



# Model Curriculum

**QP Name: Stray Animal Catcher**

**QP Code: AGR/Q4605**

**QP Version: 2.0**

**NSQF Level: 3**

**Model Curriculum Version: 1.0**

Agriculture Skill Council of India || Agriculture Skill Council of India (ASCI), 6th Floor, GNG Tower,  
Plot No. 11, Sector -44, Gurugram

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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>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/5164.0000
<b>Minimum Educational Qualification and Experience</b>	Minimum Educational Qualification: Grade 10 OR Grade 8 with two years of (NTC/ NAC) after 8th OR Grade 8 pass and pursuing continuous schooling in regular school with vocational subject OR 8th grade pass with 2-year relevant experience OR 5th grade pass with 5-year relevant experience OR Previous relevant Qualification of NSQF Level 2 with 1-year relevant experience OR Previous relevant Qualification of NSQF Level 2.5 with 6 months' relevant experience
<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>	270 Hours
<b>Maximum Duration of the Course</b>	270 Hours

## Program Overview

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

### Training Outcomes

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

- Identify different types of stray animals including the wild animals.
- Interpret the stray animals' characteristics and behaviour.
- Plan a capture and rescue operation.
- Catch and rescue the stray animal safely.
- Be able to administer first-aid to the animal.
- Communicate effectively at the workplace.
- Follow best practices related to animal welfare.
- Follow occupational health & safety, hygiene 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 Animal Rescue Centres and the Job Role	05:00	05:00	0:00	0:00	10:00
<b>AGR/N4616: Assess the characteristics and behaviour of the stray animals</b> <b>NOS Version No. 1.0</b> <b>NSQF Level 3</b>	<b>50:00</b>	<b>60:00</b>	<b>0:00</b>	<b>0:00</b>	<b>110:00</b>
Module 2: Interpret the characteristics of the stray animals	25:00	30:00	0:00	0:00	55:00

Module 3: Interpret the behavior of the stray animals	25:00	30:00	0:00	0:00	55:00
<b>AGR/N4617: Catch and rescue stray animals NOS Version No. 1.0 NSQF Level 3</b>	<b>20:00</b>	<b>70:00</b>	<b>0:00</b>	<b>0:00</b>	<b>90:00</b>
Module 4: Plan and prepare for the rescue operation	05:00	25:00	0:00	0:00	30:00
Module 5: Catch and rescue the stray animal	10:00	30:00	0:00	0:00	40:00
Module 6: Secure the animal	05:00	15:00	0:00	0:00	20:00
<b>AGR/N9919: Ensure resource optimization and occupational health and safety in animal facilities NOS Version No. 2.0 NSQF Level 4</b>	<b>15:00</b>	<b>15:00</b>	<b>0:00</b>	<b>0:00</b>	<b>30:00</b>
Module 7: Optimize resource utilization at the workplace	03:00	03:00	0:00	0:00	06:00
Module 8: Maintain a safe workplace	12:00	12:00	0:00	0:00	24:00
<b>DGT/VSQ/N0101 Employability Skills NOS Version-1.0 NSQF Level-2</b>	<b>30:00</b>	<b>00:00</b>	<b>0:00</b>	<b>0:00</b>	<b>30:00</b>
Module 9: Employability Skills	30:00	00:00	0:00	0:00	30:00
<b>Total Duration</b>	<b>120:00</b>	<b>150:00</b>	<b>0:00</b>	<b>0:00</b>	<b>270:00</b>

# Module Details

## Module 1: Introduction to the Animal Rescue Centres and the job role

### Bridge module

#### Terminal Outcomes:

- Describe the career opportunities in stray animal management sector.
- Explain the role and responsibilities of a stray animal catcher.
- Explain the functioning of an animal rescue centre.

<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 stray animal management sector.</li> <li>• Define the role and responsibilities of a stray animal catcher.</li> <li>• Describe the organization and functioning of an animal rescue centre.</li> <li>• Discuss the Relevant schedules of Indian Wildlife (Protection Act) - 1972</li> </ul>	<ul style="list-style-type: none"> <li>• Label the layout of an animal rescue centre.</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: Interpret the characteristics of the stray animals

Mapped to NOS AGR/N4616 v1.0

### Terminal Outcomes:

- Identify different types of animals that stray across the human habitat.
- Interpret the characteristics of different types of stray animals.
- Follow safety protocols while dealing with the stray animals.

<b>Duration: 25:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• List the different categories and types of stray animals.</li> <li>• Explain the characteristics of the pets and wild animals which normally stray across the human habitat.</li> <li>• List the stray animals, which are rabid and potentially dangerous.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate safety protocols while handling the stray animals.</li> <li>• Demonstrate use of the personal protective equipment (PPE).</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, models and videos on different types of stray animals.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Personal Protective Equipment.</li> </ul>	

## Module 3: Interpret the behaviour of the stray animals

Mapped to NOS AGR/N4616 v1.0

### Terminal Outcomes:

- Determine the normal and abnormal behaviour of stray animals.

<b>Duration: 25:00</b>	<b>Duration: 30:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the normal and abnormal behaviour of different types of stray animals.</li> <li>• List down the situations which affect the normal behaviour of the stray animals.</li> <li>• Describe the food habits of the commonly found stray animals</li> <li>• Explain the procedure for work-related documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the behaviour of the stray animals in different situations.</li> <li>• Prepare a sample report of an accident/ incident as per the procedure.</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, models and videos on different types of stray animals.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Personal Protective Equipment.</li> </ul>	

## Module 4: Plan and prepare for the rescue operation

*Mapped to NOS AGR/N4617 v1.0*

### Terminal Outcomes:

- Plan a rescue operation.
- Follow the aspects of personal, public and animal safety while planning an animal rescue operation.

<b>Duration: 05:00</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>• Explain the factors to be considered for risk and threat assessment of the situation.</li> <li>• Describe the appropriate animal catching/ rescue techniques to be used in the operation.</li> <li>• Explain how to arrange the required personnel for the operation.</li> <li>• List the authorities to be intimated about the operation.</li> <li>• Discuss the role of a team in carrying out a rescue operation.</li> <li>• Explain the reporting procedure to be followed during the catching/ rescue operation.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess different types of rescue scenarios.</li> <li>• Prepare a sample catching/ rescue plan.</li> <li>• Demonstrate the use of Personal Protective Equipment to be used in the operation.</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 use of animal catching/ rescue equipment; animal catching/ rescue operation and Personal Protective Equipment.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Capture/ rescue kit – animal crate/ cage, leash, collar, Elizabethan collar, muzzle, towel, blanket, safety gloves, safety harness, helmet, goggles, sleeves, boots, knee caps, animal treats/ fodder, water can, first aid kit, rescue hammer, wire cutter, pliers, scissors, leash pole, ‘Y’ pole, net pole, draw net, throw net, animal catcher pole, snares, cotton/ gunny bags, safety pins, rubber bands, torch, helmet mounted light, marking tape, binoculars, phone, writing material, camera.</li> </ul>	

## Module 5: Catch and rescue the stray animal

Mapped to NOS AGR/N4617 v1.0

### Terminal Outcomes:

- Catch and rescue different types of stray animals.

<b>Duration: 10:00</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>• Analyse the body language of the stray animals in different types of situations.</li> <li>• Explain the methods of befriending the stray animal.</li> <li>• Describe the method of selecting various catching/ rescue equipment.</li> <li>• Identify the requirement of crowd control measures to carry out the rescue operation.</li> <li>• Describe the applicable animal welfare best practices to be followed during the operation.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the use of different types of ropes and knots in the operation.</li> <li>• Demonstrate how to use the animal catching/ rescue equipment.</li> <li>• Demonstrate approaching the stray animal in a safe manner.</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 use of animal catching/ rescue equipment; animal catching/ rescue operation and Personal Protective Equipment.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• Capture/ rescue kit – animal crate/ cage, leash, collar, Elizabethan collar, muzzle, towel, blanket, safety gloves, safety harness, helmet, goggles, sleeves, boots, knee caps, animal treats/ fodder, water can, first aid kit, rescue hammer, wire cutter, pliers, scissors, leash pole, ‘Y’ pole, net pole, draw net, throw net, animal catcher pole, snares, cotton/ gunny bags, safety pins, rubber bands, torch, helmet mounted light, marking tape, binoculars, phone, writing material, camera.</li> </ul>	

## Module 6: Secure the animal

Mapped to NOS AGR/N4617 v1.0

### Terminal Outcomes:

- Secure the animal post-catching/rescue operation.

<b>Duration: 05:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Explain the process of inspecting the captured/ rescued animal for any external wound or injury.</li> <li>Discuss the need and methods of securing a stray animal safely after the catching/ rescue operation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to handle the stray animals as per the safety protocol.</li> <li>Demonstrate the process of administering first-aid to an animal.</li> <li>Demonstrate the method of transferring the captured animal in the designated cage/shelter.</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 use of animal catching/ rescue equipment; animal catching/ rescue operation and Personal Protective Equipment.</li> </ul>	
<b>Tools, Equipment and Other Requirements</b>	
<ul style="list-style-type: none"> <li>Capture/ rescue kit – animal crate/ cage, leash, collar, Elizabethan collar, muzzle, towel, blanket, safety gloves, safety harness, helmet, goggles, sleeves, boots, knee caps, animal treats/ fodder, water can, first aid kit, rescue hammer, wire cutter, pliers, scissors, leash pole, ‘Y’ pole, net pole, draw net, throw net, animal catcher pole, snares, cotton/ gunny bags, safety pins, rubber bands, torch, helmet mounted light, marking tape, binoculars, phone, writing material, camera.</li> </ul>	

## Module 7: 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.
- Identify different types of waste generated at the workplace and their disposal.

<b>Duration: 03:00</b>	<b>Duration: 03:00</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>• Animal rescue centre.</li> </ul>	

## Module 8: Maintain a safe workplace

Mapped to NOS AGR/N9919 v2.0

### Terminal Outcomes:

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

<b>Duration: 12:00</b>	<b>Duration: 12:00</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> </ul>	

## Module 9: Employability Skills (30 hours)

Mapped to NOS DGT/VSQ/N0101 v1.0

**Duration: 30:00**

### Key Learning Outcomes

#### Introduction to Employability Skills Duration: 1 Hour

After completing this programme, participants will be able to:

1. Discuss the importance of Employability Skills in meeting the job requirements

#### Constitutional values - Citizenship Duration: 1 Hour

2. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.
3. Show how to practice different environmentally sustainable practices

#### Becoming a Professional in the 21st Century Duration: 1 Hours

4. Discuss 21st century skills.
5. Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.

#### Basic English Skills Duration: 2 Hours

6. Use appropriate basic English sentences/phrases while speaking

#### Communication Skills Duration: 4 Hour

7. Demonstrate how to communicate in a well -mannered way with others.
8. Demonstrate working with others in a team

#### Diversity & Inclusion Duration: 1 Hour

9. Show how to conduct oneself appropriately with all genders and PwD
10. Discuss the significance of reporting sexual harassment issues in time

#### Financial and Legal Literacy Duration: 4 Hours

11. Discuss the significance of using financial products and services safely and securely.
12. Explain the importance of managing expenses, income, and savings.
13. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws

#### Essential Digital Skills Duration: 3 Hours

14. Show how to operate digital devices and use the associated applications and features, safely and securely
15. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely

#### Entrepreneurship Duration: 7 Hours

16. Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges

#### Customer Service Duration: 4 Hours

17. Differentiate between types of customers

18. Explain the significance of identifying customer needs and addressing them
19. Discuss the significance of maintaining hygiene and dressing appropriately

**Getting ready for apprenticeship & Jobs Duration: 2 Hours**

20. Create a biodata
21. Use various sources to search and apply for jobs
22. Discuss the significance of dressing up neatly and maintaining hygiene for an interview
23. Discuss how to search and register for apprenticeship opportunities

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
1. Class 10th		6	Animal Rescue /welfare/care/Wildlife rehabilitation Operations			In Case the person is certified in Animal Health Worker [QP Code: AGR/Q4804, NSQF-3] with 2 years' experience in Animal Rescue /welfare/care/Wildlife rehabilitation Operations OR 5 years' experience with any govt organization / Recognized NGO/ Municipalities in related activities
2. Class 12th		4	Animal Rescue /welfare/care/Wildlife rehabilitation Operations			In Case the person is certified in Veterinary Clinical Assistant [QP Code: AGR/Q4802, NSQF-5] OR Veterinary Field Assistant [QP Code: AGR/Q4801, NSQF-5] with 2 years' experience in Animal Rescue/welfare/care/Wildlife rehabilitation Operations. OR Regular Diploma more than 15 months in veterinary /Animal Husbandry- 2 years' experience in Animal Rescue /welfare/care/Wildlife rehabilitation Operations OR 3 years' experience with any govt. organization / Recognized NGO/ Municipalities in related activities

3. Graduation		3	Animal Rescue /welfare/care/Wildlife rehabilitation Operations		For B.V.Sc & M. V.Sc experience in Animal Rescue/welfare/care/Wildlife rehabilitation Operations required is 6 months. For B.Voc(Livestock Production and Management )/ B.Sc.(Animal Science) experience in Animal Rescue/welfare/care/Wildlife rehabilitation Operations required is 2 years.
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Trainer Certification	
Domain Certification	Platform Certification
Certified for the Job Role: “ <u>Stray Animal Catcher</u> ”, mapped to QP: “ <u>AGR/Q4605, 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	
<b>School Education (10+2)</b>	Ex. Employee (Govt. organization / Recognized NGO/ Municipalities in related activities	5	In Animal Rescue operations/ Animal welfare operations/Animal Science/Veterinary Science/Zoology/Wildlife rehabilitation or related fields	0		Practical skills and knowledge required in animal rescue operations and handling
<b>Graduation</b>	B. V. Sc.	3	In Animal Rescue operations/ Animal Science/Veterinary Science/Zoology/Wildlife rehabilitation / Animal care or related fields OR B. Sc (Animal Sciences/Zoology)- 4years exp. In Animal Rescue operations/ Animal Science/Veterinary Science/Zoology/Wildlife rehabilitation OR B.Voc. (Livestock Production and Management) with 5 years' work experience In Animal Rescue operations/ Animal Science/Veterinary Science/Zoology/Wildlife rehabilitation	0		Practical skills and knowledge required in animal rescue operations and handling
<b>Post-Graduation</b>	M. V. Sc. OR M.Sc. (Animal Science/Zoology/Vet science)	2	In Animal Rescue operations/ Animal Science/Veterinary Science/Zoology/Wildlife rehabilitation or related fields	0		Practical skills and knowledge required in animal rescue operations and handling

<b>PhD</b>	Animal Sciences and other related streams	1	In Animal Rescue operations/ Animal Science/Veterinary Science/Zoology/Wildlife rehabilitation or related experience	0	Practical skills and knowledge required in animal rescue operations and handling
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<b>Assessor Certification</b>	
<b>Domain Certification</b>	<b>Platform Certification</b>
Certified for the Job Role: " <u>Stray Animal Catcher</u> ", mapped to QP: " <u>AGR/Q4605, 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> ". Minimum accepted score is 80%

## 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