**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: Goat Rearing** |
| **Qualification Code: NARQ30029-AGRI** |
| **Nature and Purpose of the Qualification:**    Qualification enables the trainee to take up self employment / entrepreneurship in sheep rearing. According to NSSO Data (2013) among workers in rural areas, 54.2% are self-employed and 38.6% work as casual labor, where as only 7.2% have regular wage employment. Most of the self employed are engaged in agriculture and have very little formal skills both in farm and non-farm occupations. Hence, the need to skill rural youth so that the next generation of workers become skilled, productive and contribute positively for the growth of the economy. |
| **Body/bodies which will award the qualification:**  **National Academy of RUDSETI, Bengaluru**  The National Academy of RUDSETI was established in April 2009 in response to an emerging need for capacity building and mentoring of more than 585 Rural Self Employment Training Institutes (RSETIs) established in each district of the country as joint venture between different Banks and the Ministry of Rural Development, Government of India to work as National Level Resource Organization for RUDSETIs and RSETIs and other similar type of Institutes   1. To design and conduct training programmes and undertake project in Enterprise Promotion, Rural Development, Technology Transfer and imparting Human Resource Development (HRD) concepts. 2. To conduct research and development work in the field of Entrepreneurship Development 3. To act as a advisory to policy makers relating to Enterprise Promotion and Rural Development (for Government /NGOs/ Other Organizations / Financial Institutions /Corporate Entities / Central Secretariat, RUDSETI) 4. To take up any other activities connected with Rural Development and Entrepreneurship Development and Rural Development. 5. To provide Consultancy and Counseling Services in the field of Entrepreneurship Development and Rural Development. 6. Any other activity aimed at Development of Entrepreneurship, Rural Development and serving the society at large.   (See Annexure I for a complete profile of NAR and Annexure II for RUDSETI model of Entrepreneurship Development)  (See Annexure I for a complete profile of NAR and Annexure II for RUDSETI model of Entrepreneurship Development) |
| **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 establish and run a sheep rearing unit. Besides skills in this, the qualification will give access to the trainee to:   1. Acquire and internalize the required Entrepreneurial Competencies (skill as well as attitude). 2. Knowledge and techniques for identifying the business opportunities, selection of an entrepreneurial activity, launching of the venture and skills for managing a Micro Enterprise. 3. Build confidence in one’s own abilities |
| **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 document/Syllabus and Annexure IV for Session Plan |
| **Entry requirements / recommendations:**    Male or Female Candidates in the age group of 18 to 45 years having inclination for taking up sheep rearing as a self employment venture. Candidates with agricultural background are preferred. |
| **Progression from the qualification:**    This qualification will enable the trainees to become Self Employed by establishing and running a small sheep rearing unit. If the candidate is able to successfully do this he/she can expand the unit business and also provide employment to more persons. |
| **Planned arrangements for the Recognition of Prior learning (RPL):**  Not applicable |
| **International comparability where known:**  **------** |

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| **Formal structure of the qualification** | | | |
| **Goat 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 Goat rearing 2. Goat breeds- indigenous and exotic 3. Breeding aspects 4. Housing of Goat and Management of Pregnant does 5. Common diseases, their identification and cure 6. Feed and feeding management 7. Systems of Goat rearing, lamb management 8. Understanding monsoon and its effects on Goat rearing | Mandatory  Mandatory | 16 hours  26 hours | Level 3  Level 3 |
| **Professional Skills**   1. Engage in rearing of Goat 2. Select appropriate breeds of Goat for the purpose 3. Feed the Goat 4. Manage the Pest and Diseases affecting Goat 5. De-worming of Goat 6. Collection of Samples of diseased Goat 7. Build Goat Housing 8. Manage the young ones | Mandatory | 12 hours | 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 hours | Level 3 |
| **Admission & Examination/Evaluation** | Mandatory | 10 hours | - |
| **Total Duration of the Course** | | **80 hours** | |

**SECTION 1 - ASSESSMENT**

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| **Body/Bodies which will carry out assessment:**  This qualification will be used by 585 RSETIs(list is furnished in Annexure V)across the country which has been established in each district. These RSETIs are controlled by commercial banks (both Government owned and Private). NAR is a separate body and there is no linkage in management and control between the RSETIs offering the training and NAR which will conduct the assessment. The assessment of outcome of the qualification will be done by NAR which is an independent organization. It is run by professionals who are expert in rural entrepreneurship development. In NAR there will be a separate vertical similar to ‘Controller of Examinations’ in Universities, which will conduct the assessment through its empanelled assessors at the RSETI level. The empanelled assessors will be provided training by NAR.  **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. 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 invigilators/examiners with 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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| **ENTREPRENEURSHIP DEVELOPMENT** | | | | |
| **Assessable Outcomes** | **Performance Criteria** | **Assessment 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 understand the legal and regulatory aspects of launching an enterprise. 5. Trainee is able to appreciate need for continuous growth and expansion of an enterprise 6. Trainee is able to analyze major trends in a given economic sector / sub-sector and identify Business Opportunities 7. Trainee is able to conduct market survey and develop sound Business Plans based on obtained data. 8. Develop effective personal management skills like time management and communication skills. 9. Knows to maintain simple books of accounts and prepare financial statement for small business 10. Trainees able to devise a simple marketing and sales strategies and plan for a small business 11. 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 | 1 | 1 | 0 |
| **PC 2** – Developing Self Confidence and Positive Attitude (Micro Lab & Tower Building) | 2 | 1 | 1 |
| **PC 3** – Comparative Advantages of Entrepreneurship and Self Employment over Wage Employment | 1 | 1 | 0 |
| **PC 4** - Understanding and internalizing entrepreneurial competencies | 5 | 2 | 3 |
| **PC 5** - Understanding the process of steps in Problem Solving | 2 | 1 | 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 | 2 | 1 | 1 |
| **PC 8** – Ability to assess market conditions and indentify appropriate business opportunities | 2 | 1 | 1 |
| **PC 2** – Understanding of Banking & Insurance and how it can help a start up enterprise | 2 | 1 | 1 |
| **PC 9** – Ability to Prepare Business Plan based on data obtained from Market Survey | 10 | 6 | 4 |
| **PC 10** – Understanding licensing and regulatory aspects of launching an enterprise. | 2 | 1 | 1 |
| **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** - Understanding of Basic Laws relating to MSMEs | 5 | 3 | 2 |
| **PC 16** – Growth and Strategic Planning - Understanding of Concepts | 3 | 3 | 0 |
| **Total EDP** | | **60** | **36** | **24** |

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| **Professional Knowledge**  **B. Technical Knowledge**   1. Insight into Goat rearing history 2. Various breeds of Goat,their characteristics and their adaptability 3. Upgrading Goat breeds and its uses and latest introduction 4. Different forms of Goat housing 5. Common diseases, their diagnosis and remedies 6. Different feeds, ways of feeding, different fodder crops 7. Systems of Goat rearing, lamb management 8. Indian monsoon and its effects on Goat rearing 9. Research work in the line & knows Goat rearing in other countries. 10. Learning the techniques of Goat farming on a commercial basis 11. Visit to Animal Husbandry Department and forms an opinion as to how and when it could be of use to him 12. Project preparation if Goat rearing is to be done on commercial basis | **PC1** - Candidates is able to tell about the history , practices, present scenario and prospects of Goat rearing | 1 | 1 | 0 |
| **PC2** – Understands different Goat 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 Goat , | 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 Goat rearing | 3 | 3 | 0 |
| **PC 10-** Trainee is able to tell about the effects of Monsoon on Goat rearing | 3 | 3 | 0 |
| **PC11**- He gains knowledge about the research work going on in Goat rearing | 3 | 3 | 0 |
| **PC 12** Trainee is able to tell the techniques of Goat 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 Goat 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 Skill**   1. Engage in rearing of Goat 2. Select appropriate breeds of Goat for the purpose 3. Feed the Goat 4. Manage the Pest and Diseases affecting Goat 5. De-worming of Goat 6. Collection of Samples of diseased Goat 7. Build Goat Housing 8. Manage the young ones 9. Sheering of Goat | **PC16** – Trainee is able to engage in Goat 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 Goat | 10 | 0 | 10 |
| **PC 21** – He can preserve such samples | 10 | 0 | 10 |
| **PC 22** – He can dispatch such samples | 10 | 0 | 10 |
| **PC 23**- He can build the Goat house(Pen) | 10 | 0 | 10 |
| **PC 24** – He can take care of the young ones | 10 | 0 | 10 |
| **PC 25** – He can sheer the Goat | 10 | 0 | 10 |
| **Total Marks** | | **200** | **80** | **120** |
| **Assessment: Viva Voce and Practical’s** | | | | | |
| **Pass : overall 50 % and above** | | | | |

# SECTION 2 - EVIDENCE OF LEVEL

Option B: Key Requirements of the Job Role

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| **Title of the Qualification: Goat Rearing** | | | | |
| **NSQF LEVEL - 3** | | | | |
| **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** |
| Goat 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 Goat 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. |

# SECTION 3 - EVIDENCE OF NEED

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| **What evidence is there that the qualification is needed?**  Entrepreneurship has been embedded in the Indian genius and is a part of its tradition. India traditionally has been an entrepreneurial society. Traditionally, the entrepreneurship of many communities has been facilitated principally by the successful use of informal ‘entrepreneurial ecosystems’ and interdependent business networks. Further, there is also a rich tradition within the Indian Diaspora, spanning the past several hundred years, whose spirit of enterprise is legion.  Entrepreneurship in India occurs in ‘far more encompassing and far reaching ways than in developed countries’, and could therefore be far more complex, for there is so much more that needs to be done. Commentators today celebrate the ubiquitous Indian attitude of ‘*Jugaad’* (a Hindi word roughly translated as ‘creative improvisation) tool to somehow find a solution based on a refusal to accept defeat, and calling on initiative, quick thinking, cunning and resolve to quickly fulfill market demands at the lowest possible prices) as an entrepreneurial trait that has been as much a part of everyday Indian living as its rich tradition of philosophy and speculation.  The development and impact of entrepreneurship in India has intensified in recent times, particularly with the rise in knowledge-intensive services. New entrepreneurs who do not belong to traditional business communities have begun to emerge in large numbers. Entrepreneurship has grown rapidly, visibly so, creating wealth and generating employment, especially in the past twenty years. Crucial efforts initiated after economic liberalization – including systematic attempts to reduce the ‘license raj’, greater efforts to make finance more easily accessible to entrepreneurs and other institutional support to ‘techno-preneurs’ – have helped improve the climate for Entrepreneurship.  Thus, the opportunities created by today’s global knowledge economy coupled with the ‘unshackling of indigenous enterprise’, have continued to making India a ‘fertile ground’ for Entrepreneurship. Recent surveys, such as those undertaken by Goldman Sachs and Pricewaterhouse Coopers, have estimated that India has the potential to be among the world’s leading economies by 2050. Further India’s economy can potentially gain significantly from the country’s characteristic features – a democratic open society, a strong technology base (with capacity for leapfrogging), unparalleled diversity, vibrant capital markets (including growing private equity and venture capital markets), an increasingly youthful population (50% of India is 25 years and younger), a sizeable market of a large number of customer with vast unmet needs as well as an environment of full and free competition in the private sector. |

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| In order to give impetus to this growing demand of first generation entrepreneurs to gain formal training in entrepreneurship knowledge and skills 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 models which have 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.    The RUDSETI model of developing rural entrepreneurs has been now well researched and documented**[[1]](#footnote-2)** (please see Annexure VI). These studies have highlighted the following highlights and good practices of the RUDSETI model:   1. Training is need and demand based 2. Training is conducted in local language 3. Faculty is drawn from veterans from the industry 4. Training duration is relatively short – enabling the poor to participate actively in the training 5. Training is followed by long duration (2 years) handholding (escort services) for enabling the trained entrepreneur to establish his enterprise 6. Commercial Banks are actively involved in training and settlement of the trainee and assist in availing of credit from the Bank for setting up the enterprise 7. Many of the trainings are linked to Government schemes for promotion of self-employment/entrepreneurship 8. In recent years replication of the RUDSETI model through the RSETIs in every district of India has led to the establishment of a vast network of around 600 training centre. 9. The annual training capacity is 4.00 lakhs of which current capacity utilization is more 80%. 10. Enterprises established by trained candidates have created further wage employment opportunities for thousands of rural poor in the rural areas thereby arresting migration to urban areas. |

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| 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 Goat rearing so as to get higher levels of income by exposing themselves to such training courses , visit to farms of progressive goat farmers, visit to veterinary colleges etc.  **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 also joined 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 Goat 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 586 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 Goat 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 | 253 | 7077 | | 2014-15 | 389 | 11390 | | 2015-16 | 933 | 29564 |     Cumulative settlement rate for the above qualification 60 % and observing the above trend the candidates trained under the above qualification file , the number of candidates estimated to be trained in the next three years is estimated at more than 1,00,000. |
| **What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?**    This qualification enables the youth to engage in goat 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 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 the 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 in Commercial Goat rearing will be in good stead to take up further advanced programmes in Goat rearing.

1. (i) Kumar Naveen K, Kulkarni Anjali, 2013, *Investments by Commercial Banks in Training Rural Communities and its Impact: Scope of Open and Distance Learning,* Commonwealth of Learning and National Institute of Bank Management, Pune.

   (ii) Ramkrishna K, 2015, *A Unique Training Methodology of RUDSETIs in Promoting Self Employment among Unemployed Youth,* JNTU, Hyderabad*,* IOSR Journal of Business and Management (IOSR-JBM) e-ISSN: 2278-487X, p-ISSN: 2319-7668. Volume 17, Issue 1.Ver. II, PP 50-60 [www.iosrjournals.org](http://www.iosrjournals.org)

   (iii) National Academy of RUDSETI, 2012, *A Study of Benefits of Canara Bank RSETI Training to Rural Youth and its Impact on their Settlement,* NAR, Bengaluru [↑](#footnote-ref-2)