



# Model Curriculum

**QP Name: Poultry feed, food Safety and labeling Supervisor**

**QP Code: AGR/Q4305**

**QP Version: 3.0**

**NSQF Level: 5**

**Model Curriculum Version: 2.0**

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

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## Training Parameters

<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Poultry
<b>Occupation</b>	Poultry Farming
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL
<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>	N/A
<b>Minimum Job Entry Age</b>	20 Years
<b>Last Reviewed On</b>	31-03-2022
<b>Next Review Date</b>	31-03-2025

<b>NSQC Approval Date</b>	31-03-2022
<b>QP Version</b>	3.0
<b>Model Curriculum Creation Date</b>	31-03-2022
<b>Model Curriculum Valid Up to Date</b>	31-03-2025
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	480 Hours
<b>Maximum Duration of the Course</b>	480 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.

- Analyse Feed: Feed Composition, Nutrition content, Feed maintenance check, Inspection, labelling, etc.
- Ensure Food Safety: Food Safety practices, safety check list, production of eggs and meat
- Maintain the record book: Feed ingredients, feed production, Feed lot, Labelling, Packed bags etc.
- Maintain health and safety: Clean and disinfect the hatchery, hygiene maintenance, etc.

### 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>00:00</b>	<b>0:00</b>	<b>0:00</b>	<b>05:00</b>
Module 1: Introduction to the role of a Poultry feed, food Safety and labeling Supervisor	05:00	00:00	0:00	0:00	05:00
<b>AGR/N4323: Assess the quality of poultry feed NOS Version No. 2.0 NSQF Level 5</b>	<b>25:00</b>	<b>30:00</b>	<b>0:00</b>	<b>0:00</b>	<b>55:00</b>
Module 2: Analyze poultry feed quality	25:00	30:00	0:00	0:00	55:00
<b>AGR/N4324: Ensure safety of the poultry products NOS Version No. 2.0 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 3: Safety of the poultry products	12:00	15:00	0:00	0:00	27:00
Module 4: Safety, hygiene and sanitation of poultry farm	08:00	25:00	0:00	<b>0:00</b>	33:00
<b>AGR/N9924: Ensure compliance to food labelling guidelines NOS Version No. 1.0 NSQF Level 5</b>	<b>25:00</b>	<b>35:00</b>	<b>0:00</b>	<b>0:00</b>	<b>60:00</b>
Module 5: Food labelling guidelines	25:00	35:00	0:00	0:00	60:00
<b>AGR/N4326: Maintain records related to poultry feed and food products NOS Version No. 2.0</b>	<b>30:00</b>	<b>30:00</b>	<b>0:00</b>	0:00	<b>60:00</b>

<b>NSQF Level 5</b>					
Module 6: Documentation and record keeping related to Poultry feed safety, food and Labelling	30:00	30:00	0:00	<b>0:00</b>	60:00
<b>AGR/N9923 Manage and lead a team effectively</b> <b>NOS Version- 1.0</b> <b>NSQF Level-6</b>	<b>15:00</b>	<b>15:00</b>	<b>0:00</b>	0:00	<b>30:00</b>
Module 7: Process of managing and leading a team	15:00	15:00	0:00	<b>0:00</b>	30:00
<b>DGT/VSQ/N0103</b> <b>Employability Skills</b> <b>NOS Version-1.0</b> <b>NSQF Level-5</b>	<b>90:00</b>	<b>00:00</b>	<b>0:00</b>	<b>0:00</b>	<b>90:00</b>
Module 8: Employability Skills	90:00	00:00	0:00	0:00	90:00
<b>Total Duration</b>	<b>210:00</b>	<b>150:00</b>	<b>00:00</b>	0:00	<b>360:00</b>
<b>OJT: 120 hours</b>					

# Module Details

## Module 1: Introduction to the role of a Poultry feed, food Safety and labelling Supervisor

### Bridge Module

#### Terminal Outcomes:

- Discuss role and responsibilities of Poultry Feed, Food Safety and Labelling Supervisor

<b>Duration:</b> 05:00	<b>Duration:</b> 00:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the roles and responsibilities of a Poultry Feed, Food Safety and Labelling Supervisor and their progression pathways</li> <li>• List the raw materials required for the feed</li> <li>• Explain the scope and opportunities of poultry industry in India</li> <li>• Discuss Indian Poultry industry with reference to Poultry Feed, Food Safety and Labelling</li> <li>• Explain the SWOT analysis of Poultry Feed, Food Safety and Labelling</li> <li>• Discuss about the poultry feed types and composition</li> </ul>	
<b>Classroom Aids:</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	

## Module 2: Analyse poultry feed quality

### Mapped to AGR/N4323 v2.0

#### Terminal Outcomes:

- Analyse the requirements for feed compliance to guidelines

<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>Discuss about the feed hygiene and safe handling of feed products</li> <li>Explain importance of quality feed in poultry farming</li> <li>Explain general food hygiene principles</li> <li>Discuss measures to maintain feed in a stable condition so as to protect feed from contamination during production, handling, storage and transport</li> <li>Discuss the organizational poultry feed quality standard operating procedures and their critical points</li> <li>Describe about Food Safety Standards and Regulations (as per FSSAI)</li> <li>List various quality parameters and quality assessment based on these parameters</li> <li>Explain feed labelling guidelines and its importance</li> <li>Discuss the anomalies in quality of the feed and their methods of documentation appropriately as per organization requirements</li> <li>Explain importance of timely reporting in case feed does not satisfy the feed safety requirements</li> <li>Discuss importance of Waste management and various methods of safe waste management</li> </ul>	<ul style="list-style-type: none"> <li>Inspect the feed to verify that the feed meets requirements in order to protect poultry against foodborne hazards</li> <li>Demonstrate the procedure to store the feed in suitable conditions as per the accepted quality standards</li> <li>Analyze feed in terms of feed compositions, ingredients/ raw materials used, nutrients composition, feeds storage, labelling of manufactured feed</li> <li>Inspect the labelling of feed for compliance with statutory requirements</li> <li>Examine the label for precautionary and handling measures of feed and directions to use the feed</li> <li>Analyse the Feed Hazards/ admixtures: physical hazards, chemical hazards, biological hazards, etc.</li> <li>Analyse/ Evaluate the feed storage practices: warehouse infrastructures, free from external bodies, hygiene maintenance, method of storing of feed</li> <li>Analyse, Identify and document the anomalies found in detail</li> <li>Monitor feed on a regular basis by sampling and analysis of undesirable substances</li> <li>Demonstrate the measures to be taken in case of non-compliance of feed with feed safety requirements</li> <li>Demonstrate proper segregation of waste into different categories and</li> </ul>

	their safe disposal methods
<b>Classroom Aids:</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Samples of labelling materials, feeds of different quality.	

## Module 3: Safety of the poultry products

*Mapped to AGR/N4324 v2.0*

### Terminal Outcomes:

- Maintain the food safety standards

<b>Duration: 12:00</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 Poultry food principles and standard, and organization's health and safety regulations</li> <li>• Discuss the concepts of Feed/ Food Safety, Critical Control Point, Good Hygienic Practices (GHP), Good Manufacturing Practices (GMP), Hazard Identification, Hazard Analysis and Critical Control Point (HACCP), Maximum Residue Limit (MRL) etc.</li> <li>• Explain general food hygiene principles</li> <li>• Describe about Food Safety Standards and Regulations (as per FSSAI)</li> <li>• Explain the storage norms for poultry feeds and poultry food products</li> <li>• Discuss about packaging and labelling of poultry products</li> <li>• Explain about hygiene standards, disinfectants, cleaning agents, cleaning techniques and clearing equipment and material</li> <li>• Explain importance of cleaning and sanitation of equipment and work area</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate Food Safety Practices</li> <li>• Demonstrate how to prepare safety checklists related to production of eggs and meat and important critical points as per Poultry food principles and standard</li> <li>• Demonstrate the procedure for packaging of produce – eggs and meat</li> <li>• Demonstrate the procedure for cleaning of the egg shells using a dry-cleaning method</li> <li>• Identify the defects inside the shell by holding the egg up to a bright light</li> <li>• Follow standard labelling practices</li> <li>• Demonstrate the procedure of grading and sizing of the eggs as per the SOPs</li> <li>• Demonstrate measures to prevent contamination while carrying out egg packaging and labelling in accordance with the industry standards</li> <li>• Demonstrate method of cleaning and sanitation of equipment and work area</li> <li>• Demonstrate the procedure for sound husbandry practices in growing, collecting, transporting and handling birds</li> <li>• Demonstrate the procedure for HACCP, GMP in handling poultry products</li> <li>• Demonstrate the procedure to prevent contamination during the slaughter process for the production of quality meat</li> <li>• Demonstrate proper segregation of waste into different categories and their safe disposal methods to prevent contaminations.</li> </ul>
<b>Classroom Aids:</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Setter, Incubator, Hatchery, Packaging material, labelling procedural chart, Egg trays,	

## Module 4: Safety, hygiene and sanitation of poultry farm

### Mapped to AGR/N4324 v2.0

#### Terminal Outcomes:

- Maintain the safety, hygiene and sanitation of poultry farm required for quality standards

<b>Duration: 8:00</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>• List the measures to maintain health and safety at the work place</li> <li>• Explain the importance of hygiene at the farm</li> <li>• Discuss about the food safety processes, food standards code and programs</li> <li>• Discuss about importance of maintaining of farm equipment</li> <li>• Describe the environmental conditions required at farm</li> <li>• List the precautionary measures while handling all the chemical substance</li> <li>• Explain about relevant health and safety requirements applicable to the poultry work environment</li> <li>• Explain standard procedures followed in case of any health emergency or accident</li> <li>• Explain about checklist for implementing an effective poultry biosecurity plan</li> <li>• Explain about entry conditions for visitors to poultry shed and/or range areas</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the procedure to maintain clean and efficient workplace</li> <li>• Inspect the farm equipment</li> <li>• Demonstrate proper temperature level, light intensity, moisture level, ventilation etc.</li> <li>• Demonstrate measures to reduce mortality</li> <li>• Demonstrate appropriate emergency procedures and supervisor at regular time intervals</li> <li>• Demonstrate the general safety and first aid practices</li> <li>• Demonstrate proper hygiene and sanitation of equipment, surfaces and environment during slaughter, fabrication and further processing of poultry and poultry products</li> <li>• Demonstrate precautionary measures and safety measure undertaken while handling chemicals/disinfectants/fumigants/ vaccines/medicines as per organization standard</li> <li>• Demonstrate procedures and practices to be followed to prevent major routes for disease and pathogen transmission</li> <li>• Demonstrate how to report details of first aid administered in accordance with workplace procedures</li> </ul>
<b>Classroom Aids:</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
First Aid Kit, Disinfectants, Sanitizers, Sprayer, Face Mask, Gloves, Gum Boots, Disposal Bags	

## Module 5: Food labelling guidelines

*Mapped to AGR/N9924 v2.0*

### Terminal Outcomes:

- Manage proper labelling of products

<b>Duration: 25:00</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 food laws on packaging and labelling</li> <li>• Describe organization's packaging and labelling guidelines and their standard operating procedures(SOPs)</li> <li>• Explain labelling/marketing requirements for raw materials, finished goods, stored materials, packaging materials and their designated storage area</li> <li>• Discuss the guideline of labelling and their need and importance</li> <li>• Explain the importance of information available/required on the label</li> <li>• Explain about risk and impact of not following defined procedures/work instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Inspect labels for accuracy of the following: ingredient declaration including allergens, nutrition labels, handling instructions, all product claims (gluten free, antibiotic free, etc.)</li> <li>• Examine the contents of the label for clear and prominent description of the food ingredients, batch number/code number/lot number, best before date etc.</li> <li>• Examine the label for clear description of the nutritional information of the product and declaration regarding veg or non veg</li> <li>• Demonstrate listing out the ingredients and cautions to be taken</li> </ul>
<b>Classroom Aids:</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Different labelling materials, and labelled eggs for demonstration	

## Module 6: Documentation and record keeping

### Mapped to AGR/N4326 v2.0

#### Terminal Outcomes:

- Maintain the records related to management of poultry farm, feed safety, food safety and labelling

Duration: 30:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain the importance of documentation and maintenance of accurate and complete records of production cycle</li> <li>• Discuss standard operating procedures for record keeping and data maintenance</li> <li>• Discuss details to be recorded for feed, feed ingredients and poultry food products as per various operational standard and applicable principle and their importance</li> <li>• Explain the methods to record and maintain records and observations data related to food/feed safety</li> <li>• Explain about the HACCP plan</li> <li>• Discuss about methods to track back the record from finished product to raw material</li> <li>• Discuss various reports that is required to be prepared for organization other departments and also for the audit purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the procedure to document and maintain records of feed and feed ingredients: feed requirement (daily/weekly/monthly), feed ingredients required, supplier's details, ingredients purchased, storage, and usage, date of receive etc.</li> <li>• Demonstrate the procedure to document and maintain records of foods produced like food produced in time period, Packaging, labelling, storing of packed products etc.</li> <li>• Demonstrate the procedure to record the observations or deviations related to production of food products</li> <li>• Examine documents and track from finished products to ingredients, for quality management system audits</li> <li>• Demonstrate various types of documentation and record maintenance of pre-production, during production and post-production as per organizational system requirement manually or electronically</li> <li>• Demonstrate the procedure to document the records of non-conforming food products</li> <li>• Demonstrate the procedure to record the details such as date of purchase, quantity of purchase, supplier name, etc.</li> <li>• Demonstrate the procedure to conduct internal periodic audit of the entire system according to the SOP should be done to find out any fault / gap in the GMP, GHP etc. system.</li> <li>• Demonstrate the use of digital tools for documentation and record keeping</li> </ul>
<b>Classroom Aids:</b>	

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

**Tools, Equipment and Other Requirements**

Bills for Expenses, Budget Allocation Sheet, Receipt Invoice etc.

## Module 7: Process of managing and leading a team

### Mapped to AGR/N9923 v2.0

#### Terminal Outcomes:

- Lead the team by understanding their needs
- Manage the team performance and maintain a fair and professional work environment
- Explain different ways to promote diversity and inclusion at work.

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Describe the need of workers and the work requirements and sequence required in the farm</li> <li>• Explain the effective ways to workers for completing their respective work</li> <li>• Discuss the importance and process of resolving conflicts among the team members</li> <li>• Explain the importance and process of monitoring the team performance</li> <li>• Explain benefit of monitoring of health, hygiene, sanitation and welfare of broiler chicks in the poultry farm periodically</li> <li>• Explain the importance of arranging training and upskilling for team members</li> <li>• Explain various practices to promote inclusiveness at the workplace</li> <li>• Explain the process of preparing a work plan and allocating tasks</li> <li>• Explain how to prepare work progress reports and their evaluation</li> <li>• Explain the importance of performance based incentives or rewards</li> <li>• Explain how to maintain professional relationships with</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the workers' need in the poultry farm</li> <li>• Analyse worker's knowledge, skill, aptitude, behavior etc. and distribute work among them</li> <li>• Demonstrate the correct method of communicating among supervisors and workers</li> <li>• Demonstrate how to guide and monitor the activities of workers</li> <li>• Analyse performance of each team member and progress of the tasks assigned to them</li> <li>• Demonstrate methods to motivate the Workers (when required) for efficient and effective human resource utilization</li> <li>• Analyze the working environment in the poultry farm</li> <li>• Analyse the labour performance and provide the feedback to appropriate authority in the organization by selecting suitable channel of communication</li> <li>• Demonstrate how to maintain professional relationships with the team members</li> <li>• Demonstrate how to maintain a conducive environment for all the genders and PwD at the workplace</li> <li>• Design a work plan according to the tasks and the number of available team members</li> <li>• Analyse skills and roles of team members to allocate tasks accordingly</li> <li>• Evaluate the reports to identify the scope of improvement</li> <li>• Demonstrate methods to communicate with the team members to understand their concerns and find appropriate solutions</li> <li>• Organize regular team meetings to communicate with the team members regarding their work</li> </ul>

<p>the team members</p> <ul style="list-style-type: none"> <li>• Explain various practices to manage and improve team performance</li> <li>• Explain need for gender sensitization and the consequences of gendered behavior</li> <li>• Explain the importance of equal and fair career progression opportunities for all the team members</li> <li>• Explain challenges faced by PwD and the ways to help them overcome those</li> <li>• Explain different types of disabilities</li> <li>• Explain gender concepts, relevant issues and legislations</li> </ul>	<p>objectives, projects, work progress, etc.</p> <ul style="list-style-type: none"> <li>• Demonstrate various practices required to maintain a conducive environment for Persons with Disabilities (PwD) and all genders at work.</li> <li>• Demonstrate the procedure to conduct counselling sessions to resolve conflicts among the team members and guide them regarding their professional development</li> </ul>
<p><b>Classroom Aids:</b></p>	
<p>Training Kit - Trainer Guide, Presentations, Whiteboard, Marker, Projector, Laptop, Video Films</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	

## Module 8: 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

## Module 9: On-the-Job Training

*Mapped to QP AGR/Q4305 v2.0*

<b>Mandatory Duration:</b> 120:00	<b>Recommended Duration:</b> 00:00
<b>Location:</b> On Site	
<b>Terminal Outcomes</b>	
<ul style="list-style-type: none"> <li>• Show how to ensure that the feed and feed ingredients for poultry is safe for consumption and also the food produced on the poultry farm is safe to eat and properly labeled according to relevant laws and regulations.</li> <li>• Demonstrate how to analyze the poultry feed and ensure its compliance to established guidelines and norms.</li> <li>• Show proper food safety practices related to poultry</li> <li>• Demonstrate food safety checklist related to production of eggs and meat</li> <li>• Explain guidelines for labeling of food products</li> <li>• Discuss GMP and HACCP principles</li> <li>• Show how to maintain various records related to poultry feed and food products manually or electronically as per organization policy</li> <li>• Explain hygiene standards, disinfectants, cleaning agents, cleaning techniques and clearing equipment and material</li> <li>• Demonstrate proper methods of waste management</li> <li>• Show how to manage and lead a team to ensure that work objectives and organisational goals are achieved efficiently</li> <li>• Discuss how to promote inclusion at work</li> <li>• Show how to manage the resources for achieving production targets as well as quality standards</li> <li>• Show how to manage bio-security protocols and achieve quality standards</li> </ul>	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Certificate-NSQF	Poultry Farm Manager	5	Poultry Farming	0		Poultry Feed, Food Safety & Labelling Supervisor with 5 Years' experience with corporates
Diploma	Veterinary /Animal Husbandary / Poultry	3	Poultry Farming	0		Regular Diploma more than 15 months
Graduate	Graduate with 10+2 in Science except Agriculture	3	Poultry Farming	0		For school Program minimum qualification of Trainer should be Graduate with 10+2 in science. Their Teaching experience will be considered industry experience
Graduate	Agriculture	2	Poultry Farming	0		
Graduate	Animal Husbandry/ Animal Science/Poultry Production and Business Management	1	Poultry Farming			
B. V. Sc.		0		0		
Post Graduate	Animal science	0		0		

### Trainer Certification

Domain Certification	Platform Certification
Certified for Job Role: "Poultry Feed, Food Safety and Labelling Supervisor" mapped to QP: "AGR/Q4305, v3.0". 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 MEPS guidelines is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
B. V. Sc.		4	In Animal Science/Veterinary Science /Poultry Science and related streams	0		Practical skills and knowledge required in food and feed safety management
B. Tech	Poultry Production Technology	4	In Animal Science/Veterinary Science /Poultry Science and related streams	0		Practical skills and knowledge required in food and feed safety management
B. Sc	Animal Husbandry/ Animal Science/Poultry Production and Business Management	5	In Animal Science/Veterinary Science /Poultry Science and related streams	0		Practical skills and knowledge required in food and feed safety management
M.Sc	Animal Nutrition & Feed Safety Engineering/Animal Science/Poultry Production/Poultry Science/Applied Poultry Science	2	In Animal Science/Veterinary Science /Poultry Science and related streams	0		Practical skills and knowledge required in food and feed safety management
M. V. Sc		2	In Animal Science/Veterinary Science /Poultry Science and related streams	0		Practical skills and knowledge required in food and feed safety management
Ph. D	Poultry Science/Animal Nutrition/Animal Science/ Veterinary Science/Animal Genetics and Breeding	1	In Animal Science/Veterinary Science /Poultry Science and related streams	0		Practical skills and knowledge required in food and feed safety management

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role “ <b>Poultry feed, food safety and labelling Supervisor</b> ” mapped to QP: “AGR/Q4305, v3.0”, 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 empanelled 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

<b>Assessment</b>			
<b>Assessment Type</b>	<b>Formative or Summative</b>	<b>Strategies</b>	<b>Examples</b>
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 tools 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 the assessor and proctor are 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 candidates shall be stored and available for review (retained for 5 years/ till the conclusion of the project or scheme)

# References

## Glossary

Term	Description
<b>Declarative Knowledge</b>	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.
<b>Key Learning Outcome</b>	The 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).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on-site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on-site
<b>Procedural Knowledge</b>	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.
<b>Training Outcome</b>	The Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
<b>Terminal Outcome</b>	The 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
PwD	People with Disability
PPE	Personal Protective Equipment
QP	Qualifications Pack