

**Curriculum
F
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Wool Processor**



**Council for Technical Education and Vocational Training
Curriculum Development Division
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Introduction

This curriculum for **wool processor** is designed to produce lower level technical workforce equipped with knowledge and skills related to **wool processing**. It makes the trainees able to get opportunities for wage and self-employment in the related occupational field.

Aim

To produce lower level **livestock** workers (**wool processors**) able to provide **wool processing** services in the community being an entrepreneur/employee/self employed.

Objectives

After the completion of this training program, the trainees will be able:

- To identify wool
- To shear wool
- To perform preliminary processing of wool
- To perform wool processing
- To perform wool testing
- To perform wool marketing

Course description

This curriculum provides skills & knowledge necessary for **wool processor**. There will be both demonstration by instructors/trainers and opportunity by trainees to perform skills/tasks specified in this curriculum. Trainees will practice & learn skills using typical tools, materials, equipment & machines necessary for the program.

After successful completion of this program the trainees will be equipped with the knowledge and skills related to **wool, wool shearing, preliminary processing of wool, wool processing, wool testing, and wool marketing**.

Course structure

(Wool processor)

1: Specialized Modules/sub modules	Nature	Time			Marks		
		Th	Pr	Tot	Th	Pr	Tot
1. Wool-12	T + P	12	48	60	10	40	50
2. Wool shearing-13	T + P	13	52	65	10	40	50
3. Preliminary processing of wool-10	T + P	10	60	70	10	40	50
4. Wool processing-12	T + P	24	96	120	20	80	100
5. Wool testing-5	T + P	10	30	40	5	20	25
6. Wool marketing-7	T + P	7	28	35	5	20	25
59 -Specialized modules total:		76	314	390	60	240	300
2: Common							
7. Common module	T + P	14	56	70	10	40	50
1. Applied math	T + P	4	16	20			
2. Occupational health and safety	T + P	2	8	10			
3. First aid	T + P	1	4	5			
4. HIV/AIDS	T + P	1	4	5			
5. Communication	T + P	2	8	10			
6. Small enterprise development	T + P	4	16	20			
All total:		90	370	460	70	280	350

Duration

The total duration of the course will be of 390 hours (three months) of specialized modules plus 70 hours of a common module.

Target group

All interested individuals in the field of livestock with educational prerequisite of class eight pass.

Group size

Maximum of thirty

Medium of instruction

Nepali or English or both

Pattern of attendance

- 80% attendance in theory
- 90% in practical/ performance

Focus of curriculum

This curriculum emphasizes on competency /performance. 80% time is allocated for performance and only 20% for related technical knowledge. So the focus will be on performance of the specified competencies in the curriculum

Entry criteria

- Minimum of eight class pass or equivalent
- Minimum of 14 years of age
- Should pass entrance examination

Follow up suggestions

In order to assess the success of this program and collect feedbacks/ inputs for the revision of the curriculum a schedule of follow up is suggested as follows:

- First follow up: - Six months after the completion of the program
- Second follow up: - Six months after the completion of the first follow up
- Follow up cycle: - In a cycle of one year after the completion of the second follow up for five years

Certificate

The related training institute will provide the certificate of "Wool Processor". Again, individuals who complete module (s) of the curriculum will receive a certificate of completion of the particular module(s).

Grading

- Distinction: passed with 80% or above
- First division: passed with 75% or above

- Second division: passed with 65% or above
- Third division: passed with 60% or above

Students evaluation

- Continuous evaluation of the trainees' performance is to be done by the related instructor/ trainer to ensure the proficiency over each competency under each of the sub-module.
- Related technical knowledge learnt by trainees will be evaluated through written or oral tests.
- Trainees must secure minimum marks of 60% in an average of both theory and practical evaluations.
- There will be three internal evaluations and one final evaluation in each module.
- The entrance test will be conducted by the concerned training institute

Trainers qualification

- I. Sc. Ag or equivalent in related field
- Good communicative and instructional skills
- Experience in related field

Trainer-trainees ratio

- 1:10 for practical classes
- For theory, as per the class room situation

Suggestions for instructor

Suggestions for instruction

- 1. Select objectives**
 - Write objectives of cognitive domain
 - Write objectives of psychomotor domain
 - Write objectives of affective domain
- 2. Select subject matter**
 - Study subject matter in detail
 - Select content related to cognitive domain
 - Select content related to psychomotor domain
 - Select content related to affective domain
- 3. Select instructional methods**
 - Teacher centered methods: like lecture, demonstration, questions answer inquiry, induction and deduction methods.
 - Student initiated methods like experimental, field trip/excursion, discovery, exploration, problem solving, and survey methods.
 - Interaction methods like discussion, group/team teaching, microteaching and exhibition.
 - Dramatic methods like role play and dramatization
- 4. Select Instructional method (s) on the basis of objectives of lesson plans and KAS domains**

5. Select appropriate educational materials and apply at right Time and place.
6. Evaluate the trainees applying various tools to correspond the KAS domains
7. Make plans for classroom / field work / workshop organization and management.
8. Coordinate among objectives, subject matter and instructional methods.
9. Prepare lesson plan for Theory and Practical classes.
10. Deliver /conduct instruction / program
11. Evaluate instruction/ program

Suggestion for the performance evaluation of the trainees

1. Perform task analysis
2. Develop a detail task performance checklist
3. Perform continuous evaluation of the trainees by applying the performance checklist.

Suggestion for skill training

Demonstrate performance

1. Demonstrate task performance in normal speed
2. Demonstrate slowly with verbal description of each and every step in the sequence of activity of the task performance using question and answer techniques.
3. Repeat 2 for the clarification on trainees demand if necessary
4. Perform fast demonstration of the task.

Provide trainees the opportunities to practice the task performance demonstration

1. Provide trainees to have guided practice
2. Create environment for practicing the demonstrated task performance
3. Guide the trainees in each and every step of task performance
4. Provide trainees to repeat and repeat as per the need to be proficient on the given task performance
5. Switch to another task demonstration if and only trainees developed proficiency in the task performance.

Other suggestions

1. Apply principles of skill training
2. Allocate 20% Time for Theory classes and 80% Time for task performance while delivering instructions
3. Apply principles of adult learning
4. Apply principles of intrinsic motivation
5. Facilitate maximum trainees involvement in learning and task performance activities
6. Instruct the trainees on the basis of their existing level of knowledge, skills and attitude.

List of modules and sub modules

Module: 1: Wool

Module: 2: Wool shearing

Module: 3: Preliminary processing of wool

Module: 4: Wool processing

Module: 5: Wool testing

Module: 6: Wool marketing

Module: 7: Common module

Sub module: 1: Applied math

Sub module: 2: Occupational health and safety

Sub module: 3: First aid

Sub module: 4: HIV/AIDS

Sub module: 5: Communication

Sub module: 6: Small enterprise development

Details of modules and sub modules

Module:1: Wool					
	Description: It deals with the knowledge and skills related to develop concept of wool and wool related activities.				
	Objectives: After its completion the trainees will be able: <ul style="list-style-type: none"> • To be familiar with the concept of wool • To define wool • To state composition of wool • To identify physical components of wool fiber • To identify quality parameters of wool • To identify mechanical properties of wool • To identify sources of wool • To classify wool • To be familiar with skirting of wool • To be familiar with grading of wool • To be familiar with storing of wool • To be familiar with marketing of wool • To be familiar with selling of wool 				
	Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge:				
			Th.(12 hrs) + Pr.(48 hrs) = Tot.(60 hrs)		
			Time(hrs)		
SN	Tasks or skills/ steps	Related technical knowledge	Th.	Pr.	Tot.
1.	<u>Define wool</u> <ul style="list-style-type: none"> • Receive instruction • Note the related information • Collect related reading materials • Collect definitions • Analyze the definitions • Write a comprehensive definition of wool • Follow precautions • Keep records 	<u>Defining wool:</u> <ul style="list-style-type: none"> ❖ Collecting definitions ❖ Analyzing the definitions ❖ Writing a comprehensive definition of wool ❖ Following precautions ❖ Keeping records 	1	4	5
2.	<u>State composition of wool</u> <ul style="list-style-type: none"> • Receive instruction • Note the related information • Collect related reading materials • Study the composition of wool • Write composition of wool 	<u>Stating composition of wool:</u> <ul style="list-style-type: none"> ❖ The composition of wool ❖ Writing composition of wool ❖ Following precautions ❖ Keeping records 	1	4	5

	<ul style="list-style-type: none"> • Follow precautions • Keep records 				
3.	<p><u>Identify physical components of wool fiber</u></p> <ul style="list-style-type: none"> • Receive instruction • Note the related information • Collect related reading materials • Study the related reading materials • Enlist physical components of wool fiber[cuticle/scale structure, cortex, and medulla] • List functions of each physical components of wool fiber • Identify each physical components of wool fiber • Follow precautions • Keep records 	<p><u>Identifying physical components of wool fiber:</u></p> <ul style="list-style-type: none"> ❖ Physical components of wool fiber[cuticle/scale structure, cortex, and medulla] ❖ Functions of each physical components of wool fiber ❖ Identifying each physical components of wool fiber ❖ Following precautions ❖ Keeping records 	1	4	5
4.	<p><u>Identify quality parameters of wool</u></p> <ul style="list-style-type: none"> • Receive instruction • Note the related information • Collect related reading materials • Be familiar with the concept of quality parameters of wool • Enlist quality parameters of wool[fiber fineness, fiber length/staple length, moisture regain/ moisture content, crimp frequency, medullation percentage, scouring yield, vegetable content, color, luster] • State concept of the parameters of wool • Find out fiber fineness • Find out fiber/staple length • Find out moisture regain/ moisture content • Find out crimp frequency 	<p><u>Identifying quality parameters of wool:</u></p> <ul style="list-style-type: none"> ❖ Being familiar with the concept of quality parameters of wool ❖ Enlisting quality parameters of wool[fiber fineness, fiber length/staple length, moisture regain/ moisture content, crimp frequency, medullation percentage, scouring yield, vegetable content, color, luster] ❖ Stating concept of the parameters of wool ❖ Finding out fiber fineness ❖ Finding out fiber/staple length ❖ Finding out moisture regain/ moisture content ❖ Finding out crimp frequency ❖ Finding out medullation percentage ❖ Finding out scouring yield 	1	4	5

	<ul style="list-style-type: none"> • Find out medullation percentage • Find out scouring yield • Find out scouring yield • Find out vegetable content • Find out vegetable content • Identify/interpret color of wool • Identify luster of wool • Follow precautions • Keep records 	<ul style="list-style-type: none"> ❖ Finding out scouring yield ❖ Finding out vegetable content ❖ Finding out vegetable content ❖ Identifying/interpreting color of wool ❖ Identifying luster of wool ❖ Following precautions ❖ Keeping records 			
5.	<ul style="list-style-type: none"> • Identify mechanical properties of wool • Receive instruction • Note the related information • Collect related reading materials • Study the related reading materials • State concept of mechanical properties of wool • List mechanical properties of wool • Identify mechanical properties of wool • Follow precautions • Keep records 	<p><u>Identifying mechanical properties of wool:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of mechanical properties of wool ❖ Listing mechanical properties of wool ❖ Identifying mechanical properties of wool ❖ Following precautions ❖ Keeping records 	1	4	5
6.	<p><u>Identify sources of wool</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of wool sources • List wool sources • Identify wool sources • Identify sources of quality wool • Follow precautions • Keep records 	<p><u>Identifying sources of wool:</u></p> <ul style="list-style-type: none"> ❖ Concept of wool sources ❖ Listing wool sources ❖ Identifying wool sources ❖ Identifying sources of quality wool ❖ Following precautions ❖ Keeping records 	1	4	5
7.	<p><u>Classify wool</u></p> <ul style="list-style-type: none"> • Receive instruction • Note the related information • Collect related reading materials • Study the related reading materials 	<p><u>Classifying wool:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of wool classification ❖ Classifying wool from commercial purposes ❖ Enlisting quality/features of each class of wool 	1	4	5

	<ul style="list-style-type: none"> • State concept of wool classification • Classify wool from commercial purposes • Enlist quality/features of each class of wool • Enlist application/uses of each class of wool • Identify fine wool • Identify medium wool • Identify long wool • Identify crossbred wool • Identify carpet wool • Follow precautions • Keep records 	<ul style="list-style-type: none"> ❖ Enlisting application/uses of each class of wool ❖ Identifying fine wool ❖ Identifying medium wool ❖ Identifying long wool ❖ Identifying crossbred wool ❖ Identifying carpet wool ❖ Following precautions ❖ Keeping records 			
8.	<p><u>Skirt wool</u></p> <ul style="list-style-type: none"> • Receive instruction • Note the related information • Collect related reading materials • Study the related reading materials • State concept of wool skirting • Remove tags from the body of the fleece • Remove leg pieces from the body of the fleece • Remove neck pieces the body of the fleece • Remove bellies from the body of the fleece • Remove locks from the body of the fleece • Remove stained proteins from the body of the fleece • Follow precautions • Keep records 	<p><u>Skirting wool:</u></p> <ul style="list-style-type: none"> ❖ Concept of wool skirting ❖ Removing tags from the body of the fleece ❖ Removing leg pieces from the body of the fleece ❖ Removing neck pieces the body of the fleece ❖ Removing bellies from the body of the fleece ❖ Removing locks from the body of the fleece ❖ Removing stained proteins from the body of the fleece ❖ Following precautions ❖ Keeping records 	1	4	5
9.	<p><u>Grade wool</u></p> <ul style="list-style-type: none"> • Receive instruction • Note the related information • Collect related reading materials • Study the related reading materials 	<p><u>Grading wool:</u></p> <ul style="list-style-type: none"> ❖ Concept of wool grading ❖ Wool grade classes ❖ Identifying/listing wool grading criteria ❖ Obtaining the wool to be 	1	4	5

	<ul style="list-style-type: none"> • State concept of wool grading • List wool grade classes • Identify/list wool grading criteria • Obtain the wool to be graded • Carry out appraisal of fleece/wool • Grade the wool • Follow precautions • Keep records 	<ul style="list-style-type: none"> ❖ graded ❖ Carrying out appraisal of fleece/wool ❖ Grading the wool ❖ Following precautions ❖ Keeping records 			
10.	<p><u>Store wool</u></p> <ul style="list-style-type: none"> • Receive instruction • Obtain the wool to be stored • Prepare the wool for storing • Prepare the store • Store the wool • Follow precautions • Keep records 	<p><u>Storing wool:</u></p> <ul style="list-style-type: none"> ❖ Obtaining the wool to be stored ❖ Preparing the wool for storing ❖ Preparing the store ❖ Storing the wool ❖ Following precautions ❖ Keeping records 	1	4	5
11.	<p><u>Market wool</u></p> <ul style="list-style-type: none"> • Receive instruction • Study market demand • Obtain the wool to be marketed • Make the wool ready to market • Price the wool • Place the wool • Promote the wool 	<p><u>Marketing wool:</u></p> <ul style="list-style-type: none"> ❖ Study of market demand ❖ Obtaining the wool to be marketed ❖ Making the wool ready to market ❖ Pricing the wool ❖ Placing the wool ❖ Promoting the wool ❖ Following precautions ❖ Keeping records 	1	4	5
12.	<p><u>Sell wool</u></p> <ul style="list-style-type: none"> • Receive instruction • Deliver wool • Sell the wool • Calculate profit/loss • Follow precautions • Keep records 	<p><u>Selling wool:</u></p> <ul style="list-style-type: none"> ❖ Delivering wool ❖ Selling the wool ❖ Calculating profit/loss ❖ Following precautions ❖ Keeping records 	1	4	5
		Total:	12	48	60
Module: 2: Wool shearing					
	Description: It deals with the knowledge and skills related to wool shearing and related activities to it.				
	Objectives: After its completion the trainees will be able:				

	<ul style="list-style-type: none"> • To prepare shearing schedule • To manage shearing shed/yard • To select sheep to be sheared • To state principles / procedures of shearing • To perform hand shearing • To perform machine shearing • To perform chemical shearing • To sort fleece • To roll fleeces • To class fleece • To make fleece packs • To store fleece packs • To perform post-shear care of the sheep 				
	Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge:				
	Th.(13hrs) + Pr.(52 hrs) = Tot.(65 hrs)				
		Time(hrs)			
SN	Tasks or skills/ steps	Related technical knowledge	Th.	Pr.	Tot.
1.	<u>Prepare shearing schedule</u> <ul style="list-style-type: none"> • Receive instruction • State concept of shearing schedule • Obtain a sample of shearing schedule • Determine frequency of shearing • Identify shearing season/time • Prepare a shearing schedule as per the sample • Follow precautions • Keep records 	<u>Preparing shearing schedule:</u> <ul style="list-style-type: none"> ❖ Stating concept of shearing schedule ❖ Obtaining a sample of shearing schedule ❖ Determining frequency of shearing ❖ Identifying shearing season/time ❖ Preparing a shearing schedule as per the sample ❖ Following precautions ❖ Keeping records 	1	4	5
2.	<u>Manage shearing shed/yard</u> <ul style="list-style-type: none"> • Receive instruction • State concept of managing shearing shed/yard • State concept of shearing season • Determine design/size of shearing shed/wool godown • Manage forcing pen • Manage drafting yard • Manage sweating pen • Manage catching pen • Manage pen for keeping 	<u>Managing shearing shed/yard:</u> <ul style="list-style-type: none"> ❖ Stating concept of managing shearing shed/yard ❖ Stating concept of shearing season ❖ Determining design/size of shearing shed/wool godown ❖ Managing forcing pen ❖ Managing drafting yard ❖ Managing sweating pen ❖ Managing catching pen ❖ Managing pen for keeping shorn sheep ❖ Managing wool section 	1	4	5

	<p>shorn sheep</p> <ul style="list-style-type: none"> • Manage wool section • Manage rolling table • Manage bins for classing fleece • Manage space for storing wool packs • Obtain a sample of shearing schedule • Prepare a shearing schedule as per the sample • Follow precautions • Keep records 	<ul style="list-style-type: none"> ❖ Managing rolling table ❖ Managing bins for classing fleece ❖ Managing space for storing wool packs ❖ Obtaining a sample of shearing schedule ❖ Preparing a shearing schedule as per the sample ❖ Following precautions ❖ Keeping records 			
3.	<p><u>Select sheep to be sheared</u></p> <ul style="list-style-type: none"> • Receive instruction • Enlist criteria for selecting sheep for shearing • Identify each criteria for selecting sheep for shearing • Apply the criteria for selecting sheep for shearing • Select sheep on the basis of the selection criteria • Follow precautions • Keep records 	<p><u>Selecting sheep to be sheared:</u></p> <ul style="list-style-type: none"> ❖ Enlisting criteria for selecting sheep for shearing ❖ Identifying each criteria for selecting sheep for shearing ❖ Applying the criteria for selecting sheep for shearing ❖ Selecting sheep on the basis of the selection criteria ❖ Following precautions ❖ Keep records 	1	4	5
4.	<p><u>State principles / procedures of shearing</u></p> <ul style="list-style-type: none"> • Receive instruction • State principles / procedure of hand shearing • State principles / procedure of machine shearing • State principles / procedure of chemical shearing • Follow precautions • Keep records 	<p><u>Principles / procedures of shearing:</u></p> <ul style="list-style-type: none"> ❖ Principles / procedure of hand shearing ❖ Principles / procedure of machine shearing ❖ Principles / procedure of chemical shearing ❖ Following precautions ❖ Keeping records 	1	4	5
5.	<p><u>Perform hand shearing</u></p> <ul style="list-style-type: none"> • Receive instruction • Enlist advantages/disadvantages of hand shearing • Prepare the sheep for hand shearing • Be prepared/ready for hand shearing 	<p><u>Hand shearing:</u></p> <ul style="list-style-type: none"> ❖ Enlisting advantages/disadvantages of hand shearing ❖ Preparing the sheep for hand shearing ❖ Being prepared/ready for hand shearing ❖ Applications of 	1	4	5

	<ul style="list-style-type: none"> • Obtain clippers/scissors • Carry out hand shearing • Follow precautions • Keep records 	<ul style="list-style-type: none"> ❖ clippers/scissors ❖ Carrying out hand shearing ❖ Following precautions ❖ Keeping records 			
6.	<p><u>Perform machine shearing</u></p> <ul style="list-style-type: none"> • Receive instruction • Enlist advantages/ disadvantages of machine shearing • Prepare the sheep for machine shearing • Be prepared/ready for machine shearing • Obtain shearing machine • Check the machine to insure its operation/condition • Make/prepare the machine ready to operate • Carry out sharing shearing • Follow precautions • Keep records 	<p><u>Machine shearing:</u></p> <ul style="list-style-type: none"> ❖ Advantages/ disadvantages of machine shearing ❖ Preparing the sheep for machine shearing ❖ Being prepared/ready for machine shearing ❖ Shearing machine ❖ Checking the machine to insure its operation/condition ❖ Making/preparing the machine ready to operate ❖ Carrying out sharing shearing ❖ Following precautions ❖ Keeping records 	1	4	5
7.	<p><u>Perform chemical shearing</u></p> <ul style="list-style-type: none"> • Receive instruction • Enlist advantages/ disadvantages of chemical shearing • Select sheep for shearing • Take live weight of the selected shearing • Take drug(cyclophosphamide) • Calculate amount of the drug (cyclophosphamide (@ of 24 mg per kg live weight) • Feed/administer the calculated drug • Wait for 12 days • Collect patches of wool came off/shed during three days after 12th day of drug administration • Follow precautions • Keep records 	<p><u>Chemical shearing:</u></p> <ul style="list-style-type: none"> ❖ Enlisting advantages/ disadvantages of chemical shearing ❖ Selecting sheep for shearing ❖ Taking live weight of the selected shearing ❖ Taking drug(cyclophosphamide) ❖ Calculating amount of the drug (cyclophosphamide (@ of 24 mg per kg live weight) ❖ Feeding/administering the calculated drug ❖ Waiting for 12 days ❖ Collecting patches of wool came off/shed during three days after 12th day of drug administration ❖ Following precautions ❖ Keeping records 	1	4	5
8.	<p><u>Sort fleece</u></p> <ul style="list-style-type: none"> • Receive instruction 	<p><u>Sorting fleece:</u></p> <ul style="list-style-type: none"> ❖ Differentiating among 	1	4	5

	<ul style="list-style-type: none"> • Differentiate among classing, grading, and sorting • Enlist needs for sorting fleece • State principle and process of sorting fleece • Sort fleece • Follow precautions • Keep records 	<ul style="list-style-type: none"> ❖ classing, grading, and sorting ❖ Enlisting needs for sorting fleece ❖ Stating principle and process of sorting fleece ❖ Sorting fleece ❖ Following precautions ❖ Keeping records 			
9.	<p><u>Roll fleeces</u></p> <ul style="list-style-type: none"> • Receive instruction • State principle and process of rolling fleece • Obtain/take the fleeces to be rolled • Prepare rolling table • Roll the fleeces • Follow precautions • Keep records 	<p><u>Rolling fleeces:</u></p> <ul style="list-style-type: none"> ❖ Stating principle and process of rolling fleece ❖ Obtaining/taking the fleeces to be rolled ❖ Preparing rolling table ❖ Rolling the fleeces ❖ Following precautions ❖ Keeping records 	1	4	5
10.	<p><u>Class fleece</u></p> <ul style="list-style-type: none"> • Receive instruction • State principle and process of classing the fleece • Set rolling table with bins for classing • Class fleece • Follow precautions • Keep records 	<p><u>Classing fleece:</u></p> <ul style="list-style-type: none"> ❖ Stating principle and process of classing the fleece ❖ Setting rolling table with bins for classing ❖ Classing fleece ❖ Following precautions ❖ Keeping records 	1	4	5
11.	<p><u>Make fleece packs</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of fleece packs • Obtain/take fleece to be packed • Make fleece packs • Follow precautions • Keep records 	<p><u>Making fleece packs:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of fleece packs ❖ Obtaining/taking fleece to be packed ❖ Making fleece packs ❖ Following precautions ❖ Keeping records 	1	4	5
12.	<p><u>Store fleece packs</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept storing of fleece packs • Obtain/take fleece packed • Prepare store • Store the fleece packs • Follow precautions 	<p><u>Storing fleece packs:</u></p> <ul style="list-style-type: none"> ❖ Stating concept storing of fleece packs ❖ Obtaining/taking fleece packed ❖ Preparing store ❖ Storing the fleece packs ❖ Following precautions ❖ Keeping records 	1	4	5

	<ul style="list-style-type: none"> Keep records 				
13.	<p><u>Perform post-shear care of the sheep</u></p> <ul style="list-style-type: none"> Prepare pen for keeping the shorn sheep Keep the shorn sheep in the pen Provide nutritious grazing Supplement with harvested grasses and tree looping Provide supplementary feeding with concentrate mixture Follow precautions Keep records 	<p><u>Performing post-shear care of the sheep:</u></p> <ul style="list-style-type: none"> ❖ Preparing pen for keeping the shorn sheep ❖ Keeping the shorn sheep in the pen ❖ Providing nutritious grazing ❖ Supplementing with harvested grassing and tree looping ❖ Providing supplementary feeding with concentrate mixture ❖ Following precautions ❖ Keeping records 	1	4	5
		Total:	13	52	65
Module: 3: Preliminary processing of wool					
Description: It deals with the knowledge and skills related to preliminary processing of wool.					
Objectives: After its completion the trainees will be able: <ul style="list-style-type: none"> To identify impurities of raw wool To perform sorting To perform dusting To perform opening To perform scouring To perform burr picking To perform carbonizing to remove burrs To perform crushing To perform beating To perform neutralizing 					
Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge:					
Th.(10hrs) + Pr.(60hrs) = Tot.(70 hrs)			Time(hrs)		
SN	Tasks or skills/ steps	Related technical knowledge	Th.	Pr.	Tot.
1.	<p><u>Identify impurities of raw wool</u></p> <ul style="list-style-type: none"> Receive instruction State concept of impurities of raw wool Identify natural impurities (oil and fats secreted by sebaceous glands and water soluble salt from skin excretion known as suint) Identify acquired impurities (<p><u>Identifying impurities of raw wool:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of impurities of raw wool ❖ Identifying natural impurities (oil and fats secreted by sebaceous glands and water soluble salt from skin excretion known as suint) ❖ Identifying acquired 	1	6	7

	<p>sand, dirt, burrs, and other forms of vegetable matters)</p> <ul style="list-style-type: none"> • Identify applied impurities (tar, pitch, and paint used to identify animal or chemicals used for treatment) • State the need to remove the impurities • Follow precautions • Keep records 	<p>impurities (sand, dirt, burrs, and other forms of vegetable matters)</p> <ul style="list-style-type: none"> ❖ Identifying applied impurities (tar, pitch, and paint used to identify animal or chemicals used for treatment) ❖ Stating the need to remove the impurities ❖ Following precautions ❖ Keeping records 			
2.	<p><u>Perform sorting</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of sorting • Receive raw wool • Take fleece • Perform sorting • Open up the fleece into different sub-sorts • Follow precautions • Keep records 	<p><u>Performing sorting:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of sorting ❖ Receiving raw wool ❖ Taking fleece ❖ Performing sorting ❖ Opening up the fleece into different sub-sorts ❖ Following precautions ❖ Keeping records 	1	6	7
3.	<p><u>Perform dusting</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of dusting • Enlist needs for dusting • Receive raw wool to be dusted • Take wool to be dusted • Perform dusting • Follow precautions • Keep records 	<p><u>Performing dusting:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of dusting ❖ Enlisting needs for dusting ❖ Receiving raw wool to be dusted ❖ Taking wool to be dusted ❖ Performing dusting ❖ Following precautions ❖ Keeping records 	1	6	7
4.	<p><u>Perform opening</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of opening • Enlist needs for opening • Receive raw wool to be opened • Take wool to be opened • Open up the clumps of fibers into individual staples • Carry out openings • Follow precautions • Keep records 	<p><u>Performing opening:</u></p> <ul style="list-style-type: none"> ❖ Receiving instruction ❖ Stating concept of opening ❖ Enlisting needs for opening ❖ Receiving raw wool to be opened ❖ Taking wool to be opened ❖ Opening up the clumps of fibers into individual staples ❖ Carrying out openings ❖ Following precautions ❖ Keeping records 	1	6	7
5.	<p><u>Perform scouring</u></p>	<p><u>Performing scouring:</u></p>	1	6	7

	<ul style="list-style-type: none"> • Receive instruction • State concept of aqueous scouring process • State concept of solvent-degreasing process • Remove impurities by scouring • Carry out aqueous scouring process • Carry out solvent-degreasing process • Remove impurities of wool by scouring • Dry the scoured stock dryers • Follow precautions • Keep records 	<ul style="list-style-type: none"> ❖ Stating concept of aqueous scouring process ❖ Stating concept of solvent-degreasing process ❖ Removing impurities by scouring ❖ Carrying out aqueous scouring process ❖ Carrying out solvent-degreasing process ❖ Removing impurities of wool by scouring ❖ Drying the scoured stock dryers ❖ Following precautions ❖ Keeping records 			
6.	<p><u>Perform burr picking</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of burr/ burr picking • Enlist need for removing burrs • Remove burrs by mechanical means by burr crusher • Remove burrs manually by hand scissoring • Follow precautions • Keep records 	<p><u>Performing burr picking:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of burr/ burr picking ❖ Enlisting need for removing burrs ❖ Removing burrs by mechanical means by burr crusher ❖ Removing burrs manually by hand scissoring ❖ Following precautions ❖ Keeping records 	1	6	7
7.	<p><u>Perform carbonizing to remove burrs</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of carbonization • Use acids(as sulphuric / hydrochloric) and/or salts(aluminum chloride) • Remove carbon by subsequent mechanical action during crushing/beating/neutralization • Follow precautions • Keep records 	<p><u>Performing carbonizing to remove burrs:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of carbonization ❖ Using acids(as sulphuric / hydrochloric) and/or salts(aluminum chloride) ❖ Removing carbon by subsequent mechanical action during crushing/beating/neutralization ❖ Following precautions ❖ Keeping records 	1	6	7
8.	<p><u>Perform crushing</u></p>	<p><u>Performing crushing:</u></p>	1	6	7

	<ul style="list-style-type: none"> • Receive instruction • State concept of crushing • Enlist need for crushing • Perform crushing • Remove carbon through crushing • Follow precautions • Keep records 	<ul style="list-style-type: none"> ❖ Stating concept of crushing ❖ Enlisting need for crushing ❖ Performing crushing ❖ Removing carbon through crushing ❖ Following precautions ❖ Keeping records 			
9.	<p><u>Perform beating</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of beating • Enlist need for beating • Perform beating • Remove carbon through beating • Follow precautions • Keep records 	<p><u>Performing beating:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of beating ❖ Enlisting need for beating ❖ Performing beating ❖ Removing carbon through beating ❖ Following precautions ❖ Keeping records 	1	6	7
10.	<p><u>Perform neutralizing</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of neutralizing • Enlist need for neutralizing • Perform neutralizing • Remove carbon through neutralizing • Follow precautions • Keep records 	<p><u>Performing neutralizing:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of neutralizing ❖ Enlisting need for neutralizing ❖ Performing neutralizing ❖ Removing carbon through neutralizing ❖ Following precautions ❖ Keeping records 	1	6	7
		Total:	10	60	70
Module: 4: Wool processing					
Description: It deals with the knowledge and skills related to wool processing.					
Objectives: After its completion the trainees will be able: <ul style="list-style-type: none"> • To be familiar with the systems of wool processing • To perform oiling by woolen process • To perform oiling by worsted process • To perform woolen carding & spinning • To perform worsted carding & spinning • To perform gilling • To perform wool combing • To perform top finishing • To perform weaving • To maintain/balance vital motions in fabric weaving • To perform dyeing • To perform finishing 					
Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge:					

		Th.(24 hrs) + Pr.(96hrs) = Tot.(120 hrs)		Time(hrs)		
SN	Tasks or skills/ steps	Related technical knowledge	Th.	Pr.	Tot.	
1.	<p><u>Be familiar with the systems of wool processing</u></p> <ul style="list-style-type: none"> • Receive instruction • Collect related reading materials • Study related reading materials • State concept of wool processing • State concept systems of wool processing • State principles/procedures/application of woolen system of wool processing • State principles/procedures/application of worsted system of wool processing • Enlist advantages/disadvantages of woolen system of wool processing • Enlist advantages/disadvantages of worsted system of wool processing • Follow precautions • Keep records 	<p><u>Systems of wool processing:</u></p> <ul style="list-style-type: none"> ❖ Collecting related reading materials ❖ Studying related reading materials ❖ Stating concept of wool processing ❖ Stating concept systems of wool processing ❖ Stating principles/procedures/application of woolen system of wool processing ❖ Stating principles/procedures/application of worsted system of wool processing ❖ Enlisting advantages/disadvantages of woolen system of wool processing ❖ Ensiling advantages/disadvantages of worsted system of wool processing ❖ Following precautions ❖ Keeping records 	2	8	10	
2.	<p><u>Perform oiling by woolen process</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of oiling by woolen process • Enlist need for oiling by woolen process • Identify mineral oil/non-ionic soap • Obtain mineral oil/non-ionic soap/wool to be oiled • Weigh the wool to be oiled • Prepare mineral oil emulsion with non-ionic 	<p><u>Oiling by woolen process:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of oiling by woolen process ❖ Enlisting need for oiling by woolen process ❖ Identifying mineral oil/non-ionic soap ❖ Obtaining mineral oil/non-ionic soap/wool to be oiled ❖ Weighing the wool to be oiled ❖ Preparing mineral oil emulsion with non-ionic soap ❖ Oiling wool with the 	2	8	10	

	soap <ul style="list-style-type: none"> Oil wool with the emulsion at the rate of 3-5% of wool weight Follow precautions Keep records 	emulsion at the rate of 3-5% of wool weight <ul style="list-style-type: none"> ❖ Following precautions ❖ Keeping records 			
3.	<u>Perform oiling by worsted process</u> <ul style="list-style-type: none"> Receive instruction State concept of oiling by worsted process Enlist need for oiling by worsted process Identify mineral oil/non-ionic soap Obtain mineral oil/non-ionic soap/wool to be oiled Weigh the wool to be oiled Prepare mineral oil emulsion with non-ionic soap Oil wool with the emulsion at the rate of 0.5% or even less of the wool weight. Follow precautions Keep records 	<u>Oiling by worsted process:</u> <ul style="list-style-type: none"> ❖ Stating concept of oiling by worsted process ❖ Enlisting need for oiling by worsted process ❖ Identifying mineral oil/non-ionic soap ❖ Obtaining mineral oil/non-ionic soap/wool to be oiled ❖ Weighing the wool to be oiled ❖ Preparing mineral oil emulsion with non-ionic soap ❖ Oiling wool with the emulsion at the rate of 0.5% or even less of the wool weight. ❖ Following precautions ❖ Keeping records 	2	8	10
4.	<u>Perform woolen carding & spinning</u> <ul style="list-style-type: none"> Receive instruction State concept of woolen carding Enlist objectives of woolen carding Prepare wool for woolen carding Determine card systems to be used Use a 2-3 to 3-4 card system Carry out woolen carding Carry out spinning Spin woolen yarn on mule/ring spinning frame Follow precautions Keep records 	<u>Woolen carding & spinning :</u> <ul style="list-style-type: none"> ❖ Stating concept of woolen carding ❖ Enlisting objectives of woolen carding ❖ Preparing wool for woolen carding ❖ Determining card systems to be used ❖ Using a 2-3 to 3-4 card system ❖ Carrying out woolen carding ❖ Carrying out spinning ❖ Spinning woolen yarn on mule/ring spinning frame ❖ Following precautions ❖ Keeping records 	2	8	10

5.	<p><u>Perform worsted carding & spinning</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of worsted carding • Enlist objectives of worsted carding • Obtain properly oiled/lubricated wool • Subject the lubricated wool to worsted carding • Ensure the parallel placement of wool fibers to each other • Ensure the arrangement of the fibers into silver of definitive weight and thickness • Carry out spinning • Follow precautions • Keep records 	<p><u>Worsted carding & spinning:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of worsted carding ❖ Enlisting objectives of worsted carding ❖ Obtaining properly oiled/lubricated wool ❖ Subjecting the lubricated wool to worsted carding ❖ Ensuring the parallel placement of wool fibers to each other ❖ Ensuring the arrangement of the fibers into silver of definitive weight and thickness ❖ Carrying out spinning ❖ Following precautions ❖ Keeping records 	2	8	10
6.	<p><u>Perform gilling</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of gilling • Enlist objectives of gilling • Obtain carded silvers (wool fibers) • Set an auto-leveler • Gill the carded silvers on the auto-leveler • Improve the parallelization of fibers ready for combing • Follow precautions • Keep records 	<p><u>Gilling:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of gilling ❖ Enlisting objectives of gilling ❖ Obtaining carded silvers (wool fibers) ❖ Setting an auto-leveler ❖ Gilling the carded silvers on the auto-leveler ❖ Improving the parallelization of fibers ready for combing ❖ Following precautions ❖ Keeping records 	2	8	10
7.	<p><u>Perform wool combing</u></p> <ul style="list-style-type: none"> • Receive instruction • State concept of wool combing • Enlist objectives of wool combing • Obtain gilled silvers/parallelized fibers • Prepare for combing the wool • Comb the wool 	<p><u>Wool combing:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of wool combing ❖ Enlisting objectives of wool combing ❖ Obtaining gilled silvers/parallelized fibers ❖ Preparing for combing the wool ❖ Combing the wool ❖ Removing the unwanted 	2	8	10

	<ul style="list-style-type: none"> Remove the unwanted materials/things collect tops Follow precautions Keep records 	<ul style="list-style-type: none"> materials/things ❖ collecting tops ❖ Following precautions ❖ Keeping records 			
8.	<p><u>Perform top finishing</u></p> <ul style="list-style-type: none"> Receive instruction State concept of top finishing Enlist objectives of top finishing Carryout top finishing processes Obtain silver regularity Obtain desired silver weight Retain the parallel state of fibers Wrap silver to form a suitable package Follow precautions Keep records 	<p><u>Top finishing:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of top finishing ❖ Enlisting objectives of top finishing ❖ Carrying out top finishing processes ❖ Obtaining silver regularity ❖ Obtaining desired silver weight ❖ Retaining the parallel state of fibers ❖ Wrapping silver to form a suitable package ❖ Following precautions ❖ Keeping records 	2	8	10
9.	<p><u>Perform weaving</u></p> <ul style="list-style-type: none"> State concept of weaving Enlist objectives of weaving Prepare warp Carry out warp sizing Carry out pim winding of welt yarns Carry out tying in of warp Carry out drying in of warp 	<p><u>Weaving:</u></p> <ul style="list-style-type: none"> ❖ Stating concept of weaving ❖ Enlisting objectives of weaving ❖ Preparing warp ❖ Carrying out warp sizing ❖ Carrying out pim winding of welt yarns ❖ Carrying out tying in of warp ❖ Carrying out drying in of warp 	2	8	10
10.	<p><u>Maintain/balance vital motions in fabric weaving</u></p> <ul style="list-style-type: none"> Receive instruction Identify various types of looms Handle loom Maintain shedding motion Maintain out picking motion Maintain out beating motion Maintain out let off motion Maintain out take up motion 	<p><u>Maintaining/balancing vital motions in fabric weaving:</u></p> <ul style="list-style-type: none"> ❖ Identifying various types of looms ❖ Handling loom ❖ Maintaining shedding motion ❖ Maintaining out picking motion ❖ Maintaining out beating motion ❖ Maintaining out let off motion 	2	8	10

		❖ Maintaining out take up motion			
11.	<u>Perform dyeing</u> <ul style="list-style-type: none"> • Receive instruction • State concept of dyeing • Enlist objectives of dyeing • Classify dyes • Identify acid dyes • Identify metal-complex dyes • Identify chrome dyes • Identify vat dyes • Identify reactive dyes • Identify direct dyes • Prepare dies for dyeing • Carry out dyeing • Follow precautions • Keep records 	<u>Dyeing:</u> <ul style="list-style-type: none"> ❖ Stating concept of dyeing ❖ Enlisting objectives of dyeing ❖ Classifying dyes ❖ Identifying acid dyes ❖ Identifying metal-complex dyes ❖ Identifying chrome dyes ❖ Identifying vat dyes ❖ Identifying reactive dyes ❖ Identifying direct dyes ❖ Preparing dies for dyeing ❖ Carrying out dyeing ❖ Following precautions ❖ Keeping records 	2	8	10
12.	<u>Perform finishing</u> <ul style="list-style-type: none"> • Receive instruction • State concept of finishing • Enlist objectives of finishing • Enlist finishing processes • Be familiar with pre finishing preliminary processes • Perform numbering • Perform weighing • Perform perching • Perform picking • Perform knotting • Perform mending • Perform washing • Perform milling • Perform carbonization • Perform bearming • Perform decatizing • Perform raising • Perform shearing • Perform brushing • Perform steam brushing • Dry decanting • Perform pressing • Perform subsequent cooling 	<u>Finishing:</u> <ul style="list-style-type: none"> ❖ Stating concept of finishing ❖ Enlisting objectives of finishing ❖ Enlisting finishing processes ❖ Being familiar with pre finishing preliminary processes ❖ Performing numbering ❖ Performing weighing ❖ Performing perching ❖ Performing picking ❖ Performing knotting ❖ Performing mending ❖ Performing washing ❖ Performing milling ❖ Performing carbonization ❖ Performing bearming ❖ Performing decatizing ❖ Performing raising ❖ Performing shearing ❖ Performing brushing ❖ Performing steam brushing ❖ Drying decanting ❖ Performing pressing ❖ Performing subsequent cooling ❖ Performing permanent press 	2	8	10

	<ul style="list-style-type: none"> • Perform permanent press • Perform lustring • Perform stretch fabrics • Perform water - repellent treatment • Perform stain - resistant treatment • Perform moth-proofing • Perform shrink-proofing • Perform finishing • Store the product • Complete finishing • Follow precautions • Keep records 	<ul style="list-style-type: none"> ❖ Performing lustring ❖ Performing stretch fabrics ❖ Performing water - repellent treatment ❖ Performing stain - resistant treatment ❖ Performing moth-proofing ❖ Performing shrink-proofing ❖ Performing finishing ❖ Storing the product ❖ Completing finishing ❖ Precautions to be taken ❖ Records to be kept 			
		Total:	24	96	120
Module: 5: Wool testing					
Description: It deals with the knowledge and skills related to wool testing.					
Objectives: After its completion the trainees will be able: <ul style="list-style-type: none"> • To be familiar with wool testing • To test fibers • To test yarns • To test fabrics • To report test results 					
Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge:					
Th.(10hrs) + Pr.(30hrs) = Tot.(40 hrs)			Time(hrs)		
SN	Tasks or skills/ steps	Related technical knowledge	Th.	Pr.	Tot.
1.	<u>Be familiar with wool testing</u> <ul style="list-style-type: none"> • Receive instruction • State concept of testing • List objectives of testing • Enlist standard test procedures prescribed by ASTM (American Society for Testing Materials) • Enlist test procedures prescribed by BS (British Standards) • Enlist standard test procedures prescribed by ISI (Indian Standard Institution) • Enlist standard test procedures prescribed by IWTO (International Woolen Textile Organization) 	<u>Being familiar with wool testing:</u> <ul style="list-style-type: none"> ❖ Stating concept of testing ❖ Listing objectives of testing ❖ Enlisting standard test procedures prescribed by ASTM (American Society for Testing Materials) ❖ Enlisting test procedures prescribed by BS (British Standards) ❖ Enlisting standard test procedures prescribed by ISI (Indian Standard Institution) ❖ Enlisting standard test procedures prescribed by IWTO (International Woolen Textile Organization) 	2	6	8

	<ul style="list-style-type: none"> • Enlist standard test procedures prescribed by Nepal • List properties to be tested (Physical, mechanical and chemical properties) • List testing groups of wool and woollen products(Fibers, yarns, fabrics) • Follow precautions • Keep records 	<ul style="list-style-type: none"> ❖ Enlisting standard test procedures prescribed by Nepal ❖ Listing properties to be tested (Physical, mechanical and chemical properties) ❖ Listing testing groups of wool and woollen products(Fibers, yarns, fabrics) ❖ Pprecautions to be followed ❖ Keeping records 			
2.	<p><u>Test fibers</u></p> <ul style="list-style-type: none"> • Receive instruction • Take fiber sample by core boring method • Take fiber sample by zoning method • Find out scouring yield of wool • Find out burr content of wool • Find moisture content of wool • Test fineness of wool • Find our medullation percentage • Measure staple length • Determine average fiber length • Test/ Measure fiber strength • Test processing damage of wool fiber • Test acid damage of wool • Test alkali damage of wool • Test damages caused by oxidation • Test damages caused by micro-organisms • Test damages caused by insects • Follow precautions • Keep records 	<p><u>Testing fibers:</u></p> <ul style="list-style-type: none"> ❖ Taking fiber sample by core boring method ❖ Taking fiber sample by zoning method ❖ Finding out scouring yield of wool ❖ Finding out burr content of wool ❖ Finding moisture content of wool ❖ Testing fineness of wool ❖ Finding our medullation percentage ❖ Measuring staple length ❖ Determining average fiber length ❖ Testing/ Measuring fiber strength ❖ Testing processing damage of wool fiber ❖ Testing acid damage of wool ❖ Testing alkali damage of wool ❖ Testing damages caused by oxidation ❖ Testing damages caused by micro-organisms ❖ Testing damages caused by insects ❖ Pprecautions to be followed ❖ Keeping records 	2	6	8
3.	<p><u>Test yarns</u></p> <ul style="list-style-type: none"> • Receive instruction 	<p><u>Testing yarns:</u></p> <ul style="list-style-type: none"> ❖ Counting yarn number 	2	6	8

	<ul style="list-style-type: none"> • Count yarn number (count) • Measure unevenness • Test yarn strength • Measure twist • Test fabrics 	<ul style="list-style-type: none"> (count) ❖ Measuring unevenness ❖ Testing yarn strength ❖ Measuring twist ❖ Testing fabrics ❖ Pprecautions to be followed ❖ Keeping records 			
4.	<p><u>Test fabrics</u></p> <ul style="list-style-type: none"> • Receive instruction • Perform fabric strength/breaking test • Perform fabric test for thickness • Perform fabric test for compression • Perform fabric test for resilience • Perform fabric test for thermal properties • Perform fabric test for pilling • Perform fabric test for absorption resistance • Perform fabric test for crease recovery • Perform fabric test for relaxation shrinkage • Follow precautions • Keep records 	<p><u>Testing fabrics:</u></p> <ul style="list-style-type: none"> ❖ Performing fabric strength/breaking test ❖ Performing fabric test for thickness ❖ Performing fabric test for compression ❖ Performing fabric test for resilience ❖ Performing fabric test for thermal properties ❖ Performing fabric test for pilling ❖ Performing fabric test for absorption resistance ❖ Performing fabric test for crease recovery ❖ Performing fabric test for relaxation shrinkage ❖ Pprecautions to be followed ❖ Keeping records 	2	6	8
5.	<p><u>Report test results</u></p> <ul style="list-style-type: none"> • Receive instruction • Prepare report-format for wool fiber test results • Prepare report-format for wool yarn test results • Prepare report-format for wool fabrics test results • Prepare report for wool fiber test results • Prepare report for wool fiber test results • Prepare report for wool fiber test results • Prepare report for wool fiber test results • Follow precautions • Keep records 	<p><u>Reporting test results:</u></p> <ul style="list-style-type: none"> ❖ Preparing report-format for wool fiber test results ❖ Preparing report-format for wool yarn test results ❖ Preparing report-format for wool fabrics test results ❖ Preparing report for wool fiber test results ❖ Preparing report for wool fiber test results ❖ Preparing report for wool fiber test results ❖ Pprecautions to be followed ❖ Keeping records 	2	6	8
		Total:	10	30	40

Module: 6: Wool marketing					
Description: It deals with the knowledge and skills related to wool marketing.					
Objectives: After its completion the trainees will be able:					
<ul style="list-style-type: none"> • To design the product • To brand the product • To price the product • To place the product • To promote the product • To calculate profit/loss • To prepare reinvestment plan • To carryout wool marketing activities 					
Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge:					
Th.(7 hrs) + Pr.(28hrs) = Tot.(35 hrs)				Time(hrs)	
SN	Tasks or skills/ steps	Related technical knowledge	Th.	Pr.	Tot.
1.	<u>Design the product</u> <ul style="list-style-type: none"> • Receive instruction • State concept of product design • Identify various designs of the product • Design products • Follow precautions • Keep records 	<u>Designing the product:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance of designing products ❖ various designs of the product ❖ principles and procedures for designing products ❖ Precautions to be followed ❖ Keeping records 	1	4	5
2.	<u>Brand the product</u> <ul style="list-style-type: none"> • Receive instruction • State concept of product brand • State need for branding the product • Brand the product • Follow precautions • Keep records 	<u>Brand the product:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance of branding products ❖ Principles and procedures for branding products ❖ Precautions to be followed ❖ Keeping records 	1	4	5
3.	<u>Price the product</u> <ul style="list-style-type: none"> • Receive instruction • State concept of pricing • State need for pricing the product • Price the product • Follow precautions • Keep records 	<u>Price the product:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance of pricing the products ❖ Principles and procedures for pricing the products ❖ Precautions to be followed ❖ Keeping records 	1	4	5
4.	<u>Place the product</u> <ul style="list-style-type: none"> • Receive instruction 	<u>Place the product:</u> <ul style="list-style-type: none"> ❖ Concept, need, and 	1	4	5

	<ul style="list-style-type: none"> • State concept of placing the product • State need for placing the product • Place the product • Follow precautions • Keep records 	<p>importance of placing the products</p> <ul style="list-style-type: none"> ❖ Principles and procedures for placing the products ❖ Precautions to be followed ❖ Keeping records 			
5.	<u>Promote the product</u> <ul style="list-style-type: none"> • Receive instruction • State concept of promotion • State need for promoting the product • promote the product • Follow precautions • Keep records 	<u>Promote the product:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance of promotion the products ❖ Principles and procedures/techniques for promoting the products ❖ Publicity, advertisement, personal selling and sales promotion ❖ Precautions to be followed ❖ Keeping records 	1	4	5
6.	<u>Calculate profit/loss</u> <ul style="list-style-type: none"> • Receive instruction • State concept of profit/loss • State need for calculating profit/loss • Calculate profit/loss • Follow precautions • Keep records 	<u>Calculate profit/loss:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance of calculating profit/loss ❖ Principles and procedures for calculating profit/loss ❖ Precautions to be followed ❖ Keeping records 	1	4	5
7.	<u>Prepare reinvestment plan</u> <ul style="list-style-type: none"> • Receive instruction • State concept of reinvestment plan • State need for reinvestment plan • Prepare reinvestment plan • Follow precautions • Keep records 	<u>Prepare reinvestment plan:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance of reinvestment plan ❖ Components of a reinvestment plan ❖ Principles and procedures for preparing reinvestment plan ❖ Precautions to be followed ❖ Keeping records 	1	4	5
		Total:	7	28	35
		Specialized all total:	76	314	390
Module :7 : Common module					
	Description: This module consists of skills and knowledge related to applied math, occupational health and safety, HIV/AIDS, first aid, communication, and small business management applicable in the related job performances.				
	Objectives: After its completion the trainees will be able: <ul style="list-style-type: none"> • To carry out simple mathematical calculations related to the occupation 				

	<ul style="list-style-type: none"> To be familiar with hazards related to this occupation To apply preventive measures for occupational health and safety To apply first aid measures To apply preventive measures for HIV/AIDS To communicate with others To apply skills of small business management 				
	Sub modules: 1. Applied math 2. Occupational health and safety 3. First aid 4. HIV/AIDS 5. Communication 6. Small business management				
	Sub module: 1:Applied math				
	Description: It consists of skills and knowledge related to mathematical calculations applicable in the related occupational performances.				
	Objective: After its completion the trainees will be able: <ul style="list-style-type: none"> To carry out simple mathematical calculations that must be done for the effective performance in the occupational job. 				
	Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge:				
	Th.(4 hrs) + Pr.(16hrs) = Tot.(20 hrs)				
	Time(hrs)				
SN	Tasks or skills/ steps	Related technical knowledge	Th.	Pr.	Tot.
1.	Carry out simple addition applicable in job situation	<u>Addition:</u> ❖ Concept ❖ Simple calculations ❖ Application in the occupation	0.2	0.8	1
2.	Carry out simple subtraction applicable in job situation	<u>Subtraction:</u> ❖ Concept ❖ Simple calculations ❖ Application in the occupation	0.2	0.8	1
3.	Carry out simple multiplication applicable in job situation	<u>Multiplication</u> ❖ Concept ❖ Simple calculations ❖ Application in the occupation	0.2	0.8	1
4.	Carry out simple division applicable in job situation	<u>Division:</u> ❖ Concept ❖ Simple calculations ❖ Application in the occupation	0.2	0.8	1
5.	Carry out measurements	<u>Measurement:</u> ❖ Concept ❖ Application in the	0.2	0.8	1

		occupation			
6.	Convert units of measurement	<u>Units of measurement:</u> ❖ Concept ❖ Units of measurement ❖ Unit conversion ❖ application	0.2	0.8	1
7.	Convert units of measuring temperature	<u>Units of measuring temperature:</u> ❖ Concept ❖ Units of temperature measurement ❖ Unit conversion ❖ application	0.2	0.8	1
8.	Calculate area	<u>Area:</u> ❖ Concept ❖ Formula ❖ Calculation ❖ Application	0.2	0.8	1
9.	Calculate volume	<u>Volume:</u> ❖ Concept ❖ Formula ❖ Calculation ❖ Application	0.2	0.8	1
10.	Calculate weight	<u>Weight:</u> ❖ Concept ❖ Formula ❖ Calculation ❖ Application	0.2	0.8	1
11.	Calculate percentage	<u>Percentage:</u> ❖ Concept ❖ Formula ❖ Calculation ❖ Application	0.2	0.8	1
12.	Calculate ratio and proportions	<u>Ratio and proportions:</u> ❖ Concept ❖ Formula ❖ Calculation ❖ Application	0.2	0.8	1
13.	Apply Pythagoras formula	<u>Pythagoras formula:</u> ❖ Concept ❖ Formula ❖ Calculation ❖ Application	0.2	0.8	1
14.	Apply unitary method	<u>Unitary method:</u> ❖ Concept ❖ Calculation ❖ Application	0.2	0.8	1

15.	Calculate simple interest	<u>Simple interest:</u> ❖ Concept ❖ Formula ❖ Calculation ❖ Application	0.2	0.8	1
16.	Calculate unit cost	<u>Unit cost:</u> ❖ Concept ❖ Formula ❖ Calculation ❖ Application	0.2	0.8	1
17.	Calculate per unit income	<u>Per unit income:</u> ❖ Concept ❖ Formula ❖ Calculation ❖ Application	0.2	0.8	1
18.	Calculate profit and loss	<u>Profit and loss:</u> ❖ Concept ❖ Formula ❖ Calculation ❖ Application	0.2	0.8	1
19.	Perform billing	<u>Billing:</u> ❖ Concept ❖ Calculation ❖ Bill format ❖ Procedure ❖ Application	0.2	0.8	1
20.	Prepare simple balance sheet	<u>Balance sheet:</u> ❖ Concept ❖ Format ❖ Procedure ❖ Application	0.2	0.8	1
Total:			4	16	20
Sub module: 2: Occupational health and safety					
Description: It consists of skills and knowledge related to occupational health and safety applicable in the related occupational performances					
Objectives: After its completion the trainees will be able: <ul style="list-style-type: none"> • To be familiar with hazards related to this occupation • To apply preventive measures for occupational health and safety 					
Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge:					
			Th.(2 hrs) + Pr.(8hrs) = Tot.(10 hrs)		
			Time(hrs)		
SN	Tasks or skills/ steps	Related technical knowledge	Th.	Pr.	Tot.
Be familiar with hazards related to this occupation					
1.	Be familiar with accident hazards	<u>Accident hazards:</u> ❖ Concept ❖ Causes	0.2	0.8	1

		❖ Procedures for managing this hazard			
2.	Be familiar with physical hazards	<u>Physical hazards:</u> ❖ Concept ❖ Causes ❖ Procedures for managing this hazard	0.2	0.8	1
3.	Be familiar with chemical hazards	<u>Chemical hazards:</u> ❖ Concept ❖ Causes ❖ Procedures for managing this hazard	0.2	0.8	1
4.	Be familiar with biological hazards	<u>Biological hazards:</u> ❖ Concept ❖ Causes ❖ Procedures for managing this hazard	0.2	0.8	1
5.	Be familiar with ergonomic/psychological / organizational factors:	<u>Ergonomic /psychological / organizational factors:</u> ❖ Concept of : ▪ Ergonomic factors ▪ Psychological factors ▪ organizational factors ❖ Procedures for managing hazards caused by these factors	0.2	0.8	1
Sub total:			1	4	4
Apply preventive measures for occupational health and safety					
1.	Wear safety wares	<u>Safety wares:</u> ❖ Identification ❖ Needs ❖ Wearing procedures	0.2	0.5	0.7
2.	Inspect workplace before working	<u>Workplace inspection:</u> ❖ Concept ❖ Principle and procedures ❖ Records keeping	0.2	0.5	0.7
3.	Inspect tools/materials/equipment before use	<u>Inspection of tools/materials/equipment:</u> ❖ Concept and identification ❖ Principle and procedures ❖ Records keeping	0.1	0.5	0.6
4.	Be prevented from accident hazards	<u>Prevention of accident hazards:</u> ❖ Concept ❖ Being prevented from	0.1	0.5	0.6

		accident hazards ❖ Records keeping			
5.	Be prevented from physical hazards	<u>Prevention of physical hazards:</u> ❖ Concept ❖ Being prevented from physical hazards ❖ Records keeping	0.1	0.5	0.6
6.	Be prevented from chemical hazards	<u>Prevention of chemical hazards:</u> ❖ Concept ❖ Being prevented from chemical hazards ❖ Records keeping	0.1	0.5	0.6
7.	Be prevented from biological hazards	<u>Prevention of biological hazards:</u> ❖ Concept ❖ Being prevented from biological hazards ❖ Records keeping	0.1	0.5	0.6
8.	Be prevented from ergonomic/psychological / organizational factors that create problems/hazards.	<u>Prevention of ergonomic/psychological / organizational factors that create problems/hazards:</u> ❖ Concept ❖ Being prevented from ergonomic/psychological / organizational factors that create problems/hazards ❖ Records keeping	0.1	0.5	0.6
	Sub total:		1	4	5
	Total:		2	8	10
Sub module: 3: First aid					
	Description: It consists of skills and knowledge related to first aid measures applicable in the related occupational performances.				
	Objective: After its completion the trainees will be able: • To apply first aid measures				
	Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge:				
	Th.(1 hrs) + Pr.(4hrs) = Tot.(5 hrs)		Time(hrs)		
SN	Tasks or skills/ steps	Related technical knowledge	Th.	Pr.	Tot.
1.	Carryout simple dressings	<u>Carryout simple dressings:</u> ❖ Concept ❖ Needs ❖ Procedures ❖ Precautions ❖ Recording	0.10	0.40	0.5
2.	Apply simple bandages	<u>Apply simple bandages:</u> ❖ Concept	0.10	0.40	0.5

		<ul style="list-style-type: none"> ❖ Needs ❖ Procedures ❖ Precautions ❖ Recording 			
3.	Apply first aid for simple wounds	<u>Apply first aid for simple wounds:</u> <ul style="list-style-type: none"> ❖ Concept ❖ Needs ❖ Procedures ❖ Precautions ❖ Recording 	0.10	0.40	0.5
4.	Apply first aid for heat /chemical burns	<u>Apply first aid for heat /chemical burns:</u> <ul style="list-style-type: none"> ❖ Concept ❖ Needs ❖ Procedures ❖ Precautions ❖ Recording 	0.10	0.40	0.5
5.	Apply first aid for injuries/cuts	<u>Apply first aid for injuries/cuts:</u> <ul style="list-style-type: none"> ❖ Concept ❖ Needs ❖ Procedures ❖ Precautions ❖ Recording 	0.10	0.40	0.5
6.	Apply first aid for fracture	<u>Apply first aid for fracture:</u> <ul style="list-style-type: none"> ❖ Concept ❖ Needs ❖ Procedures ❖ Precautions ❖ Recording 	0.10	0.40	0.5
7.	Apply first aid for simple bleeding	<u>Apply first aid for simple bleeding:</u> <ul style="list-style-type: none"> ❖ Concept ❖ Needs ❖ Procedures ❖ Precautions ❖ Recording 	0.10	0.40	0.5
8.	Apply first aid for insect bites	<u>Apply first aid for insect bites:</u> <ul style="list-style-type: none"> ❖ Concept ❖ Needs ❖ Procedures ❖ Precautions ❖ Recording 	0.05	0.20	0.25
9.	Apply first aid for animal bites	<u>Apply first aid for animal bites:</u> <ul style="list-style-type: none"> ❖ Concept ❖ Needs 	0.05	0.20	0.25

		❖ Procedures ❖ Precautions ❖ Recording			
10.	Apply first aid for frost bite	<u>Apply first aid for frost bite :</u> ❖ Concept ❖ Needs ❖ Procedures ❖ Precautions ❖ Recording	0.05	0.20	0.25
11.	Apply first aid for simple poisoning	<u>Apply first aid for simple poisoning:</u> ❖ Concept ❖ Needs ❖ Procedures ❖ Precautions ❖ Recording	0.05	0.20	0.25
12.	Apply first aid for electrical shock	<u>Apply first aid for electrical shock:</u> ❖ Concept ❖ Needs ❖ Procedures ❖ Precautions ❖ Recording	0.05	0.20	0.25
13.	Apply first aid for choking/ drowning	<u>Apply first aid for choking/ drowning:</u> ❖ Concept ❖ Needs ❖ Procedures ❖ Precautions ❖ Recording	0.05	0.20	0.25
Total:			1	4	5
Sub module: 4: HIV/AIDS					
Description: It consists of skills and knowledge related to safety measures to be followed for the prevention of HIV/AIDS including its management.					
Objectives: After its completion the trainees will be able: <ul style="list-style-type: none"> • To state the concept of HIV/AIDS • To apply safety measures for prevention of HIV/AIDS 					
Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge:					
			Th.(1 hrs) + Pr.(4hrs) = Tot.(5 hrs)		
			Time(hrs)		
SN	Tasks or skills/ steps	Related technical knowledge	Th.	Pr.	Tot.
1.	State the concept of HIV/AIDS 1. Define HIV	<u>State the concept of HIV/AIDS:</u> <u>HIV:</u>	0.5	2	2.5

	<ol style="list-style-type: none"> 2. Enlist modes of transmission of HIV 3. Enlist signs and symptoms of HIV infected person 4. Enlist stages of HIV 5. Define AIDS 6. Enlist signs and symptoms of AIDS 7. Enlist current status of global HIV/AIDS 8. Enlist difference between HIV/AIDS 	<ul style="list-style-type: none"> ❖ Definition of HIV: ❖ Modes of transmission of HIV ❖ Signs and symptoms of HIV infected person ❖ Stages of HIV <p><u>AIDS:</u></p> <ul style="list-style-type: none"> ❖ Definition of AIDS ❖ Signs and symptoms of AIDS ❖ Current status of global HIV/AIDS ❖ Difference between HIV and AIDS 			
2.	<p>Apply safety measures for prevention of HIV/AIDS:</p> <ol style="list-style-type: none"> 1. Keep touch with single partner for sexual intercourse 2. Ensure safe intercourse 3. Use condom carefully and consistently during each act of sexual intercourse incase of other than single sex partner 4. Keep away from sharing syringes, needles and other skin piercing instrument with HIV infected people 5. Keep away from sharing toothbrushes, blade razors or other instruments that could become contaminated from blood 6. Keep away from handling clothes or cloths that are visibly contaminated with blood 7. Follow positive health behavior 8. Get blood be tested to ensure HIV negative/positive 	<p><u>Apply safety measures for prevention of HIV/AIDS:</u></p> <ul style="list-style-type: none"> ❖ Keeping touch with single partner for sexual intercourse ❖ Ensuring safe intercourse ❖ Using condom carefully and consistently during each act of sexual intercourse incase of other than single sex partner ❖ Keeping away from sharing syringes, needles and other skin piercing instrument with HIV infected people ❖ Keeping away from sharing toothbrushes, blade razors or other instruments that could become contaminated from blood ❖ Keeping away from handling clothes or cloths that are visibly contaminated with blood ❖ Positive health behavior ❖ Getting blood be tested to ensure HIV negative/positive 	0.5	2	2.5
	Total:		1	4	5
Sub module: 5 : Communication					
	Description: It consists of the skills and knowledge related to communication in the related occupation. Each task consists of its steps, related technical knowledge and hour distribution.				
	Objectives: After its completion the trainees will be able:				

	<ul style="list-style-type: none"> • To handle telephone calls • To handle fax • To handle mail • To write letters • To write memos / tips / notes / notice • To perform internal communication • To perform external communication • To perform oral communication • To perform written communication 	<ul style="list-style-type: none"> • To communicate with donors To communicate with financial institutes • To link with media • To disseminate information • Write job application • Prepare Resume. • Communicate with senior. • Communicate with juniors. • Deal with customers • Request / purchase tool, supplies, materials and equipment. • Fill up leave requisition form. 			
	Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge:				
	Th.(2 hrs) + Pr.(8hrs) = Tot.(10 hrs)			Time(hrs)	
SN	Tasks or skills/ steps	Related technical knowledge	Th.	Pr.	Tot.
1.	Handle telephone calls	<u>Handling telephone calls:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Operating principles and procedures ❖ Care and maintenance ❖ Safety precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
2.	Handle fax	<u>Handling fax:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Operating principles and procedures ❖ Care and maintenance ❖ Safety precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
3.	Handle mail	<u>Handling mail:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Operating principles and procedures ❖ Care and maintenance ❖ Safety precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
4.	Write letters	<u>Writing letters:</u>	0.1	0.4	0.5

		<ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Types of letter ❖ Component parts of each type of letter ❖ Format of each type of letter ❖ Writing letters ❖ Precautions to be taken ❖ Keeping activity records 			
5.	Write memos / tips / notes / notice	<u>Writing memos / tips / notes / notice :</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Component parts of memos / tips / notes / notice ❖ Format of memos / tips / notes / notice ❖ Writing memos / tips / notes / notice ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
6.	Prepare simple report	<u>Preparing simple report:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Component parts of a report ❖ Format of a report ❖ Writing a report ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
7.	Prepare simple proposal	<u>Preparing simple proposal:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Component parts of a proposal ❖ Format of a proposal ❖ Writing a proposal ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
8.	Perform internal/ external communication	<u>Performing internal/ external communication:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Principles, procedures, and application ❖ Performing internal/ external communication 	0.1	0.4	0.5

		<ul style="list-style-type: none"> ❖ Precautions to be taken ❖ Keeping activity records 			
9.	Perform horizontal/vertical communication	<u>Performing horizontal/vertical communication:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Principles, procedures, and application ❖ Performing horizontal/vertical communication ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
10.	Perform oral/ written communication	<u>Performing oral/ written communication:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Principles, procedures, and application ❖ Performing oral/ written communication ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
11.	Communicate with financial institutes	<u>Communicating with financial institutes:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Principles, procedures, and application ❖ Communicating with financial institutes ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
12.	Link with media	<u>Linking with media:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Principles, procedures, and application ❖ Linking with media ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
13.	Disseminate information	<u>Disseminating information:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Principles, procedures, and application 	0.1	0.4	0.5

		<ul style="list-style-type: none"> ❖ Disseminating information ❖ Precautions to be taken ❖ Keeping activity records 			
14.	Write job application	<u>Writing job application:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Component parts of job application ❖ Format of job application ❖ Writing job applications ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
15.	Prepare resume	<u>Preparing resume:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Component parts of a resume ❖ Format of a resume ❖ Writing resume ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
16.	Communicate with senior.	<u>Communicating with senior:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Principles, procedures, and application ❖ Communicating with senior ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
17.	Communicate with juniors.	<u>Communicating with juniors:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Principles, procedures, and application ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
18.	Deal with customers/stake holders	<u>Dealing with customers/stake holders:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Principles, procedures, and application ❖ Communicating with juniors ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
19.	Request / purchase tool, supplies, materials and	<u>Requesting / purchasing tool, supplies, materials and</u>	0.1	0.4	0.5

	equipment.	<u>equipment:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Principles, procedures, and application ❖ Requesting / purchasing tool, supplies, materials and equipment ❖ Precautions to be taken ❖ Keeping activity records 				
20.	Fill up leave requisition form	<u>Filling up leave requisition form:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Principles, procedures, and application ❖ Filling up leave requisition form ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5	
		Total:	2	8	10	
Sub module: 6 : Small enterprise development						
	Description: It consists of the skills and knowledge related to small enterprise development in the related occupation. Each task consists of its steps, related technical knowledge and hour distribution.					
	Objectives: After its completion the trainees will be able: <ul style="list-style-type: none"> • To be familiar with entrepreneurship development • To prepare a business plan 					
	Tasks: To fulfill the objective the trainees are expected to get proficiency on the following tasks/skills/steps together with their related technical knowledge:					
	Th.(4 hrs) + Pr.(16 hrs) = Tot.(20 hrs)			Time(hrs)		
SN	Tasks or skills/ steps	Related technical knowledge	Th.	Pr.	Tot.	
	<u>Entrepreneurship development:</u>	<u>Entrepreneurship development:</u>				
1.	Be familiar with business / entrepreneurship	<u>Business / entrepreneurship:</u> <ul style="list-style-type: none"> ❖ Concept, definitions, need, and importance ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5	
2.	Develop qualities of a successful entrepreneur	<u>Qualities of a successful entrepreneur:</u> <ul style="list-style-type: none"> ❖ Concept and needs ❖ Qualities of a successful entrepreneur ❖ Keeping activity records 	0.1	0.4	0.5	
3.	Follow professional ethics	<u>Professional ethics:</u> <ul style="list-style-type: none"> ❖ Concept, need, and 	0.1	0.4	0.5	

		<ul style="list-style-type: none"> importance ❖ Professional ethics ❖ Interpretation ❖ Precautions to be taken ❖ Keeping activity records 			
4.	Analyze prevailing rules / regulations/ laws /acts related to the profession	<u>Prevailing rules / regulations/ laws /acts related to the profession:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Prevailing rules / regulations/ laws /acts related to the profession ❖ Interpretation ❖ Precautions to be taken ❖ Keeping activity records 	0.1	0.4	0.5
5.	Develop skills of good governance	<u>Good governance:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Principles and procedures of good governance ❖ Precautions to be taken ❖ Keeping activity re 	0.1	0.4	0.5
6.	Be familiar with entrepreneurship development/ factors affecting the growth of entrepreneurship	<u>Entrepreneurship development/ factors affecting the growth of entrepreneurship:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Entrepreneurship development ❖ Factors affecting the growth of entrepreneurship ❖ Precautions to be taken ❖ Keeping records 	0.1	0.4	0.5
7.	Develop an entrepreneurship competency development [ECD] program	<u>Entrepreneurship competency development [ECD] program:</u> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Entrepreneurship competency development [ECD] ❖ ECD program development ❖ Precautions to be taken ❖ Keeping records 	0.1	0.4	0.5
8.	Be familiar with identification / selection/appraising/gaining	<u>Identification / selection/appraising/gaining</u>	0.1	0.4	0.5

	<p>instructional a support of a project</p> <ul style="list-style-type: none"> • Be familiar with identification of a project • Be familiar with selection of a project • Be familiar with appraising of a project • Be familiar with gaining instructional a support of a project 	<p><u>instructional a support of a project:</u></p> <ul style="list-style-type: none"> ❖ Concept, need, and importance ❖ Identification of a project ❖ Selection of a project ❖ Appraising of a project ❖ Gaining instructional a support of a project ❖ Precautions to be taken ❖ Keeping records 			
9.	Be familiar with the preparation of a comprehensive business plan for starting / acquiring /running a business	<p><u>Be familiar with the preparation of a comprehensive business plan for starting / acquiring /running a business:</u></p> <ul style="list-style-type: none"> ❖ Preparation of a comprehensive business plan for starting a business ❖ Preparation of a comprehensive business plan for acquiring a business ❖ Preparation of a comprehensive business plan for running a business ❖ Precautions to be taken ❖ Keeping records 	0.1	0.4	0.5
10.	Be familiar with marketing of products	<p><u>Be familiar with marketing of products:</u></p> <ul style="list-style-type: none"> ❖ concept of product, price, place, promotion ❖ marketing of products ❖ Precautions to be taken ❖ Keeping records 	0.1	0.4	0.5
		Sub total:	1	4	5
	<u>Business plan:</u>	<u>Business plan:</u>			
11.	Collect related information / data	<p><u>Collecting related information / data:</u></p> <ul style="list-style-type: none"> ❖ Concept, need, and importance of data and information ❖ Difference between data and information ❖ Principles and procedures for collecting related information / data ❖ Collecting related 	0.4	1.6	2

		information / data ❖ Precautions to be taken ❖ Keeping records			
12.	Prepare production plan	<u>Preparing production plan:</u> ❖ Concept, need, and importance ❖ Component parts ❖ Format ❖ Principles and procedures ❖ Precautions to be taken ❖ Keeping records	0.4	1.6	2
13.	Prepare cost plan	<u>Preparing cost plan:</u> ❖ Concept, need, and importance ❖ Component parts ❖ Format ❖ Principles and procedures ❖ Precautions to be taken ❖ Keeping records	0.4	1.6	2
14.	Prepare financial plan	<u>Preparing financial plan:</u> ❖ Concept, need, and importance ❖ Component parts ❖ Format ❖ Principles and procedures ❖ Precautions to be taken ❖ Keeping records	0.4	1.6	2
15.	Prepare marketing plan	<u>Preparing marketing plan:</u> ❖ Concept, need, and importance ❖ Component parts ❖ Format ❖ Principles and procedures ❖ Precautions to be taken ❖ Keeping records	0.4	1.6	2
16.	Prepare a business plan	<u>Preparing a business plan:</u> ❖ Concept, need, and importance ❖ Component parts ❖ Format ❖ Principles and procedures ❖ Precautions to be taken ❖ Keeping records	0.6	2.4	3
17.	Appraise business plan	<u>Appraising business plan:</u> ❖ Concept, need, and importance	0.4	1.6	2

		❖ Principles and procedures ❖ Precautions to be taken ❖ Keeping records			
			Sub total:	3	12
			Total:	4	16
			Common module total:	14	56
			All total:	90	370
List of tools, materials and equipment					
	<ul style="list-style-type: none"> • Shearing blade/ Shearing machine • Wool table • Microscope • Measuring tape • Hand carder • Drum carder • Chemicals for dusting of wool 	<ul style="list-style-type: none"> • Detergents for Scouring • Chemicals for carbonization. • spinning wheels/ bobbins • Lazy kate • Knitting needles/ knitting machine/ Loom • Weaving machine • Equipments for dyeing • Weighing machine 			
Reading materials					
	<ul style="list-style-type: none"> • Bheda palan prabidhi, Rudhra Prasad Poudel, Pasu Sewa Bibhag, Hariharbhawan. • The Veterinarian , Processing and marketing pf wool in India, A.V. Khanvilkar, M.D. Kulkarni and P. P. Mhase. 	<ul style="list-style-type: none"> • Goat, Sheep and Pig : production and management, Jagdish Prasad. • Wikipedia • Instructor selected textbooks/ reference books / manuals/ journals and articles available in the marker • Instructor prepared books, handouts, notes and manuals 			
Facilities					
	<ul style="list-style-type: none"> • Well equipped enough class/ office rooms • A / V room • Demonstration sheep farm for wool sharing available to use • Well equipped wool processing workshop • Transportation facilities/ Vehicle 	<ul style="list-style-type: none"> • Laboratory for wool testing • Library • OHP/computers with CD ROM attachment / pictures/ • Multimedia presentation set /Slide presenter • Hostel/canteen /drinking water • Electricity 			