



# Model Curriculum

**QP Name: Stud Farm Worker**

**QP Code: AGR/Q4701**

**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

<b>Sector</b>	Agriculture
<b>Sub-Sector</b>	Animal Husbandry
<b>Occupation</b>	Equine Management
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/6121.1000
<b>Minimum Educational Qualification and Experience</b>	<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>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	29/03/2023
<b>Next Review Date</b>	29/03/2026
<b>NSQC Approval Date</b>	29/03/2023
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	29/03/2023
<b>Model Curriculum Valid Up to Date</b>	29/03/2026
<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 to:

- Explain the process of assisting in the construction activities at the stud farm.
- Elucidate ways to feed horses and provide foaling assistance.
- Explain the process of assisting in the transportation of horses.
- Explain the process of assisting in preparing horses for sales and exhibitions and maintaining records.
- Explain the process of assisting in maintaining health and safety at the stud farm.

### 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>00:00</b>	<b>05:00</b>
Module 1: Introduction to the role of a Stud Farm Worker	05:00	00:00	0:00	00:00	05:00
<b>AGR/N4701: Assist in the construction activities at the stud farm</b> <b>NOS Version- 2.0</b> <b>NSQF Level- 3</b>	<b>20:00</b>	<b>35:00</b>	<b>0:00</b>	<b>00:00</b>	<b>55:00</b>
Module 2: Process of assisting in the construction activities at the stud farm	20:00	35:00	0:00	00:00	55:00
<b>AGR/N4702: Feed horses and provide foaling assistance</b> <b>NOS Version- 2.0</b> <b>NSQF Level- 3</b>	<b>30:00</b>	<b>30:00</b>	<b>0:00</b>	<b>00:00</b>	<b>60:00</b>
Module 3: Process of feeding horses and providing foaling assistance	30:00	30:00	0:00	00:00	60:00
<b>AGR/N4703: Assist in the transportation of horses</b> <b>NOS Version- 2.0</b> <b>NSQF Level- 3</b>	<b>15:00</b>	<b>15:00</b>	<b>0:00</b>	<b>00:00</b>	<b>30:00</b>

Module 4: Process of assisting in the transportation of horses	15:00	15:00	0:00	00:00	30:00
<b>AGR/N4704: Assist in preparing horses for sales and exhibitions and maintaining records</b> <b>NOS Version- 2.0</b> <b>NSQF Level- 3</b>	<b>15:00</b>	<b>15:00</b>	<b>0:00</b>	<b>00:00</b>	<b>30:00</b>
Module 5: Process of assisting in preparing horses for sales and exhibitions and maintaining records	15:00	15:00	0:00	00:00	30:00
<b>AGR/N4705: Assist in maintaining health and safety at the stud farm</b> <b>NOS Version- 2.0</b> <b>NSQF Level- 3</b>	<b>05:00</b>	<b>25:00</b>	<b>0:00</b>	<b>00:00</b>	<b>30:00</b>
Module 6: Process of assisting in maintaining health and safety at the stud farm	05:00	25:00	0:00	00:00	30:00
<b>DGT/VSQ/N0101: Employability Skills (30 Hours)</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 2</b>	<b>30:00</b>	<b>00:00</b>	<b>0:00</b>	<b>00:00</b>	<b>30:00</b>
Module 7: Employability Skills	30:00	00:00	0:00	00:00	30:00
<b>Total Duration</b>	<b>120:00</b>	<b>120:00</b>	<b>0:00</b>	<b>00:00</b>	<b>240:00</b>
<b>OJT: 30 Hours</b>					

# Module Details

## Module 1: Introduction to the role of a Stud Farm Worker

### Bridge Module

#### Terminal Outcomes:

- Discuss the job role of a Stud Farm Worker.

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

## Module 2: Process of assisting in the construction activities at the stud farm

### Mapped to AGR/N4701 v2.0

#### Terminal Outcomes:

- Explain the process of assisting in planning the construction activities.
- Describe the process of assisting in the construction activities.

<b>Duration: 20:00</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>• List the stud farm fencing and housing requirements.</li> <li>• Describe the range of fencing designs, construction methods and materials.</li> <li>• List the tools and equipment used for construction activities.</li> <li>• State various housing requirements to protect horses from extreme weather.</li> <li>• Explain how to estimate the construction material and labour requirements.</li> <li>• Elucidate the basics of budget management and stud farm construction activities.</li> <li>• Explain the importance of planning construction activities and ensuring construction as per the plan.</li> <li>• List the appropriate PPE required for construction activities.</li> <li>• Explain the importance of storing tools and equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of taking appropriate measurements at the stud farm for the purpose of constructing fences and housing facilities.</li> <li>• Demonstrate the process of installing fences at the stud farm according to the construction plan.</li> <li>• Demonstrate the process of installing the lighting fixtures in the stalls and grills/mesh wires on the windows of horse stalls.</li> <li>• Demonstrate the process of positioning and installing the gates at the stud farm</li> <li>• Demonstrate the process of constructing concrete troughs or installing metal/wooden troughs for feeding horses.</li> <li>• Show how to collect waste from the stud farm after construction and dispose of it appropriately.</li> <li>• Demonstrate the process of carrying out minor repair and maintenance of the tools and equipment.</li> <li>• Demonstrate the process of maintaining the relevant records concerning the construction activities.</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Disinfectants, Napkins/Towels, Loading ramp, Charts showing Equine body parts, Mason chisel, Measuring tape, Feed trough/container, Bridle and collar, Gloves, Aprons, Wooden ballies, Water trough/container, Ropes, Tranquilizer, Calculator, Register, Emollient cream, Stomach tube,	

Identification tags, Plumb line, Electrician tool box, Basic carpenter tools, Hay Bedding, Water buckets, Gumboots, Installed Video camera with high resolution and recording facility

## Module 3: Process of feeding horses and providing foaling assistance

### Mapped to ARG/N4702 v2.0

#### Terminal Outcomes:

- Elucidate ways to feed and water the horses.
- Explain the process of preparing the stable for foaling.
- Explain the process of assisting in foaling and care for mares and foals.

<b>Duration: 30:00</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 how to determine the feed and water requirements of horses based on applicable parameters, e.g. age, weight, etc.</li> <li>• List different types of horse feed.</li> <li>• List the appropriate horse feed ingredients and how to store them to preserve their quality.</li> <li>• State the recommended feeding schedule for horses according to their age.</li> <li>• Explain the recommended measures to be followed to ensure hygiene while preparing horse feed and protect it from contamination.</li> <li>• Explain the need to add appropriate supplements to horse feed.</li> <li>• Explain the importance of maintaining the cleanliness of troughs and the relevant tools and equipment used for preparing the feed.</li> <li>• Explain how to feed and water horses.</li> <li>• State the appropriate conditions required for foaling.</li> <li>• Explain the pre-foaling vaccination requirement for mares.</li> <li>• State the appropriate feeding requirement of mares before foaling.</li> <li>• Explain the importance of monitoring the health of mares and foals for the recommended duration after foaling.</li> <li>• List the signs of disease and disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to prepare the horse feed using appropriate ingredients, e.g. grass, hay, grains, etc.</li> <li>• Show how to feed horses following the recommended feeding schedule.</li> <li>• Demonstrate the process of maintaining the cleanliness of troughs and the relevant tools and equipment used for preparing the feed</li> <li>• Show how to clean the selected stalls using the appropriate disinfectant and remove any waste material.</li> <li>• Demonstrate how to prepare bedding for foals using the appropriate material, e.g. straw.</li> <li>• Show how to install bedding in the stall, ensuring hygiene.</li> <li>• Show how to feed the mares with the recommended feed containing the appropriate nutrients.</li> </ul>

<p>in mares and foals.</p> <ul style="list-style-type: none"> <li>• Explain the importance of ensuring timely vaccination for mares and foals.</li> </ul>	
<p><b>Classroom Aids</b></p>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Disinfectants, Napkins/Towels, Loading ramp, Charts showing Equine body parts, Mason chisel, Measuring tape, Feed trough/container, Bridle and collar, Gloves, Aprons, Wooden ballies, Water trough/container, Ropes, Tranquilizer, Calculator, Register, Emollient cream, Stomach tube, Identification tags, Plumb line, Electrician tool box, Basic capentor tools, Hay Bedding, Water buckets, Gumboots, Installed Video camera with high resolution and recording facility</p>	

## Module 4: Process of assisting in the transportation of horses

### Mapped to AGR/N4703 v2.0

#### Terminal Outcomes:

- Explain the process of assisting in preparing for the transportation of horses.
- Explain the process of assisting in loading horses into the transport vehicle.

<b>Duration: 15:00</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>• List the equipment, resources, and vehicle requirement for transporting horses.</li> <li>• Explain the importance and process of checking the condition and attachment of horseshoes and their compatibility with the trailer floor.</li> <li>• State the applicable documentation for transporting horses.</li> <li>• Explain the recommended measures to be taken for the safe and smooth transportation of mares, foals and horses with special needs.</li> <li>• Discuss the applicable occupational health and safety measures for handling horses.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of taking appropriate measures to ensure the compatibility of the trailer and minimizing the risk of injury to horses.</li> <li>• Show how to prepare the horses for loading in the trailer and transportation.</li> <li>• Show how to load the horses safely into the transportation vehicle, taking the appropriate animal safety measures.</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Disinfectants, Napkins/Towels, Loading ramp, Charts showing Equine body parts, Mason chisel, Measuring tape, Feed trough/container, Bridle and collar, Gloves, Aprons, Wooden ballies, Water trough/container, Ropes, Tranquilizer, Calculator, Register, Emollient cream, Stomach tube, Identification tags, Plumb line, Electrician tool box, Basic capentor tools, Hay Bedding, Water buckets, Gumboots, Installed Video camera with high resolution and recording facility	

## Module 5: Process of assisting in preparing horses for sales and exhibitions and maintaining records

*Mapped to AGR/N4704 v2.0*

### Terminal Outcomes:

- Explain the process of assisting in preparing horses for sales and exhibitions.
- Explain the process of assisting in maintaining the stud farm records.

<b>Duration: 15:00</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>• Describe the process of preparing horses for sales and exhibitions and the use of relevant equipment.</li> <li>• Explain how to determine the health and working capabilities of horses based on the applicable parameters.</li> <li>• List the signs of abnormal movement and behaviour in horses.</li> <li>• List the signs of uneasiness, stress, diseases and disorders in horses.</li> <li>• Explain the importance of reviewing records periodically to ensure they are accurate and up-to-date.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of selecting horses suitable for the required operations, checking their health and readiness as per the applicable parameters.</li> <li>• Show how to prepare the selected horses for sales and exhibitions, ensuring appropriate grooming and training for horses.</li> <li>• Demonstrate the use of appropriate equipment for the required operations, as per the supervisor's instructions.</li> <li>• Demonstrate the process of maintaining the relevant stud farm records, e.g. arrival of horses and mares, breeding of foals, financial transactions.</li> <li>• Demonstrate the use of appropriate computer application for maintaining electronic records.</li> <li>• Demonstrate the process of maintaining the backup of records to protect against the accidental loss of data.</li> </ul>
<b>Classroom Aids</b>	
Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop	
<b>Tools, Equipment and Other Requirements</b>	
Disinfectants, Napkins/Towels, Loading ramp, Charts showing Equine body parts, Mason chisel, Measuring tape, Feed trough/container, Bridle and collar, Gloves, Aprons, Wooden ballies, Water trough/container, Ropes, Tranquilizer, Calculator, Register, Emollient cream, Stomach tube, Identification tags, Plumb line, Electrician tool box, Basic capentor tools, Hay Bedding, Water buckets, Gumboots, Installed Video camera with high resolution and recording facility	

## Module 6: Process of assisting in maintaining health and safety at the stud farm

*Mapped to AGR/N4705 v2.0*

### Terminal Outcomes:

- Elucidate ways to maintain hygiene in stables and other areas.
- Describe the process of performing waste management.
- Explain the process of assisting in maintaining the health of horses.
- Elucidate ways to maintain personal safety and hygiene.

<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 basics of environmental protection.</li> <li>• Explain the criteria for segregating waste into appropriate categories.</li> <li>• Explain the importance of tracking and ensuring routine vaccination for horses.</li> <li>• Explain how to groom horses and the recommended horse grooming products to be used.</li> <li>• State the recommended measures to be followed to prevent diseases, disorders and infections in horses.</li> <li>• Explain the symptoms of common diseases, disorders and infections in horses.</li> <li>• State the appropriate treatment to be provided to horses for minor diseases, disorders, injuries and infections.</li> <li>• Discuss the instances when one should consult a veterinary for the treatment of horse diseases, disorders, injuries and infections.</li> <li>• Discuss the basics of applicable workplace health and safety regulations.</li> <li>• Explain the importance of using the appropriate PPE.</li> <li>• Explain how to maintain and store the PPE appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the process of carrying out routine cleaning and maintenance in the stalls, yards and paddocks to ensure a hygienic environment.</li> <li>• Demonstrate the process of maintaining cleanliness in the food storage and water supply areas, keeping them free of contaminants.</li> <li>• Demonstrate the process of performing regular maintenance of the relevant tools and equipment, i.e. cleaning and repair as per the manufacturers’ instructions.</li> <li>• Show how to segregate waste into appropriate categories.</li> <li>• Demonstrate the process of recycling the recyclable waste and disposing of the non-recyclable waste as per the supervisor’s instruction, complying with the applicable environment protection regulations.</li> <li>• assist in tracking and ensuring routine vaccination for horses at the stud farm</li> <li>• Demonstrate the process of maintaining the cleanliness and appropriate appearance of horses, e.g. giving them regular washing, maintaining their hair, etc.</li> <li>• Show how to use the appropriate Personal Protective Equipment (PPE) according to the activities stud farm</li> </ul>

<ul style="list-style-type: none"> <li>• Explain the importance of replacing the worn-out and damaged PPE promptly.</li> <li>• State the appropriate measures to be followed to ensure personal protection from relevant health and safety risks.</li> <li>• Explain the applicable emergency procedure to be followed at the stud farm.</li> </ul>	<p>requirements.</p> <ul style="list-style-type: none"> <li>• Show how to maintain and store the PPE appropriately.</li> </ul>
<p><b>Classroom Aids</b></p>	
<p>Training Kit (Trainer Guide, Presentations). Whiteboard, Marker, Projector, Laptop</p>	
<p><b>Tools, Equipment and Other Requirements</b></p>	
<p>Disinfectants, Napkins/Towels, Loading ramp, Charts showing Equine body parts, Mason chisel, Measuring tape, Feed trough/container, Bridle and collar, Gloves, Aprons, Wooden ballies, Water trough/container, Ropes, Tranquilizer, Calculator, Register, Emollient cream, Stomach tube, Identification tags, Plumb line, Electrician tool box, Basic capentor tools, Hay Bedding, Water buckets, Gumboots, Installed Video camera with high resolution and recording facility</p>	

## Module 7: 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 8: On-the-Job Training

### Mapped to Stud Farm Worker

<b>Mandatory Duration: 30:00</b>	<b>Recommended Duration: 00:00</b>
<b>Location: On-Site</b>	
<p><b>Terminal Outcomes</b></p> <ul style="list-style-type: none"> <li>• Explain various housing requirements to protect horses from extreme weather.</li> <li>• Install fences at the stud farm according to the construction plan.</li> <li>• Construct concrete troughs or installing metal/wooden troughs for feeding horses.</li> <li>• Feed horses following the recommended feeding schedule.</li> <li>• Prepare bedding for foals using the appropriate material, e.g. straw.</li> <li>• Prepare the horses for loading in the trailer and transportation</li> <li>• Prepare the selected horses for sales and exhibitions, ensuring appropriate grooming and training for horses.</li> <li>• Perform regular maintenance of the relevant tools and equipment, i.e. cleaning and repair as per the manufacturers' instructions.</li> </ul>	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
<b>10th class</b>	class 10th	5	Experience in Equine Management	0		Ex-Service-Man including Ex-Paramilitary personnel or State Police: Minimum Education Qualification 10th Class/ relevant skill certificate of Stud Farm Worker OR Class I Army NAVET/ Rider/ Animal Store Handler (ASH) or equivalent in Para Military/ Mounted Police with an Honourable Discharge/ Pension. Minimum five years in Equine Management (In a Stud or Farm) (SSC would consider the eligibility of sector-specific experience on a case-to-case basis.)
<b>Diploma</b>	Regular Diploma of more than 15 months in veterinary /Animal Husbandry	5	Experience in Equine Management	0		For the school Program minimum qualification of the Trainer should be a Graduate (Zoology). Their Teaching experience will be considered industry experience
<b>Graduate</b>	B. Sc Zoology	3	Experience in Equine Management	0		
<b>Graduate</b>	B.Sc. Agriculture	4	Experience in Equine Management	0		
<b>Graduate</b>	B. V. Sc.	0		0		
<b>Post Graduate</b>	MSc (Animal Science)	0		0		

Trainer Certification	
Domain Certification	Platform Certification
<p>Certified for Job Role “<b>Stud Farm Worker</b>”, mapped to QP: “AGR/Q4701, v2.0”, Minimum accepted score is 80%</p>	<p>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%.</p>

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
<b>Graduation</b>	B.Sc (Equine Sciences/ Animal Sciences and other related streams)	4	Animal care and management or related experience			Practical skills and knowledge required in managing stud farm
<b>Post-Graduation</b>	M.Sc (Equine Sciences/ Animal Sciences and other related streams)	2	Animal care and management or related experience			Practical skills and knowledge required in managing stud farm
<b>PhD</b>	Equine Sciences/ Animal Sciences and other related streams	1	Animal care and management or related experience			Practical skills and knowledge required in managing stud farm

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role “ <b>Stud Farm Worker</b> ”, mapped to QP: “AGR/Q4701, 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

<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 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
<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>	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>	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>	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