 10: Carry out kennel maintenance	05:00	10:00	0:00	0:00	15:00
<b>AGR/N9919: Ensure resource optimization and occupational health and safety in animal facilities</b>	<b>20:00</b>	<b>10:00</b>	<b>0:00</b>	<b>0:00</b>	<b>30:00</b>

<b>NOS Version No. 2.0</b>					
<b>NSQF Level 4</b>					
Module 11: Optimize resource utilization at the workplace	05:00	05:00	0:00	0:00	10:00
Module 12: Maintain a safe workplace	15:00	05:00	0:00	0:00	20:00
<b>DGT/VSQ/N0103</b>					
<b>Employability Skills</b>					
<b>NOS Version-1.0</b>					
<b>NSQF Level-5</b>					
Module 13: Employability Skills	90:00	00:00	0:00	0:00	90:00
<b>Total Duration</b>	<b>270:00</b>	<b>300:00</b>	<b>0:00</b>	<b>0:00</b>	<b>570:00</b>

# Module Details

## Module 1: Introduction to the canine sector and the job role

### Bridge module

#### Terminal Outcomes:

- Describe the career opportunities in canine sector.
- Explain the role and responsibilities of a canine trainer and handler.
- Outline the functioning of a canine training facility/ kennel.

<b>Duration:</b> 05:00	<b>Duration:</b> 05:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the available livelihood opportunities and career progression in the canine sector.</li> <li>• Define the role and responsibilities of a canine trainer and handler.</li> <li>• Describe the organisation and functioning of a canine training facility/ kennel.</li> <li>• Discuss the best practices related to animal welfare.</li> </ul>	<ul style="list-style-type: none"> <li>• Label the layout of a canine training facility/ kennel.</li> </ul>
<b>Classroom Aids:</b>	
Trainee’s training kit, computer, projector, black/ white board.	
<b>Tools, Equipment and Other Requirements</b>	
N/A	

## Module 2: Pre-training assessment of the dog

Mapped to NOS AGR/N4606 v1.0

### Terminal Outcomes:

- Ascertain a dog's suitability for a specific training.

<b>Duration: 05:00</b>	<b>Duration:10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Classify different breeds of dogs.</li> <li>• Describe different types of canine training.</li> <li>• Explain ways to assess breed suitability for a specific training.</li> <li>• Explain ways to assess the trainable age for the different breeds of dogs.</li> <li>• List parameters for physical fitness for different breeds of dogs for training.</li> <li>• Explain the importance of assessing dog's psychology, body language, behaviour and drive prior to training.</li> <li>• Discuss the ways to identify the indications of the previous trainer's influence on the dog.</li> <li>• Explain exercise physiology of the dog and its influence on training.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different breeds of dogs from a sample set.</li> <li>• Determine the trainable age for a sample set of dogs.</li> <li>• Assess physical fitness of the trainee dogs based on standard fitness parameters.</li> <li>• Demonstrate the process of selecting right dog for a particular training.</li> <li>• Examine dogs to determine their drive.</li> <li>• Demonstrate the method of interpreting dog's body language and behaviour.</li> <li>• Examine dogs to determine the influence of previous trainer.</li> <li>• Prepare documents for a sample training batch.</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>• Trainee's training kit and guide.</li> <li>• Trainer's guide, Power Point presentation, computer, projector, black/ white board.</li> <li>• Charts and videos on dogs' breeds, physical fitness parameters, canine exercise physiology and dog training methods.</li> <li>• Records and documents – training record register.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Areas – Kennel, training/ exercise area, covered sheds.</li> <li>• Training infrastructure – obstacles, training course.</li> <li>• Animal – live dog (s).</li> <li>• Training kit – leash, long line, collar, dog training whistle, clicker, electronic collar, target stick, neck strap harness, feed bag, various objects for searching/ fetching, treats and treat bag, toys, mat, store bag.</li> </ul>	

## Module 3: Prepare for the training

Mapped to NOS AGR/N4606 v1.0

### Terminal Outcomes:

- Plan and prepare for the dogs' training.

<b>Duration: 10:00</b>	<b>Duration: 25:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe different methods of training a dog.</li> <li>Describe the infrastructure required for the conduct of training.</li> <li>Describe the equipment to be used for the training.</li> <li>Discuss ways to identify the requirement of retraining a trainee dog.</li> <li>Discuss ways to identify the requirement of behaviour modification in a trainee dog.</li> <li>Describe the ethics involved in training of dogs.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways to select a suitable canine training area.</li> <li>Determine the behaviour to be modified for a trainee dog.</li> <li>Determine the preferred method for training dogs for a task.</li> <li>Prepare a sample training schedule.</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>Trainee's training kit and guide.</li> <li>Trainer's guide, Power Point presentation, computer, projector, black/ white board.</li> <li>Charts and videos on dogs' breeds, physical fitness parameters, canine exercise physiology and dog training methods.</li> <li>Records and documents – training record register.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>Areas – Kennel, training/ exercise area, covered sheds.</li> <li>Training infrastructure – obstacles, training course.</li> <li>Animal – live dog (s).</li> <li>Training kit – leash, long line, collar, dog training whistle, clicker, electronic collar, target stick, neck strap harness, feed bag, various objects for searching/ fetching, treats and treat bag, toys, mat, store bag.</li> </ul>	

## Module 4: Train the dogs

Mapped to NOS AGR/N4606 v1.0

### Terminal Outcomes:

- Prepare a dog training schedule.
- Train dogs as per the specific requirement.

<b>Duration: 20:00</b>	<b>Duration: 40:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the stages of dog training.</li> <li>• Discuss the ways to conduct a training program.</li> <li>• Discuss ways to involve the dog owners in the training.</li> <li>• Describe the method of preparing a training schedule for the dog owners.</li> <li>• Describe the reporting procedure at the workplace.</li> <li>• Describe the ethical principles that need to be adopted by a dog trainer.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the teaching techniques to be used for a sample dog training program.</li> <li>• Demonstrate the use of various commands during training dogs.</li> <li>• Demonstrate methods of training to inculcate basic obedience and basic commands in a dog.</li> <li>• Demonstrate methods to deliver advanced training to a trainee dog.</li> <li>• Demonstrate how to examine temperament and health of dogs during training.</li> <li>• Prepare a sample training assignment for the dog owners.</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>• Trainee’s training kit and guide.</li> <li>• Trainer’s guide, Power Point presentation, computer, projector, black/ white board.</li> <li>• Charts and videos on dogs’ breeds, physical fitness parameters, canine exercise physiology and dog training methods.</li> <li>• Records and documents – training record register.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Areas – Kennel, training/ exercise area, covered sheds.</li> <li>• Training infrastructure – obstacles, training course.</li> <li>• Animal – live dog (s).</li> <li>• Training kit – leash, long line, collar, dog training whistle, clicker, electronic collar, target stick, neck strap harness, feed bag, various objects for searching/ fetching, treats and treat bag, toys, mat, store bag.</li> </ul>	

## Module 5: Review the training program

*Mapped to NOS AGR/N4607 v1.0*

### Terminal Outcomes:

- Review a sample canine training program.

<b>Duration: 15:00</b>	<b>Duration: 35:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the ways of monitoring an ongoing canine training programme.</li> <li>• Describe ways to identify gaps in the training program.</li> <li>• Discuss ways of amending/ rescheduling the training to address the gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the stage-wise milestones of the sample training program.</li> <li>• Develop a sample training assessment procedure.</li> <li>• Demonstrate how to monitor stage-wise progress of the training.</li> <li>• Monitor a sample training program.</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>• Trainee’s training kit and guide.</li> <li>• Trainer’s guide, Power Point presentation, computer, projector, black/ white board.</li> <li>• Charts and videos on dogs’ breeds, physical fitness parameters, canine exercise physiology and dog training methods.</li> <li>• Records and documents – training record register.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Areas – Kennel, training/ exercise area, covered sheds.</li> <li>• Training infrastructure – obstacles, training course.</li> <li>• Animal – live dog (s).</li> <li>• Training kit – leash, long line, collar, dog training whistle, clicker, electronic collar, target stick, neck strap harness, feed bag, various objects for searching/ fetching, treats and treat bag, toys, mat, store bag.</li> </ul>	

## Module 6: Evaluate performance of the trainee dog

Mapped to NOS AGR/N4607 v1.0

### Terminal Outcomes:

- Assess the performance of a trainee dog.

<b>Duration:</b> 45:00	<b>Duration:</b> 55:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the assessment procedures.</li> <li>Discuss ways to monitor the aptitude of the dogs.</li> <li>Discuss ways to identify the gaps in the training/learning of the dogs at regular intervals.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a sample performance assessment schedule.</li> <li>Develop a score sheet for judging the progress of the trainee dogs.</li> <li>Demonstrate how to assess performance of a trainee dog.</li> <li>Prepare the score sheet for a sample trainee dog.</li> <li>Develop a sample training validation sheet.</li> <li>Prepare the checklist of the documents to be maintained.</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>Trainee’s training kit and guide.</li> <li>Trainer’s guide, Power Point presentation, computer, projector, black/ white board.</li> <li>Charts and videos on dogs’ breeds, physical fitness parameters, canine exercise physiology and dog training methods.</li> <li>Records and documents – training record register.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>Areas – Kennel, training/ exercise area, covered sheds.</li> <li>Training infrastructure – obstacles, training course.</li> <li>Animal – live dog (s).</li> <li>Training kit – leash, long line, collar, dog training whistle, clicker, electronic collar, target stick, neck strap harness, feed bag, various objects for searching/ fetching, treats and treat bag, toys, mat, store bag.</li> </ul>	

## Module 7: Prepare, deploy and handle a dog at work

*Mapped to NOS AGR/N4608 v1.0*

### Terminal Outcomes:

- Prepare a dog for the assignment.
- Deploy and handle the dog safely.

<b>Duration: 20:00</b>	<b>Duration: 40:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the assignments which involve employment of a trained dog.</li> <li>• Discuss ways to assess the dog before and after the assignment.</li> <li>• Discuss the steps to prepare for an assignment.</li> <li>• Discuss the process of transporting and orienting a dog for deployment.</li> <li>• Explain the importance of accompanying the dog throughout the assignment.</li> <li>• Explain the process of handling a dog during an assignment.</li> <li>• Explain the reporting procedure to be followed.</li> <li>• Explain the importance of adhering to the occupational health and safety, hygiene and quality standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a sample plan for the deployment of a dog for a specific task.</li> <li>• Demonstrate orienting a dog for a specific task.</li> <li>• Demonstrate ways to handle a dog on an assignment.</li> <li>• Demonstrate ways for effective communication with the dog.</li> <li>• Demonstrate the method of assessing a dog before and after the assignment.</li> <li>• Demonstrate the method of encouraging a dog post-completion of the task.</li> <li>• Demonstrate the use of PPE.</li> <li>• Prepare sample documentation for reporting the findings of the dog.</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>• Trainee’s training kit and guide.</li> <li>• Trainer’s guide, Power Point presentation, computer, projector, black/ white board.</li> <li>• Charts and videos on dogs’ employment on various assignments.</li> <li>• Records and documents – assignment record register.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Areas – Kennel, training/ exercise area, covered sheds.</li> <li>• Animal – live dog (s).</li> <li>• Dog’s kit – leash, long line, collar, target stick, neck strap harness, feed bag, various objects for searching/ fetching, treats and treat bag, dog mat, dog clothing, store bag, feed and water bowls, dog feed.</li> </ul>	

## Module 8: Field dogs in the dog shows

Mapped to NOS AGR/N4604 v1.0

### Terminal Outcomes:

- Interpret the requirement of the dog show.
- Select a dog and its reserve dog for the show.
- Train and groom the dog (s) for the show.
- Plan for the acclimatisation, training and grooming for the dog (s) at the new location.

<b>Duration: 20:00</b>	<b>Duration: 40:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the format of dog shows including the rules and regulations.</li> <li>• Discuss the steps in the planning and preparation for a dog show.</li> <li>• Explain the importance of compliance related to medical and travel certification and documents for the show.</li> <li>• Discuss how to acclimatise dog (s) at the show venue.</li> <li>• List out the provisions required for the dog (s) for the show.</li> <li>• Explain the process of obtaining mandatory medical and travel certifications for the dog (s).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to select a dog and its reserve based on the requirement of the show.</li> <li>• Prepare a sample plan for the show and journey.</li> <li>• Draw a sample schedule for acclimatisation for the dog (s).</li> <li>• Demonstrate how to train the dog (s) at the new location for the final preparation of the event</li> <li>• Prepare a sample nutrition plan for a group of dogs.</li> <li>• Demonstrate how to field the dog in the show.</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>• Trainee’s training kit and guide.</li> <li>• Trainer’s guide, Power Point presentation, computer, projector, black/ white board.</li> <li>• Charts and videos on dog shows. Dogs’ nutritional requirements, training, grooming and exercising.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Dog’s kit – bed board, bed, feed bowl, water bowl, clothing, leash, chain, collar, harness, muzzle.</li> <li>• Grooming kit - bucket, mug, wash bowl, toilet soap, dog shampoo, anti-lice shampoo, tooth brush, tooth paste, combs, brushes, towels, cotton roll, ear buds, paper napkin, hair clipper, nail clipper, scissors, tweezer, feed bag, small container with lid for kerosene oil.</li> <li>• Personal Protection Equipment - clothing, apron, boots, gloves, face mask, stick.</li> <li>• Kennel.</li> <li>• Animals – live dog (s).</li> </ul>	

## Module 9: Carry out grooming

Mapped to NOS AGR/N4610 v1.0

### Terminal Outcomes:

- Groom different types of dogs and cats.

<b>Duration: 15:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>List the tools and equipment to be used for grooming.</li> <li>List the nutritional requirement of different types of dogs and cats.</li> <li>Describe the method of expressing anal sacs in dogs.</li> <li>List the parasites and other skin irritants that are present on the animal's body.</li> <li>List the types of personal inoculation to be taken by a groomer and the frequency at which they need to be taken.</li> <li>Describe the exercises for different types of dogs and cats.</li> <li>Describe the best practices related to animal grooming</li> <li>List the items to be kept in a first-aid box.</li> <li>Explain the methods of eco-friendly waste disposal.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the various methods of grooming and providing first aid to cats and dogs.</li> <li>Demonstrate the use of the grooming tools and their maintenance.</li> <li>Prepare food for a cat/dog/both as per a sample set of nutritional requirements.</li> <li>Demonstrate the use of personal protective equipment.</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>Trainee's training kit and guide.</li> <li>Trainer's guide, Power Point presentation, computer, projector, black/ white board.</li> <li>Charts and videos on kennel specification, layout and management; nutritional requirements of the dogs and cats; dog/ cat grooming and exercising.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>Pet's kit – bed board, bed, feed bowl, water bowl, clothing, leash, chain, collar, harness, muzzle.</li> <li>Grooming kit - bucket, mug, wash bowl, toilet soap, dog shampoo, anti-lice shampoo, tooth brush, tooth paste, combs, brushes, towels, cotton roll, ear buds, paper napkin, hair clipper, nail clipper, scissors, tweezer, feed bag, small container with lid for kerosene oil.</li> <li>Personal Protection Equipment - clothing, apron, boots, gloves, face mask, stick.</li> <li>Kennel and the dogs, cats.</li> </ul>	

## Module 10: Carry out kennel maintenance

Mapped to NOS AGR/N4610 v1.0

### Terminal Outcomes:

- Maintain the kennel.

<b>Duration: 05:00</b>	<b>Duration: 10:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the layout of a kennel.</li> <li>• Identify the necessary chemicals/disinfectants that are used in the kennel.</li> <li>• Describe the quality of sleeping boards and beds required for the dogs and cats.</li> <li>• Explain the methods of kennel maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the method of checking for ticks and parasites.</li> <li>• Demonstrate the method of cleaning the kennel floor using the disinfectant.</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>• Trainee’s training kit and guide.</li> <li>• Trainer’s guide, Power Point presentation, computer, projector, black/ white board.</li> <li>• Charts and videos on kennel and pen layout and maintenance.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Pet’s kit – bed board, bed, feed bowl, water bowl, clothing, leash, chain, collar, harness, muzzle.</li> <li>• Grooming kit - bucket, mug, wash bowl, toilet soap, dog shampoo, anti-lice shampoo, tooth brush, tooth paste, combs, brushes, towels, cotton roll, ear buds, paper napkin, hair clipper, nail clipper, scissors, tweezers, feed bag, small container with lid for kerosene oil.</li> <li>• Personal Protection Equipment - clothing, apron, boots, gloves, face mask, stick.</li> <li>• Kennel and the dogs, cats.</li> </ul>	

## Module 11: Optimize resource utilization at the workplace

Mapped to NOS AGR/N9919 v2.0

### Terminal Outcomes:

- Identify different types of resources available at the workplace.
- List the methods of resource optimisation at the workplace.
- Handle different types of waste generated at the workplace.

<b>Duration: 05:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the different types of resources available at the workplace.</li> <li>• Explain practices for resources conservation including water and electricity in various tasks/activities/processes.</li> <li>• Explain the benefits of resource optimization.</li> <li>• List practices that result in inefficient utilization of resources.</li> <li>• Explain the environment friendly work practices.</li> <li>• Distinguish recyclable, non-recyclable and hazardous waste at the workplace.</li> <li>• Describe waste management and methods of waste disposal.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate different methods of resource conservation at the workplace.</li> <li>• Demonstrate segregation of waste into different categories.</li> <li>• Demonstrate how to dispose-off the waste as per the procedure.</li> <li>• Demonstrate how to deposit recyclable and reusable material at identified location.</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>• Trainee’s training kit and guide.</li> <li>• Trainer’s guide, Power Point presentation, computer, projector, black/ white board.</li> <li>• Charts and videos on resource utilization and waste disposal.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Kennel/ canine training facility.</li> </ul>	

## Module 12: Maintain a safe workplace

Mapped to NOS AGR/N9919 v2.0

### Terminal Outcomes:

- Interpret workplace organizational health and safety and emergency procedures.
- Ensure safety of both animal and self.
- Carry out basic safety check at the workplace.

<b>Duration: 15:00</b>	<b>Duration: 5:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the organizational health and safety and emergency procedures applicable for the workplace.</li> <li>• Explain the importance of inoculations for self and the animals.</li> <li>• Explain how to safely store equipment and materials at the workplace.</li> <li>• Explain the procedure for reporting accidents and incidents.</li> <li>• Discuss the procedures for dealing with accidents, fires and other emergencies at the workplace.</li> <li>• Describe the process of administering first-aid.</li> <li>• Describe the process of evacuation of affected persons and animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to assess possible risks and hazards to self, co-workers and the animals at the workplace.</li> <li>• Demonstrate how to assess the behavior of the animals and restrain them as per the procedure.</li> <li>• Demonstrate the methods of ensuring safety of both animal and self.</li> <li>• Demonstrate the safe use of equipment (e.g. PPE) and materials.</li> <li>• Demonstrate how to maintain emergency equipment and the PPE.</li> <li>• Demonstrate emergency evacuation and first aid procedures.</li> </ul>
<b>Classroom Aids:</b>	
<ul style="list-style-type: none"> <li>• Trainee’s training kit and guide.</li> <li>• Trainer’s guide, Power Point presentation, computer, projector, black/ white board.</li> <li>• Charts and videos on fire-fighting, first aid and emergency procedures at workplace.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Personal Protection Equipment - clothing, apron, boots, gloves, face mask, stick.</li> <li>• Firefighting and safety equipment – fire extinguishers, fire-fighting equipment, safety signage, evacuation equipment, first aid kit, stretcher.</li> <li>• Kennel/ canine training facility.</li> </ul>	

## Module 13: Employability Skills (90 hours)

*Mapped to NOS DGT/VSQ/N0103 v1.0*

**Duration: 90:00**

### Key Learning Outcomes

#### Introduction to Employability Skills Duration: 3 Hours

After completing this programme, participants will be able to:

1. Outline the importance of Employability Skills for the current job market and future of work
2. List different learning and employability related GOI and private portals and their usage
3. Research and prepare a note on different industries, trends, required skills and the available opportunities

#### Constitutional values - Citizenship Duration: 1.5 Hours

4. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
5. Demonstrate how to practice different environmentally sustainable practices

#### Becoming a Professional in the 21st Century Duration: 5 Hours

6. Discuss relevant 21st century skills required for employment
7. Highlight the importance of practicing 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life
8. Create a pathway for adopting a continuous learning mindset for personal and professional development

#### Basic English Skills Duration: 10 Hours

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

#### Career Development & Goal Setting Duration: 4 Hours

12. Create a career development plan
13. Identify well-defined short- and long-term goals

#### Communication Skills Duration: 10 Hours

14. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette
15. Write a brief note/paragraph on a familiar topic
16. Explain the importance of communication etiquette including active listening for effective communication
17. Role play a situation on how to work collaboratively with others in a team

#### Diversity and Inclusion Duration: 2.5 Hours

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

#### **Financial and Legal Literacy Duration: 10 Hours**

20. Discuss various financial institutions, products, and services
21. Demonstrate how to conduct offline and online financial transactions, safely and securely and check passbook/statement
22. Explain the common components of salary such as Basic, PF, Allowances (HRA, TA, DA, etc.), tax deductions
23. Calculate income and expenditure for budgeting
24. Discuss the legal rights, laws, and aids

#### **Essential Digital Skills Duration: 20 Hours**

25. Describe the role of digital technology in day-to-day life and the workplace
26. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
27. Demonstrate how to connect devices securely to internet using different means
28. Follow the dos and don'ts of cyber security to protect against cyber crimes
29. Discuss the significance of displaying responsible online behavior while using various social media platforms
30. Create an e-mail id and follow e-mail etiquette to exchange e-mails
31. Show how to create documents, spreadsheets and presentations using appropriate applications
32. utilize virtual collaboration tools to work effectively

#### **Entrepreneurship Duration: 7 Hours**

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

#### **Customer Service Duration: 9 Hours**

37. Classify different types of customers
38. Demonstrate how to identify customer needs and respond to them in a professional manner
39. Discuss various tools used to collect customer feedback
40. Discuss the significance of maintaining hygiene and dressing appropriately

#### **Getting ready for apprenticeship & Jobs Duration: 8 Hours**

41. Draft a professional Curriculum Vitae (CV)
42. Use various offline and online job search sources to find and apply for jobs
43. Discuss the significance of maintaining hygiene and dressing appropriately for an interview
44. Role play a mock interview
45. List the steps for searching and registering for apprenticeship opportunities

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
1. 10+2	Science	07	Canine Training & handling			Ex. Army Personnel/CAPF/Police personnel - Class 10th with 3 years' experience in Canine Training & handling
2. Regular Diploma (more than 15 months)	Veterinary /Animal Husbandry	04	Canine Training & handling			
3. Graduation	Science	04	Canine Training & handling			For B.V.Sc. or M. V.Sc. experience in Canine Training & handling required is 2 years and 1 year respectively For B. Voc. (Livestock Production and Management) / B.Sc. (Animal Science) experience in Canine Training & handling required is 4 years

Trainer Certification	
Domain Certification	Platform Certification
Certified for the Job Role: " <u>Canine Trainer and Handler</u> ", mapped to QP: " <u>AGR/Q4602, v2.0</u> ". Minimum accepted score is 80%.	Certified for the Job Role: " <u>Trainer (Vet and Skills)</u> ", mapped to the Qualification Pack: " <u>MEP/Q2601, v2.0</u> ". Minimum accepted score as per MEPSC guidelines is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
1. <b>School Education</b>	Ex. Army Personnel/CAPF /Police personnel - Minimum 10th Pass	5	In Canine Training & handling/Animal Science/Veterinary Science/Zoology or related experience	0		Practical skills and knowledge required in canine training and handling
<b>Graduation</b>	B. V. Sc.	3	In Canine Training & handling/Animal Science/Veterinary Science/Zoology or related experience. OR B. Sc (Animal Sciences/Zoology) with 5 years' experience in Canine Training & handling/Animal Science/Veterinary Science/Zoology or related experience OR B. Voc (Livestock Production and Management) with 5 years' work experience	0		Practical skills and knowledge required in canine training and handling
<b>Post - Graduation</b>	M. V. Sc.	2	In Canine Training & handling/Animal Science/Veterinary Science/Zoology or related experience. OR M Sc. (Animal Science/Zoology) with 2 years' exp. in Canine Training & handling/ Animal Science/Veterinary Science/Zoology or related experience	0		Practical skills and knowledge required in canine training and handling
<b>PhD</b>	Animal Sciences or other related experience	1	Canine training and handling	0		Practical skills and knowledge

						required in canine training and handling
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Assessor Certification	
Domain Certification	Platform Certification
Certified for the Job Role: “ <u>Canine Trainer and Handler</u> ”, mapped to QP: “ <u>AGR/Q4602, v2.0</u> ”. Minimum accepted score is 80%	Certified for the Job Role: “Assessor (Vet and Skills)”, mapped to the Qualification Pack: “ <u>MEP/Q2701, v2.0</u> ”

## Assessment Strategy

### Assessment System Overview

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

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

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

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

- Multiple Choice Questions: 20%-30%, depending on the specific QP
- Viva: 20%
- Practical: 50% - 60% (Involves demonstrations of applications and presentations of procedures/tasks and other components)

Assessment will be carried out by certified assessors through empaneled assessment partners. Based on the results of assessment; ASCI will certify the learners/candidates

### Testing Environment

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

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

- Multilingual assessments (ASCI is conducting assessments in 13 + languages pan India)
- Rubric driven assessments in Practical/Viva sections and responses recorded accordingly
- All responses, data, records and feedback stored digitally on cloud
- Advanced auto-proctoring features – photographs, time-stamp, geographic-tagging, toggle-screen/copy-paste disabled, etc.
- Android based monitoring system
- End to end process from allocation of a batch to final result upload, there is no manual intervention
- Assessment will normally be fixed for a day after the end date of training / within 7 days of completion of training.

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

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

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

### Assessment Quality Assurance framework

#### Assessment Framework and Design:

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

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

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

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

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

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

**Type** – Procedural questions, do’s and don’ts, subjective questions to check understanding of practical tasks.

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

### **Type of Evidence and Evidence Gathering Protocol:**

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

- Geo Tagging to track ongoing assessment
- AA’s coordinator emails the list of documents and evidences (photos and videos) to the assessor one day prior to the assessment. List is mentioned below:
  - Signed Attendance sheet
  - Assessor feedback sheet
  - Candidate feedback sheet
  - Assessment checklist for assessor
  - Candidate Aadhar/ID card verification
  - Pictures of classroom, labs to check the availability of adequate equipment’s and tool to conduct the training and assessment
  - Pictures and videos of Assessment, training feedback and infrastructure.
- Apart from the Assessor, Technical assistant popularly known as Proctor also ensures the proper documentation and they verify each other’s tasks.
- To validate their work on the day of assessment, regular calls and video calls are done.
- On-boarding and training of assessor and proctor is done on timely basis to ensure that quality of the assessment should be maintained.
- Training covers the understanding of QP, NSQF level, NOS and assessment structure

### **Methods of Validation**

- Morning Check (Pre-Assessment): Backend team of AA calls and confirms assessor/technical SPOC event status. Assessor/Technical SPOC are instructed to reach the centre on time by

9:30 AM / as decided with TC and delay should be highlighted to the Training Partner in advance.

- **Video Calls:** Random video calls are made to the technical SPOC/assessor so as to keep check on assessment quality and ensure assessment is carried out in fair and transparent manner
- **Aadhar verification** of candidates
- **Evening Check (Post Assessment):** Calls are made to the ground team to ensure event is over by what time and the documentation is done in proper manner or not.
- **TP Calling:** To keep check on malpractice activity, independent audit team calls to TP on recorded line to take confirmation if there was any malpractice activity observed in assessment on part of AA/SSC team. If calls are not connected, email is send to TP SPOC for taking their confirmation
- **Video and Picture Evidence:** Backend team collects video and pictures for assessment on real time basis and highlights any issue like, Students sitting idle/trainer allowed for helping out candidates during assessment.
- **Surprise Visit:** Time to time SSC/AA Audit team can visit the assessment location and do surprise audit for assessment process carried out by ground team.
- **Geo Tagging:** On day of assessment, each technical SPOC is required to login in our internal app which is Geo tagged. Any deviation with centre address needs to be highlighted to assessment team on real-time basis.

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

- ASCI has fully automated result generation process in association with multiple AAs
- Theory, Practical and Viva marks forms the basis of the results and encrypted files generated to avoid data manipulation. All responses captured and stored in System with Time-Stamps at the end of AAs and SSC. NOS-wise and PC-wise scores can be generated.
- Maker Checker concept: 1 person prepares results and other audit result which is internally approved by AA at first and then gets vetted at the end of SSC
- All soft copy of documents is received from the on-ground tech team over mail. The same are downloaded by our internal backend team and saved in Repository. The repository consists of scheme wise folders. These scheme wise folders have job role specific folders. These specific folders have Year wise and Month wise folders where all documents are saved in Batch specific folders. All Hard copies are filed and stored in storeroom.

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

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

## References

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently.  Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.

<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements that together specify the technical, generic, professional and organisational specific knowledge that an individual need in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication- related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.

## Acronyms and Abbreviations

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