**NSDA Reference**

To be Added by NSDA

CONTACT DETAILS OF THE AWARDING BODY FOR THE QUALIFICATION

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| 1. **Name and address of awarding body:**   **National Academy of RUDSETI**  **Chitrapur Bhavan**  **15th Cross, 8th Main**  **Malleswaram**  **Bengaluru- 560 055**  **Ph: 080- 2346 2875**  **Email:** [**info@rudsetacademy.org**](mailto:info@rudsetacademy.org)   1. **Name and contact details of the Individual dealing with the submission:**   **Name: Sri. R. R. Singh**  **Position in the Organization**: **Director General**  **Address:** Same as above  **Email:** [**dg@rudsetacademy.org**](mailto:dg@rudsetacademy.org)   1. **List of Documents submitted in support of the Qualifications file (Annexure)** 2. **About National Academy of RUDSET** 3. **RUDSETI Model of Entrepreneurship Development** 4. **Curriculum document /Syllabus** 5. **Session Plan** 6. **Bank wise list of RSETIs** 7. **Research Studies regarding RUDSETI/RSETI** |

**SUMMARY**

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| **Qualification Title:**  **NARQ30024 – AGRI - ENTREPRENEURSHIP IN SHEAP REARING** |
| **Nature and purpose of the qualification:**  Qualification enables the trainee to take up self employment / entrepreneurship in sheep rearing |
| **Body/bodies which will award the qualification:**  National Academy of RUDSETI, Bengaluru |
| **Body which will accredit providers to offer courses leading to the qualification:**  National Academy of RUDSETI, Bengaluru |
| **Body/bodies which will be responsible for assessment:**  National Academy of RUDSETI, Bengaluru |
| **Occupation(s) to which the qualification gives access:**  This qualification will enable the trainee to be well equipped to set up his own unit in sheep rearing, and be able to provide employment to more persons in due course of time. |
| **Proposed level of the qualification in the NSQF:**  Level 3 |
| **Anticipated volume of training/learning required to complete the qualification:**  80 hours  See Annexure III for Curriculum & Annexure IV for Session Plan |
| **Entry requirements / recommendations:**  Preferably male candidates in the age group of 18 to 45 years with ability to read and write –having inclination for taking sheep rearing as a self employment occupation. |
| **Progression from the qualification:**  This qualification will enable the trainee to become self employed by taking up sheep rearing on  commercial lines. He/she will be able to set up his or her own sheep rearing unit. |
| **Planned arrangements for the Recognition of Prior Learning (RPL):**  Not applicable |
| **International comparability where known:**  **------** |

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| **Formal structure of the qualification** | | | |
| **Entrepreneurship in Sheep rearing** | **Mandatory/**  **Optional** | **Estimated Size (learning hours)** | **Level** |
| **Professional Knowledge**  **A - Entrepreneurship**   1. Knowledge of self-confidence , attitude 2. Entrepreneurial competencies 3. Banking, insurance , financial accountancy and management   **B – Technical Knowledge**   1. History of Sheep breeding – practices , present scenario, prospects 2. Various breeds of Sheep, their characteristics, and their adaptability 3. Fodder and Fodder crops, Feed – production, cultivation, stall fed versus free grazing practices – advantages and disadvantages 4. Up gradation of sheep breeds, recent introductions 5. Housing in sheep rearing 6. Common diseases in sheep, diagnosis and remedies 7. Feeding practices 8. Systems of sheep rearing, management practices for lamb rearing to produce healthy adults 9. Indian monsoon and its effects on sheep rearing | Mandatory | 16 hours  20 hours | Level 3  Level 3 |
| **Professional Skills**   1. Selection of breeds 2. Developing appropriate housing /shelter for sheep rearing 3. Maintaining health and hygiene in shelters 4. Production of fodder crops 5. Feeding practices 6. Care of infants and young ones 7. Preventive measures for control of diseases and maintaining good health 8. De-worming 9. Treating common diseases 10. Disposal of waste – production of manure 11. Shearing of wool 12. Occupational hazards | Mandatory | 18 hrs | Level 3 |
| **Core Skills**   1. Business Opportunity Identification 2. Market Survey and Business Plan Development 3. Planning and Risk Assessment 4. Problem identification and problem solving 5. Time management 6. Communication 7. Business Management skills | Mandatory | 20 hrs | Level 3 |
| **Admission, Evaluation test & Valedictory** | Mandatory | 6 hrs | - |
| **Total** |  | **80 hrs** |  |

**SECTION 1 - ASSESSMENT**

Body/Bodies which will carry out assessment:

RSETIs run by various Banks will conduct the training. The assessment will be done by National Academy of RUDSETI (NAR) which is an independent organization. The NAR is run by Professionals who are experts in Rural Entrepreneurship Development. In NAR there will be a separate vertical like Controller of Examinations which will conduct the assessment through its empanelled assessors at the RSETI level.

**How will RPL assessment be managed and who will carry out?**

Not Applicable

**Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of NSQF.**

Assessment tools for the Qualification are decided on the basis of composition of knowledge and skill in that particular Course. All assessments shall have at least two tools viz.1. Practical test and 2. Written test and/or Viva.

1. **Assessment process:**

The assessment will be primarily carried out by collecting evidence of competence gained by the trainees by observing them at work, asking questions and initiating formative discussions to assess understanding and by evaluating their practical work. The question papers for the theory examinations contain objective/descriptive type questions, drawings etc.

**Minimum pass mark:** Overall 50% of marks allotted

1. **Testing and certifications for the course:**

Arrangements will be made by NAR to ensure that the evidence on which assessment / judgments made are comparable for all trainees and that the judgments made does not vary from assessor to assessor.

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| **Arrangements relating to the conduct and monitoring process of assessment are as follows:**   * Questions papers will be prepared by NAR in consultation with vocation experts in the field. * Structured tests at the Institute level will be administered in the presence of the assessors. * The tests will be supervised and monitored at every Centre * Theory and practical Examinations will be carried out with the help of invigilators/examiners who will be under the overall supervision of the certified assessors. * Examiners called for evaluation of practical will have technical expertise in the field |

**ASSESSMENT EVIDENCE**

**Assessment & Evaluation:**

The trainees will be assessed through a structured test process. The test will comprise of both written, practical and viva voce. Standard question paper will be devised keeping in view the expected outcome of the training. The test will be administered by certified and empanelled assessors at RSETI level. The technical skill component will be tested through practical examination. Both of these tests will be followed by personal interview wherein the entrepreneurial competencies will be tested. The extent of internalization of the inputs given will be tested. The face-to-face interview will assess the overall ability of the trainee concerned to perform the defined job role including behavioral aspects of entrepreneurial competencies. On getting the results of these tests from the assessors at ground level, a senior expert in entrepreneurship at NAR, Bengaluru will review the marks and on his validation, system generated certificates will be issued to the successful candidates online.

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|  | | **Assessable Outcomes** | | **Assessment Criteria** | | |
| **Entrepreneurship Development Aspects** | | | | | | |
| **Outcome** | | **Performance Criteria** | **Total** | **Theory** | **Practical** |
| 1. Candidate is clearly able to differentiate between Wage employment, Self-employment and Entrepreneurship 2. Understand, appreciate and develop the self-confidence for embarking on self-employment / entrepreneurship. 3. Understand and internalize entrepreneurial competencies and know their importance for becoming a successful entrepreneur. 4. Trainee is able to appreciate need for continuous growth and expansion of an enterprise 5. Trainee is able to analyze major trends in a given economic sector / sub-sector and identify Business Opportunities 6. Trainee is able to conduct market survey and develop sound Business Plans based on obtained data. 7. Develop effective personal management skills like time management and communication skills. 8. Knows to maintain simple books of accounts and prepare financial statement for small business 9. Trainees able to devise a simple marketing and sales strategies and plan for a small business 10. Trainees able to manage small team of workers required for managing a small business | | **PC 1** – Understanding the Context and Need for Rural Entrepreneurship Development, Role of RSETIs | 2 | 2 | 0 |
| **PC 2** – Developing Self Confidence and Positive Attitude (Micro Lab & Tower Building) | 3 | 2 | 1 |
| **PC 3** – Comparative Advantages of Entrepreneurship and Self Employment over Wage Employment | 3 | 3 | 0 |
| **PC 4** - Understanding and internalizing entrepreneurial competencies | 5 | 3 | 2 |
| **PC 5** - Understanding the process of steps in Problem Solving | 3 | 2 | 1 |
| **PC 6 –** Time Management – Understanding of Basic Concepts and ability to manage time | 3 | 2 | 1 |
| **PC 7 –** Effective Communication Skills – Understanding of Basic Concepts and ability | 3 | 2 | 1 |
| **PC 8** – Ability to assess market conditions and indentify appropriate business opportunities | 4 | 3 | 1 |
| **PC 9**– Understanding of Banking & Insurance and how it can help a start up enterprise | 4 | 3 | 1 |
| **PC 10** – Ability to Prepare Business Plan based on data obtained from Market Survey | 5 | 2 | 3 |
| **PC 11** – Ability to Maintain Books of Accounts and Develop Financial Statements for a Small Business | 5 | 3 | 2 |
| **PC 12** – Understanding and ability for Inventory and Materials Management | 5 | 3 | 2 |
| **PC 13** – Understanding and ability for Sales and Marketing | 5 | 3 | 2 |
| **PC 14** – Human Resource Management – Understanding of Concepts and ability to manage a team | 5 | 3 | 2 |
| **PC 15** - Growth and Strategic Planning - Understanding of Concepts | 5 | 4 | 1 |
| **Total EDP** | | | **60** | **40** | **20** |

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|  | | **Assessable Outcomes** | **Assessment Criteria** | | |
| **Outcome** | **Performance Criteria** | **Total** | **Theory** | **Practical** |
| **Professional Knowledge**  **B. Technical Knowledge**   1. Gets an insight into the recent history of sheep rearing in India. 2. Understands various breeds of sheep, their characteristics and their adaptability 3. Upgrading sheep breeds and its uses and latest introduction 4. Knows different forms of sheep housing 5. Gets to know common diseases, their diagnosis and remedies 6. Knows different feeds, ways of feeding, different fodder crops 7. Understands systems of sheep rearing, lamb management 8. Understands Indian monsoon and its effects on sheep rearing | **PC1** - Candidates is able to tell about the history , practices, present scenario and prospects of Sheep rearing | 1 | 1 | **0** |
| **PC2** – Understands different sheep breeds, and breeding practices | 2 | 2 | 0 |
| **PC3 -** Trainee is able to tell about the breed characteristics | 2 | 2 | 0 |
| **PC4** – Understands up-gradation of local breeds, | 2 | 2 | 0 |
| **PC5** – Knows about housing of Sheep , | 3 | 3 | 0 |
| **PC6-** Management pregnant eves, Castration of male young ones | 3 | 3 | 0 |
| **PC 7** – Knows about common diseases ,their identification and remedy | 3 | 3 | 0 |
| **PC 8-** Knows how to feed what to feed and different fodder available for feeding | 3 | 3 | 0 |
| **PC 9-** Gains knowledge about management practices in Sheep rearing | 3 | 3 | 0 |
| **PC 10-** Trainee is able to tell about the effects of Monsoon on Sheep rearing | 3 | 3 | **0** |
| **PC11**- He gains knowledge about the research work going on in Sheep rearing | 3 | 3 | **0** |
| **PC 12** Trainee is able to tell the techniques of sheep rearing on commercial basis | 3 | 3 | **0** |
| **PC 13**- Get knowledge about the role of Animal Husbandry Department and facilities available from the Department | 3 | 3 | **0** |
| **PC 14**- He is able to tell the importance of Project Preparation in Sheep rearing if it is to be done on commercial basis | 3 | 3 | **0** |
| **PC 15**- He is able to tell the importance of cash flow chart by preparing a Project report | 3 | 3 | **0** |
| **Professional / Technical Skills**   1. Selection of breeds 2. Developing appropriate housing /shelter for sheep rearing 3. Maintaining health and hygiene in shelters 4. Production of fodder crops 5. Feeding practices 6. Care of infants and young ones 7. Preventive measures for control of diseases and maintaining good health 8. De-worming 9. Treating common diseases 10. Disposal of waste – production of manure 11. Shearing of wool 12. Coping with Occupational hazards | **PC16** – Trainee is able to engage in Sheep rearing with a degree of self confidence | 10 | 0 | 10 |
| **PC 17**- He selects the appropriate breeds | 10 | 0 | 10 |
| **PC 18** – He can give the correct feed and knows the different fodder crops | 10 | 0 | 10 |
| **PC19** – He can do the de- worming process himself | 10 | 0 | 10 |
| **PC 20** – He can collect samples in case of diseased sheep | 10 | 0 | 10 |
| **PC 21** – He can preserve and dispatch such samples | 10 | 0 | 10 |
| **PC 22** – He can maintain hygiene in sheep house | 10 | 0 | 10 |
| **PC 23**- He can build the sheep house(Pen) | 10 | 0 | 10 |
| **PC 24** – He can take care of the young ones | 10 | 0 | 10 |
| **PC 25** – Able to de-worm animals by giving proper medicines. | 10 | 0 | 10 |
| **PC 26 –** Can cultivate fodder crops |  |  |  |
| **PC 27 –** Ability to access veterinary services |  |  |  |
| **PC 28** – He can sheer the Sheep |  |  |  |
| **PC 29 –** Able to prepare manure with sheep droppings |  |  |  |
| **PC 30 –** Ability to cope with occupational hazards especially during grazing and shearing of wool |  |  |  |
| **Total** | **100** | **0** | **100** |
| **Total – Professional Knowledge and Skills** | | **140** | **40** | **100** |
| **Grand Total of the Entire Course** | | **200** | **80** | **120** |
| **Pass : overall 50 % and above** | | | | |

# SECTION 2 - EVIDENCE OF LEVEL

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| **Process Required** | **Professional Knowledge** | **Professional Skills** | **Core Skills** | **Responsibility** |
| Carry out a job which may require limited range of activities routine and predictable | Basic facts, process and principle applied in trade of employment | Recall and demonstrate practical skill, routine and repetitive in narrow range of application. | Language to communicate written or oral, with minimum required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment | Under close supervision some responsibility for own work and within defined limits |
| Sheep rearing is an allied activity in Agriculture. It requires limited range of activities to be done on a routine and predictable manner | A person with basic knowledge of Sheep rearing can take up the venture | Ability to work on the unit either in a nomadic fashion or farmstead | Knowledge of local language, local practices, and basic knowledge of maintaining record of income expenditure | Since this training leads to entrepreneurial outcome responsibility for own work and learning is to be present and demonstrated. |

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# SECTION 3 - EVIDENCE OF NEED

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| **What evidence is there that the qualification is needed?**  Allied Activity of agriculture is gaining more and more importance in order to supplement the subsidiary income of farmers. Young generation of agriculturists is coming forward to know improved practices of Sheep farming so as to get higher levels of income by exposing themselves to such training courses , visit to farms of progressive sheep farmers, visit to veterinary colleges etc.  To train the rural youth for taking up self employment ventures, Rural Self Employment Training Institutes (RSETIs) have been established by various Banks. Ministry of Rural Development gives part funding of the training. The RSETIs have been established on the RUDSETI model which has been proved very effective in eradicating the problems of unemployed youth. The trainings by these Institutes are unique in the sense they are demand based. The Institutes have got the experience of conducting these programmes over the years.  **In order to identify the potential programmes as per the needs of the unemployed youth, a Committee of General Managers of top 5 RSETI sponsoring Banks has been constituted. The General Managers of State Bank of India, Punjab National Bank, Bank of Baroda, Central Bank of India and Bank of India are the members of this Committee. In addition, Executive Director, RUDSETI, National Director for RSETIs and Director General, National Academy of RUDSETI who got rich field experience is also a member this Committee. The above Committee met at Mumbai on 7th November 2016. After thorough discussions and based on the past experience the Committee short listed potential /need based courses for training rural unemployed youth in the RSETIs. The training on Sheep Rearing is one such shortlisted need based training.** |
| **What is the estimated uptake of this qualification and what is the basis of this estimate?**  As mentioned earlier there are 585+ Rural Self Employment Training Institutes (RSETIs) across the country sponsored by various Banks. National Academy of RUDSETI is the anchoring Institution which designs and approves the training programmes being conducted by these RSETIs. The Training Modules are demand driven and are vetted by National Academy of RUDSETI, having experience of running similar programmes by the RUDSETIs since over three decades. Self employment in Commercial Sheep rearing is a growing trade among the rural youth who stay in rural areas nearer to towns and cities   |  |  |  | | --- | --- | --- | | **FY** | **No. of Training Programmes** | **No. of Candidates** | | 2013-14 | 126 | 3656 | | 2014-15 | 50 | 1530 | | 2015-16 | 85 | 2764 |     So far, in RSETIs, more than 15,000 candidates have been trained in this Qualification. Cumulative settlement rate for the above qualification 69 % and observing the above trend the candidates trained under the above qualification file, the number of candidates estimated to be trained in the next 3 years is estimated at more than 10,000. |
| **What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?**  The unemployment scenario in India has always been quite acute. With a huge population and slow growth of job opportunities, unemployment has been widespread in India. Large scale unemployment has led to several socio-economic problems like poverty, malnutrition, antisocial and criminal activities, drug and substance abuse, etc. The lack of proper unemployment insurance schemes has further aggravated this problem.  In the early 1990s, major economic reforms were undertaken in India. One of the major objectives of these economic reforms was to boost employment in the Indian economy. However, though the economic reforms were successful in raising productivity and attracting FDI (Foreign Direct Investment), the growth in job opportunities was not as high as had been expected. Some of the important aspects related to the unemployment scenario in India are:   * The growth in labor force in India is much higher than the growth of jobs. * Actual employment figures in India have mostly fallen short of estimated figures, as per the five year plans. * The unorganized sector in India accounts for 90% of the employment. * Around 70% of the labor force in India has education below primary level or is illiterate. * Self employment accounts for more than 60% of the employed population of India.   Government both at the Centre and the States has initiated implementation of many Schemes to provide proper training, guidance and financial assistance to needy people under self employment. Focus is also on creating employment opportunities at rural and semi urban areas and stop migration from rural areas to urban areas in search of employment.  Further, Self employment / Entrepreneurship Development entails a major change in mind set of the unemployed youth which otherwise is focused for wage employment. RUDSETI, which is a pioneer and in the field of Rural Entrepreneurship Development has been training unemployed rural youth to take up self employment ventures as a viable alternative to wage employment , has more than three decades of experience in this field. RSETIs which are established on the RUDSETI model have also shown exemplary results.  ***This qualification enables the youth to engage in sheep rearing as self – employment and entrepreneurship activity. It combines training in entrepreneurial abilities with technical knowledge and skill and hence, the activities are unique and the Qualification does not get duplicated.***  **What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?** |

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| **What Arrangements are in place to monitor and review the qualification (s)? What data will be used and at what point will the qualification (s) be revised or updated?**  National Academy of RUDSETI has put in place a robust MIS for RSETIs. Comprehensive data (Course wise/Bank Wise/State Wise) for all RSETIs is maintained by NAR in the said MIS. Entry level data include the photograph of the candidate other basic details. Course modules are made available in the MIS and the website of NAR. Training logs and Post Programme Reports with action photographs of the training are also made available in the MIS. Details of Settlement and credit linkages are uploaded in the MIS with action photos and documentary proofs. The State Directors of RSETIs are also visiting the RSETIs every quarter for reviewing the quality of training / settlement. Officials from the controlling offices of the Banks and NAR are also making periodic visits to the RSETIs for reviewing the activities. MIS reports are used for viewing the settlement of the trained candidates, their level of income and employment generation by them. Feedback obtained from the trained candidates, RSETI sponsoring bank and other stake holders are used to review/update course. |

# SECTION 4 -EVIDENCE OF RECOGNITION AND PROGRESSION

**What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?**

Candidates trained as entrepreneurs in sheep rearing will be in good stead to take up further advanced programmes in cold storage, preservation of meat and export of meat products.