



Model Curriculum

QP Name: Goat/Sheep Farmer

QP Code: AGR/Q4501

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. 10, Sector - 44

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Training Parameters

Sector	Agriculture
Sub-Sector	Animal Husbandry
Occupation	Small Ruminants & Others
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/6121.0100
Minimum Educational Qualification and Experience	<p>8th grade pass with 2 years of relevant experience</p> <p>OR</p> <p>Grade 8 pass and pursuing continuous schooling in regular school with vocational subject</p> <p>OR</p> <p>5th grade pass with 5 years of relevant experience</p> <p>OR</p> <p>Previous relevant qualification of NSQF Level 2 with 1 year of relevant experience</p> <p>OR</p> <p>Previous relevant qualification of NSQF Level 2.5 with 6 months of relevant experience</p>
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	29/03/2023
Next Review Date	29/03/2026
NSQC Approval Date	29/03/2023
QP Version	2.0
Model Curriculum Creation Date	29/03/2023
Model Curriculum Valid Up to Date	29/03/2026
Model Curriculum Version	1.0
Minimum Duration of the Course	270 Hours
Maximum Duration of the Course	300 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 to:

- Explain the process of establishing and maintaining the goat/sheep farm.
- Elucidate ways to procure, rear and market goats/sheep.
- Describe the process of carrying out breeding of goats/sheep.
- Describe the process of undertaking milking of goats/sheep.
- Demonstrate various practices to ensure health and safety at work.
- Describe the process of undertaking shearing of sheep.

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
Bridge Module	05:00	00:00	0:00	00:00	05:00
Module 1: Introduction to the role of a Goat Farmer	05:00	00:00	0:00	00:00	05:00
AGR/N4507: Establish and maintain the goat/sheep farm NOS Version- 2.0 NSQF Level- 3	10:00	45:00	0:00	00:00	55:00
Module 2: Process of establishing and maintaining the goat/sheep farm	10:00	45:00	0:00	00:00	55:00
AGR/N4508: Procure, rear and market goats/sheep NOS Version- 2.0 NSQF Level- 3	15:00	15:00	0:00	00:00	30:00
Module 3: Process of procuring, rearing and marketing goats/sheep	15:00	15:00	0:00	00:00	30:00
AGR/N4509: Carry out breeding of goats/sheep NOS Version- 2.0 NSQF Level- 3	40:00	20:00	0:00	00:00	60:00
Module 4: Process of carrying out breeding of goats/sheep	40:00	20:00	0:00	00:00	60:00

AGR/N4510: Undertake milking of goats/sheep NOS Version- 1.0 NSQF Level- 3	10:00	20:00	0:00	00:00	30:00
Module 5: Process of undertaking milking of goats/sheep	10:00	20:00	0:00	00:00	30:00
AGR/N9922: Engage in collective farming/activity NOS Version- 1.0 NSQF Level- 4	05:00	25:00	0:00	00:00	30:00
Module 6: Engagement in collective/ farming activities	05:00	25:00	0:00	00:00	30:00
AGR/N9903 Maintain health and safety at the workplace NOS Version- 3.0 NSQF Level- 4	05:00	25:00	0:00	00:00	30:00
Module 7: Hygiene and cleanliness	02:00	10:00	0:00	00:00	12:00
Module 8: Safety and emergency procedures	03:00	15:00	0:00	00:00	18:00
DGT/VSQ/N0101: Employability Skills (30 Hours) NOS Version- 1.0 NSQF Level- 2	30:00	00:00	0:00	00:00	30:00
Module 9: Employability Skills	30:00	00:00	0:00	00:00	30:00
Total Duration	120:00	150:00	0:00	00:00	270:00

Optional Modules

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

Optional 1: Sheep Shearing

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
AGR/N4511: Undertake shearing of sheep NOS Version- 1.0 NSQF Level- 3	15:00	15:00	0:00	00:00	30:00
Module 10: Process of Undertake shearing of sheep	15:00	15:00	0:00	00:00	30:00
Total Duration	15:00	15:00	0:00	00:00	30:00

Module Details

Module 1: Introduction to the role of a Goat/Sheep Farmer

Bridge Module

Terminal Outcomes:

- Discuss the job role of a Goat/Sheep Farmer.

Duration: 05:00	Duration: 0:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the size and scope of the agriculture industry and its sub-sectors. • Discuss the role and responsibilities of a Goat/Sheep Farmer. • Identify various employment opportunities for a Goat/Sheep Farmer. 	
Classroom Aids	
Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films	
Tools, Equipment and Other Requirements	
NA	

Module 2: Process of establishing and maintaining the goat/sheep farm

Mapped to AGR/N4507 v2.0

Terminal Outcomes:

- Elucidate ways to coordinate the construction of goat/sheep sheds.
- Explain the process of maintaining the goat/sheep sheds.
- Describe the process of growing goat/sheep feed.

Duration: 10:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the criteria for selecting a site for establishing a goat/sheep farm. • List various inputs required for goat/sheep farming. • List the material, tools and equipment required for the construction of goat/sheep sheds. • Describe the process of constructing goat/sheep sheds. • State the design and dimension specifications of goat/sheep shed. • Explain various shed temperature control techniques. • Elucidate the appropriate safeguards techniques for extreme weather conditions. • Explain various precautionary measures to be taken to avoid flooding and waterlogging in sheds. • Explain the importance of ensuring adequate space, ventilation and protection from varied weather conditions in goat/sheep sheds. • Explain the importance of ensuring appropriate flooring and effective drainage in goat/sheep sheds. • Explain the importance of installing feeders at an appropriate height for feeding goats/sheep. • Explain the importance of protecting goats from moisture. • Elucidate common repair and maintenance needs in goat/sheep 	<ul style="list-style-type: none"> • Demonstrate the process of installing the goat feeder at the recommended height for the convenient feeding of goats/sheep. • Demonstrate the process of carrying out appropriate repair and maintenance. • Demonstrate the process of carrying out fumigation in the goat/sheep sheds. • Show how to remove animal waste from the sheds regularly and disinfect the sheds using the recommended disinfectants. • Demonstrate the process of performing regular cleaning of the goat/sheep feeder and water pans. • Demonstrate how to prepare the designated land through ploughing and levelling for the cultivation of the selected fodder crops on the goat/sheep farm. • Demonstrate the process of installing the appropriate irrigation system for efficient irrigation and optimal use of water. • Show how to irrigate the crop with the recommended quantity as per the irrigation schedule. • Demonstrate the process of applying the recommended organic and inorganic fertilizers to achieve a healthy growth of the fodder crop. • Show how to identify the maturity indices of the crops and harvest them

<p>sheds.</p> <ul style="list-style-type: none"> • Elucidate the importance and process of cleaning the goat/sheep sheds, feeders and water pans. • List the appropriate legume, grass and tree fodder crops to be grown for goat/sheep feed. • Explain the benefits of growing plants for goat/sheep feed on the same farm. • List various crop type which is suitable for different climates and goat/sheep feed. • Explain the importance of following the irrigation schedule of the relevant crops. • Explain the effective use of different organic and inorganic fertilizers. • Elucidate the appropriate preventive measures to be followed to protect the crop from pest and disease infestation and the recommended treatment to treat pest and disease infestation. • Explain the maturity indices of the relevant crops. • Elucidate the post-harvest processing requirements for the relevant crops. • State the appropriate conditions required for storing the relevant crops. • Explain the importance of checking the stored crop regularly and taking appropriate corrective measures to deal with the identified quality-related issues. 	<p>using the appropriate tools and implements.</p> <ul style="list-style-type: none"> • Demonstrate the process of carrying out post-harvest processing of the harvested crops, e.g. threshing, as required.
<p>Classroom Aids</p>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Respiratory Masks, First aid box, Fire Extinguisher, Installed Video camera with high resolution and recording facility, Goat shed, Potassium Parmanganate (Lal Davai), Hoof cutter, Record book, Goats, Purchase book, Inventory Register/ book, Ear tags, Dis budding box, Drench gun, Safety Shoes, Helmet, Rubber gloves</p>	

Module 3: Process of procuring, rearing and marketing goats/sheep

Mapped to ARG/N4508 v2.0

Terminal Outcomes:

- Describe the process of procuring and feeding goats/sheep.
- Explain the process of maintaining the health of goats/sheep.
- Elucidate ways to market goats/sheep and their produce.

Duration: 15:00 Theory – Key Learning Outcomes	Duration: 15:00 Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List different breeds of goats/sheep suitable for goat farming. • Explain the classification of goats/sheep breeds, i.e. exotic, local and cross breed. • Explain the basic anatomy and physiology of goats/sheep. • Explain the importance of selecting the appropriate goat/sheep breeds for rearing based on their adaptability to the prevailing climatic conditions, the purpose of rearing and the relevant feeding management system. • Discuss various good animal husbandry practices. • Explain the importance of procuring pure-bred young goats/sheep with high genetic merit from a reliable breeder. • Explain the importance of checking the goats/sheep being procured for PPR vaccination. • List the recommended goat/sheep feed ingredients. • Explain the benefit of supplementing the sheep feed with sulphur. • Explain how to induce optimum lactation in female goats/sheep. • Explain the benefits of the semi-intensive feed management system. • State the nutrients and water requirements of kids/lambs and adult 	<ul style="list-style-type: none"> • Show how to feed colostrum to new born kids/lambs as per the recommendation. • Show how to feed supplement concentrate ration in pellet or mesh form to goats/sheep as per the requirement, ensuring it has an appropriate quantity of nutrients. • Demonstrate the process of carrying out deworming in goats/sheep by administering them the recommended anthelmintic drug in an appropriate dose. • Demonstrate the process of carrying out drenching in goats/sheep using the recommended coccidiosis drug at an appropriate age to prevent coccidiosis infestation. • Demonstrate the process of carrying out dipping in goats/sheep in the appropriate weather to prevent the ectoparasite infestation. • Demonstrate the process of carrying out dehorning of the identified goats/sheep following the appropriate procedure. • Demonstrate the process of performing hoof trimming for goats/sheep using the appropriate tools and equipment. • Demonstrate the process of treating the common diseases and disorders by administering the appropriate treatment to goats/sheep and coordinate with a veterinarian to

<p>goats/sheep.</p> <ul style="list-style-type: none"> • Elucidate the recommended preventive measures to be followed to protect goats/sheep from diseases and disorders. • Explain the importance of ensuring appropriate vaccinations for goats/sheep at the appropriate stages of their growth. • Explain the importance of practicing drug rotation in goats/sheep. • Elucidate the symptoms of relevant diseases and disorders in goats/sheep and how to treat them. • Explain the importance of maintaining the kids/lambs and sick goats/sheep in separate sheds. 	<p>treat serious diseases and disorders.</p> <ul style="list-style-type: none"> • Show how to maintain the appropriate records concerning the identification and treatment of diseases and disorders in goats/sheep. • Demonstrate the process of harvesting the goat/sheep produce, e.g. milk, wool and hide. • Demonstrate how to process the payments using an appropriate payment method, including the e-payment method. • Prepare sample manual and/or electronic records concerning the marketing activities.
<p>Classroom Aids</p>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Respiratory Masks, First aid box, Fire Extinguisher, Installed Video camera with high resolution and recording facility, Goat shed, Potassium Permanganate (Lal Davai), Hoof cutter, Record book, Goats, Purchase book, Inventory Register/ book, Ear tags, Dis budding box, Drench gun, Safety Shoes, Helmet, Rubber gloves</p>	

Module 4: Process of carrying out breeding of goats/sheep

Mapped to AGR/N4509 v2.0

Terminal Outcomes:

- Explain the process of preparing for goat/sheep breeding.
- Describe the process of carrying out goat/sheep breeding.
- Elucidate ways to maintain the does/ewes and kids/lambs.

Duration: 40:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the basics of goat/sheep reproduction. • Explain the relevant factors to be considered while selecting appropriate goat/sheep breeds for breeding, e.g. growth rate, efficiency of weight gain, litter size, etc. • Explain the importance of selecting healthy bucks/rams and does/ewes of the recommended age for breeding. • Elucidate the importance and process of flushing in goats/ewes. • Explain the importance of planning the mating of goats/ewes during the recommended weather. • State the recommended diet to feed the pregnant does/ewes. • Describe the appropriate care to be provided to does/ewes during the advanced stages of their pregnancy. • Explain the use of appropriate tools, equipment and materials for breeding. • Describe different mating methods for the breeding of goats/sheep, e.g. hand mating, pen mating and flock mating. • Explain the cross-breeding techniques for exotic and indigenous breeds. • Discuss the recommended practices to be followed during breeding to achieve the recommended level of 	<ul style="list-style-type: none"> • Demonstrate the process of carrying out flushing before the breeding season to prepare the does/ewes for breeding. • Show how to feed the pregnant does/ewes with the recommended diet, containing the appropriate nutrients to ensure improved milk production and healthy birth weight for kids/lambs. • Demonstrate how to prepare the tools and equipment, carrying their regular maintenance. • Show how to monitor the does/ewes and newborn kids/lambs regularly for diseases, disorders, parasitic infestation, injuries and abnormal behaviour. • Demonstrate the process of treating the does/ewes and newborn kids/lambs, as appropriate, or coordinate with a veterinarian for their treatment. • Show how to maintain the appropriate records as per the applicable regulations.

<p>genetic variation and survival of kids/lambs</p> <ul style="list-style-type: none"> • Describe the process of delivering kids/lambs. • Explain the use of relevant PPE for the delivery and maintenance of goats/sheep. • State the appropriate conditions required to be maintained for does/ewes and newborn kids/lambs. • Explain the importance of monitoring the does/ewes and newborn kids/lambs regularly for diseases, disorders, parasitic infestation, injuries and abnormal behaviour. • Explain the appropriate treatment to be provided to does/ewes and newborn kids/lambs for common diseases and disorders. 	
<p>Classroom Aids</p>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>Respiratory Masks, First aid box, Fire Extinguisher, Installed Video camera with high resolution and recording facility, Goat shed, Potassium Permanganate (Lal Davai), Hoof cutter, Record book, Goats, Purchase book, Inventory Register/ book, Ear tags, Dis budding box, Drench gun, Safety Shoes, Helmet, Rubber gloves</p>	

Module 5: Process of undertaking milking of goats/sheep

Mapped to AGR/N4510 v1.0

Terminal Outcomes:

- Explain the process of selecting goats/sheep for milking.
- Elucidate ways to prepare to milk goats/sheep.
- Elucidate ways to milk the goats/sheep.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the criteria for selecting goats/sheep for milking. • Explain the importance of using a milking stand and appropriate PPE for milking goats/sheep. • List the appropriate checks to be performed before milking goats/sheep. • Explain the importance of washing and disinfecting the udders of goats/sheep before milking. • Explain how to keep goats/sheep calm while leading them to the milking stand and milking them. • Describe the process of milking goats/sheep and the appropriate measures to be taken to prevent discomfort and injury to goats/sheep. • Explain the importance of using the appropriate PPE to minimize the possibility of transmission of bacteria from one goat/sheep to another. • State the appropriate care to be provided to goats/sheep after milking. 	<ul style="list-style-type: none"> • Demonstrate how to check the goat/sheep's udders before milking to ensure there are no signs of tearing, chafing, swelling, and infection in them. • Show how to wash the goat/sheep's udders appropriately to remove any dirt, debris, mud and faeces. • Show how to strip the udders, collecting milk streams in a strip cup to remove milk with clots, debris, bacteria, etc. • Demonstrate how to clean the udders after milking and apply the appropriate treatment to them, e.g. olive or coconut oil, to moisturize and protect them from chaffing.
Classroom Aids	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
Tools, Equipment and Other Requirements	
Respiratory Masks, First aid box, Fire Extinguisher, Installed Video camera with high resolution and recording facility, Goat shed, Potassium Permanganate (Lal Davai), Hoof cutter, Record book, Goats, Purchase book, Inventory Register/ book, Ear tags, Dis budding box, Drench gun, Safety Shoes, Helmet, Rubber gloves	

Module 6: Engagement in collective farming/activities

Mapped to NOS AGR/N9922 v1.0

Terminal Outcomes:

- Describe the process of creating PGs/ FIGs/ SHGs and preparing for its operations.
- Demonstrate the process of conducting group meetings and training sessions.
- Demonstrate the process of carrying out collective farming/activities.

Duration: 05:00	Duration: 25:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the process of preparing for the Producer Groups (PGs)/Farmers Interest Groups (FIGs)/ Self-Help Groups (SHGs) operations such as fundraising, induction of Subject Matter Experts (SMEs), investing in Information and Communication Technology (ICT) products, etc. • Explain how to obtain access to the relevant government development programmes and funds. • Describe the process of commodity convergence with the relevant developmental programmes. • Explain the importance of planning optimal production to meet the market and household food security needs. • Explain the importance of setting the group objectives and deciding the group income-generating enterprises/ activities, methods of operation, benefits, etc. • Explain the importance of organising the PG/FIG/ SHG meetings and training sessions to resolve common concerns and get information about the latest developments in the field of work. • Explain the benefits of various capacity building exercises such as skill development and training programmes. • Explain the importance and process of conducting field trials to identify and resolve problems encountered 	<ul style="list-style-type: none"> • Roleplay to illustrate how to conduct the initial group meetings to introduce the members, discuss the group objectives, group income-generating enterprises/ activities, methods of operation, etc. • Roleplay to illustrate how to organise field trials to identify and resolve problems encountered by group members in the field operations.

<p>by farmers in the field operations.</p> <ul style="list-style-type: none"> • Explain the concept of the group-owned bank to provide quality seeds, fertilisers, pesticides, tools and equipment to the member farmers. • Describe the process of using the group's credit facility. • Explain various core collective farming activities such as procuring inputs in bulk, large-scale farming, etc. • Explain the concept and benefits of forming forward and backward linkages. • State the relevant value addition practices such as processing, packing, upgrading the quality, etc. • Explain the benefits of connecting with similar groups to address common problems on a large scale. 	
<p>Classroom Aids</p>	
<p>Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop</p>	
<p>Tools, Equipment and Other Requirements</p>	
<p>NA</p>	

Module 7: Hygiene and cleanliness

Mapped to NOS AGR/N9903 v3.0

Terminal Outcomes:

- Discuss how to adhere to personal hygiene practices.
- Demonstrate ways to ensure cleanliness around the workplace.

Duration: 02:00	Duration: 10:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the requirements of personal health, hygiene and fitness at work. • Describe common health-related guidelines laid down by the organizations/ Government at the workplace • Explain the importance of good housekeeping at the workplace. • Explain the importance of informing the designated authority on personal health issues related to injuries and infectious diseases. 	<ul style="list-style-type: none"> • Demonstrate personal hygiene practices to be followed at the workplace. • Demonstrate the correct way of washing hands using soap and water, and alcohol-based hand rubs. • Demonstrate the steps to follow to put on and take off a mask safely. • Show how to sanitize and disinfect one's work area regularly. • Demonstrate adherence to the workplace sanitization norms. • Show how to ensure the cleanliness of the work area.
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator's Guide, Participant's Handbook.	
Tools, Equipment and Other Requirements	
Personal Protective Equipment, Cleaning Equipment and Materials, Sanitizer, Soap, Mask	

Module 8: Safety and emergency procedures

Mapped to NOS AGR/N9903 v3.0

Terminal Outcomes:

- Describe how to adhere to safety guidelines.
- Show how to administer appropriate emergency procedures.

Duration: 03:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • List the Personal Protective Equipment (PPE) required at the workplace. • Describe the commonly reported hazards at the workplace. • Describe the hazards caused due to chemicals/pesticides/fumigants. • Describe the basic safety checks to be done before the operation of any equipment/machinery. • Describe the common first aid procedures to be followed in case of emergencies. • State measures that can be taken to prevent accidents and damage s at the workplace. • Explain the importance of reporting details of first aid administered, to the reporting officer/doctor, in accordance with workplace procedures • State common health and safety guidelines to be followed at the workplace. 	<ul style="list-style-type: none"> • Check various areas of the workplace for leakages, water-logging, pests, fire, etc. • Demonstrate how to safely use the PPE and implement it as applicable to the workplace. • Display the correct way of donning, doffing and discarding PPE such as face masks, hand gloves, face shields, PPE suits, etc. • Sanitize the tools, equipment and machinery properly. • Demonstrate the safe disposal of waste. • Demonstrate procedures for dealing with accidents, fires and emergencies. • Demonstrate emergency procedures to the given workplace requirements. • Demonstrate the use of emergency equipment in accordance with manufacturers' specifications and workplace requirements. • Demonstrate the administration of first aid. • Prepare a list of relevant hotline/emergency numbers
Classroom Aids:	
Computer, Projection Equipment, PowerPoint Presentation and Software, Facilitator’s Guide, Participant’s Handbook.	
Tools, Equipment and Other Requirements	
Personal Protective Equipment, First Aid Kit, Equipment used in Medical Emergencies.	

Module 9: Employability Skills

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

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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

Module 10: Process of undertaking shearing of sheep

Mapped to AGR/N4511 v1.0

Terminal Outcomes:

- Elucidate ways to prepare to shear sheep.
- Explain the process of shearing the sheep.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the criteria for selecting sheep for shearing. • Explain the appropriate measures to be taken before shearing to maintain the quality of fleece. • Describe the process of dipping sheep in medicated water before shearing to cure or prevent the relevant diseases and clean the fleece. • List the appropriate tools and implements required for shearing sheep. • State the recommended months for shearing sheep. • Elucidate the importance of maintaining sheep in an appropriate and comfortable position to prevent its struggling during shearing. • Explain the appropriate measures to be followed to prevent stress and injury to sheep during shearing. • Explain the importance of maintaining the low-quality wool separately. • Explain how to protect the freshly obtained fleece from contamination. • Elucidate the importance of applying the louse and fly strike prevention treatment to the sheep after shearing. • Explain the importance of maintaining the shorn sheep under the recommended temperature and protecting them from cold winds. 	<ul style="list-style-type: none"> • Demonstrate how to use the approved scourable marking crayons or colour sprays to mark the sheep before shearing. • Demonstrate how to shear the sheep appropriately to maintain the quality of fleece being obtained. • Demonstrate the process of applying the louse and fly strike prevention treatment to the sheep after shearing.
Classroom Aids	

Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop

Tools, Equipment and Other Requirements

Respiratory Masks, First aid box, Fire Extinguisher, Installed Video camera with high resolution and recording facility, Goat shed, Potassium Permanganate (Lal Davai), Hoof cutter, Record book, Goats, Purchase book, Inventory Register/ book, Ear tags, Dis budding box, Drench gun, Safety Shoes, Helmet, Rubber gloves

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma	Regular Diploma more than 15 months in veterinary /Animal Husbandry / Dairying	5	Small ruminant rearing	-		
Graduate	B.Sc. Agriculture	4	Small ruminant rearing	-		
B. Tech	B. Tech (Dairy)	3	Small ruminant rearing	-		
Graduate	B. V. Sc.	1	Small ruminant rearing	-		
Post Graduate	M. V Sc / MSc (Animal science)	-		-		

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role “Goat/Sheep Farmer”, mapped to QP: “AGR/Q4501, v2.0”, Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: “Trainer (Vet and Skills)”, mapped to the Qualification Pack: “MEP/Q2601, v2.0”. The 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	
Diploma	Diploma (Animal Husbandry & Dairying/Dairy Technology)	5	In Dairy Science/ Animal Science/ Veterinary Science or related streams	0		Practical skills and knowledge in good animal husbandry practices and hands-on experience in breeding procedures of goat
Ex. Army	Ex. Army Personnels -Minimum 12th Pass (PCM/PCB stream)/ Diploma	5	In Dairy Science/ Animal Science/ Veterinary Science or related streams	0		Practical skills and knowledge in good animal husbandry practices and hands-on experience in breeding procedures of goat
Graduation	B. V. Sc. and AH	4	In Dairy Science/ Animal Science/ Veterinary Science or related streams	0		Practical skills and knowledge in good animal husbandry practices and hands-on experience in breeding procedures of goat
Graduation	B. Tech (Dairy Technology/ Dairy Science) or B. Sc (Agriculture/ Dairy Science &Tech.)	4	In Dairy Science/ Animal Science/ Veterinary Science or related streams	0		Practical skills and knowledge in good animal husbandry practices and hands-on experience in breeding procedures of goat

Post-Graduation	M.V.Sc	2	In Dairy Science/ Animal Science/ Veterinary Science or related streams	0		Practical skills and knowledge in good animal husbandry practices and hands-on experience in breeding procedures of goat
Post-Graduation	Animal Science/Dairy Science/ Dairy Technology and other related streams	2	In Dairy Science/ Animal Science/ Veterinary Science or related streams	0		Practical skills and knowledge in good animal husbandry practices and hands-on experience in breeding procedures of goat
PhD	Animal Science/Dairy Science/ Dairy Technology and other related streams	1	In Dairy Science/ Animal Science/ Veterinary Science or related streams	0		Practical skills and knowledge in good animal husbandry practices and hands-on experience in breeding procedures of goat

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role “Goat/Sheep Farmer” , mapped to QP: “AGR/Q4501, v2.0”, Minimum accepted score is 80%	Certified for the Job Role: “Assessor (Vet and Skills)”, mapped to the Qualification Pack: “MEP/Q2701, v2.0”, with a minimum score of 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 the ground through qualified and ToA certified assessors.

An individual must have adequate knowledge and skills to perform a specific task, weightage for different aspects of the assessment is 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 the 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 the assessment location.

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

- Multilingual assessments (ASCI is conducting the 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 the 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 the training / within 7 days of completion of training.
- Assessment will be conducted at the training venue
- The 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 practice 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 questions, etc. which will test the trainee on his theoretical knowledge of the subject.
- The theory, practical and viva assessments will be carried out on the same day. In case of a greater number of candidates, the 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 the usability of job roles/advantages /importance of adherence to procedures. Viva will be used to gauge trainee's confidence and correct knowledge in handling the 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, behavioural traits and domain knowledge.

Theoretical Knowledge - Item constructs and types are determined by a 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 that 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 the 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 a 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, dos and don'ts, subjective questions to check the understanding of practical tasks.

The assessor has to go through an orientation program organized by the Assessment Agency. The training would give an overview to the assessors on the overall framework of QP evaluation. The assessor shall be given a NOS and PC level overview of each QP as applicable. The 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 that will maintain the standardization of the marking scheme.

Type of Evidence and Evidence Gathering Protocol:

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

- GeoTagging to track ongoing assessment
- AA's coordinator emails the list of documents and evidence (photos and videos) to the assessor one day before the assessment. The list is mentioned below:
 - Signed Attendance sheet
 - Assessor feedback sheet

- Candidate feedback sheet
 - Assessment checklist for assessor
 - Candidate Aadhar/ID card verification
 - Pictures of the 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, a Technical assistant is popularly known as Proctor also ensures the proper documentation and they verify each other's tasks.
 - To validate their work on the day of the assessment, regular calls and video calls are done.
 - On-boarding and training of assessor and proctor is done on a timely basis to ensure that the 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 a check on assessment quality and ensure assessment is carried out in a fair and transparent manner
- Aadhar verification of candidates
- Evening Check (Post Assessment): Calls are made to the ground team to ensure the event is over by what time and the documentation is done properly or not.
- TP Calling: To keep a check on malpractices, an independent audit team calls the TP on a recorded line to take confirmation if there was any malpractice activity observed in the assessment on part of the AA/SSC team. If calls are not connected, an email is sent to TP SPOC for taking their confirmation
- Video and Picture Evidence: Backend team collects video and pictures for assessment on a real-time basis and highlights any issue such as students sitting idle/ trainer helping the candidates during the assessment.
- Surprise Visit: Time to time SSC/AA Audit team can visit the assessment location and conduct a surprise audit for the assessment carried out by the ground team.
- Geo Tagging: On the day of the assessment, each technical SPOC is required to login into our internal app which is Geotagged. Any deviation with the centre address needs to be highlighted to the assessment team on a real-time basis.

Method for assessment documentation, archiving, and Access:

- ASCI have a fully automated result generation process in association with multiple AAs
- Theory, Practical and Viva marks form the basis of the results and encrypted files generated to avoid data manipulation. All responses were captured and stored in the

System with Time-Stamps at the end of AAs and SSC. NOS-wise and PC-wise scores can be generated.

- Maker Checker concept: One person prepares the results and another audit result which is internally approved by AA at first and then gets vetted at the end of SSC
- All softcopies of documents are received from the on-ground tech team over email. The same is downloaded by our internal backend team and saved in Repository. The repository consists of scheme-wise folders. These scheme-wise folders have two 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 the 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 the conclusion of the project or scheme)

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
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