

CONTACT DETAILS OF THE AWARDING BODY FOR THE QUALIFICATION

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3. List of Documents submitted in support of the Qualifications file (Annexure)

- i. About National Academy of RUDSET
- ii. RUDSETI Model of Entrepreneurship Development
- iii. Curriculum document /Syllabus
- iv. Session Plan
- v. Bank wise list of RSETIs
- vi. Research Studies regarding RUDSETI/RSETI (a), (b) (c)
- vii. Success Stories

Qualification Title: NARQ40001 - Entrepreneurship Development Programme (EDP) for Micro Entrepreneurs

Qualification Code: NARQ40001

Nature and purpose of the qualification:

The qualification enables rural youth across gender to enter into self employment in a chosen field of work and gradually elevate them-selves to become an entrepreneur. 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.

On gaining skills (in agricultural & allied activities and/or in non-farm occupations), the candidates trained in this qualification can start their own enterprises. The candidate trained in this qualification will initially promote a micro-enterprise which can gradually grow to become a small and later medium scale enterprise. The Micro, Small and Medium Enterprises (MSME) sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the last five decades. MSMEs are playing a crucial role in providing large employment opportunities at comparatively lower capital cost than large industries. They are also contributing in a significant manner to the industrialization and development of rural and backward areas. This helps to reduce regional disparities and provides for a more equitable distribution of national income and wealth. MSMEs contribute enormously to the socio-economic development of the country. This sector today consists of 36 million units and provides employment to over 80 million persons. This sector produces more than 6,000 products and contributes about 8% to GDP besides 45% to the total manufacturing output and 40% to the exports from the country. The MSME sector has the potential to spread industrial growth across the country and can be a major partner in the process of inclusive growth. Entrepreneurship, and resultant creation of employment and wealth, is a major mean for inclusive development. A programme which is conducted with a motive to promote potential entrepreneurs, understanding of motives, motivational pattern, their impact on behavior and entrepreneurial value is termed as entrepreneurial development programme.

QUALIFICATION FILE TEMPLATE

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 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. NAR works as a National Level Resource Organization for RUDSETIs and RSETIs and other similar type of Institutes.

The objectives of NAR are:

1. To design and conduct training programmes and undertake project in enterprise promotion, rural development, technology transfer and human resource development.
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)

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

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Occupation(s) to which the qualification gives access:

The Entrepreneurship Development Programmes for Micro Entrepreneurs enables a person in strengthening his entrepreneurial motive and in acquiring skill and capabilities required for promoting and running an enterprise efficiently. The selected candidates are to be trained with following objectives:

1. Stimulate them towards developing interest and involvement in learning
2. Develop positive attitude through structured exercises
3. Orient them towards acquiring knowledge and skill through practice
4. Awareness on acquiring the entrepreneurial competencies (skill as well as attitude) through conscious efforts.
5. Knowing about identifying the business opportunities, selection of an entrepreneurial activity, launching of the venture and skills for managing a micro Enterprise, to start with.
6. Develop a mindset and urge to put the acquired knowledge and skills into action.
7. Build confidence in one's own abilities

Proposed level of the qualification in the NSQF:

Level 4

Anticipated volume of training/learning required to complete the qualification:

105 hours

See Annexure III & IV for Detailed Curriculum /Syllabus & Session Plan

Entry requirements / recommendations:

Candidates in the age group of 18 to 45 years having inclination for taking up entrepreneurial ventures. Ability to read and write in local language. Minimum Qualification: Completed 8th Standard. Youth having some work experience area (any domain) preferred.

Progression from the qualification:

Rural entrepreneurs are considered as agents of economic growth. Providing entrepreneurship development training to rural youth is an effective way to accelerate the pace of socio-economic development, balanced regional growth, and proper utilization of locally available resources. It can also promote gainful self-employment. For further progress participants can avail enterprise growth and skill up gradation qualifications also offered by the same Institutes.

Planned arrangements for the Recognition of Prior learning (RPL):

Not applicable

International comparability where know

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Formal Structure of the Qualification			
Entrepreneurship Development Programme (EDP) for Micro Entrepreneurs	Mandatory/ Optional	Estimated Size (learning hours)	Level
<p>Professional Knowledge</p> <ol style="list-style-type: none"> 1. Introduction to Entrepreneurship 2. Knowledge of Achievement Motivation and Positive Psychology 3. Understanding of the basic aspects of Business Management <ul style="list-style-type: none"> - Concepts related to Planning and Efficiency - Concepts related to Risk Assessment - Various aspects of financial management <ul style="list-style-type: none"> • Book Keeping and Accountancy • Banking and Sources of Finance • Working Capital Management • Costing and Pricing • Insurance • Business laws and Taxation - Marketing Management <ul style="list-style-type: none"> • Overview of Indian Rural Market • Market Segmentation • 4 Ps of Marketing • Concept of USP • Marketing Mix • Market Survey 4. Legal aspects ,regulatory aspects of SMEs and Launching Formalities 5. Business Strategy and Growth 	Mandatory	32 hours	Level 4
<p>Professional Skills</p> <ol style="list-style-type: none"> 6. Ability to develop understanding of self and do SWOT Analysis 7. Abilities relating to self motivation and developing positive Psychology 8. Internalizing and Demonstrating Entrepreneurial Competencies (Games and Laboratory sessions) 9. Business Opportunities Identification Techniques 10. Conducting Market Survey (Practical Work) 11. Preparation of Business Plan (Practical Work) 	Mandatory	36 Hours	Level 4

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Core Skills 12. Communication Skills 13. Time Management Skills 14. Problem Solving 15. Creative Thinking 16. Developing healthy Inter-personal relationship 17. Team Work Abilities 18. Leadership Abilities	Mandatory	30 Hours	Level 4
Inauguration, Valedictory and Assessment		6 Hours	
Total		104 Hours	

Body / Bodies which will carry out assessment:

This qualification will be used by 585 RSETIs (**list of RSETIs furnished in Annexure V**) across the countries which have 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 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 the National Academy of RUDSETI (NAR) which is an independent organization. The NAR is run by the professionals who are expert in rural entrepreneurship development. In NAR there will be a separate vertical similar to 'Controller of Examinations' who 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. Assessments will be carried out using three methods: (a) Written test (b) Viva and (c) Assessment of practical work done during the course.

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 will contain objective and descriptive type of questions.

Minimum pass mark:

Overall 50% of marks allotted

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2. 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 every Training Centre will be administered in the presence of the assessors.
- The tests will be supervised and monitored at every Training Centre
- Written examination and Viva will be carried out under the supervision of the Certified Assessors.
- Assessors evaluating the practical component will have field experience in the area of entrepreneurship.

ASSESSMENT EVIDENCE

Assessment and Evaluation:

The trainees will be assessed through a structured test process. The test will comprise of both written examination 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 assessment of practical work done during the course. Written tests will be followed by personal interview (Viva) wherein the entrepreneurial competencies will be evaluated. The extent of internalization of the inputs given will be tested. On getting the test results from the assessors, a senior faculty in entrepreneurship from NAR, Bengaluru will review the assessment process and results and on his validation, generated certificates will be issued to the successful candidates.

QUALIFICATION FILE TEMPLATE

Outcome	Assessable Outcomes	Assessment Criteria		
	Performance Criteria	Total	Theory	Practical
Professional Knowledge At the end of the training the Participant would have understood: <ol style="list-style-type: none"> 1. The difference between wage employment, self-employment and entrepreneurship 2. The importance of positive thinking and self-confidence for embarking on self-employment / entrepreneurship. 3. The importance of systematic planning in setting up and managing a business enterprise. 4. The concept of efficiency and its key role in success of an enterprise 5. The concepts of risk, risk assessment and techniques of evaluating risk taking ability 6. Various aspects of financial management and its key role in the success of small business enterprise. 7. Concepts and issues relating to Insurance and taxation and its role in ensuring proper functioning of an enterprise. 8. The legal aspects governing MSMEs 9. Concept of 	PC1. Can appreciate the context and need for rural entrepreneurship development, role of RSETIs	2	2	Nil
	PC2. Is able to tell about of the history and role of RUDSETI / RSETI in rural entrepreneurship development	2	2	Nil
	PC3. Knows the RUDSETI model of entrepreneurship development – training, follow up and settlement	2	2	Nil
	PC4. Understands of the comparative advantages of self employment and entrepreneurship over wage employment.	2	2	Nil
	PC5. Has internalized the concepts of self confidence and need for positive attitude	3	3	Nil
	PC6. Is able to engage in self evaluation of achievement motivation and ways and improve motivation (self rating questionnaire)	2	2	Nil
	PC7. Knows about the importance of systematic planning in developing a business enterprise	3	3	Nil
	PC8. Has understood the concept of risk taking and has developed the ability to do risk assessment	2	2	Nil
	PC9. Knows the importance of financial accounting and book keeping	3	3	Nil
	PC10. Is able to understand the financial statements and its role in understanding the financial situation of an enterprise	3	3	Nil
	PC11. Knows about the different types of taxation and compliances	3	3	Nil
	PC12. Has understood the necessity of insuring he assets and its role in risk management	2	2	Nil
	PC13. Knows about the procedures in claiming Insurance.	2	2	Nil
	PC14. Has good level of information and knowledge about licensing requirement for different industries.	3	3	Nil
	PC15. Is able to understand and appreciate how change in Government policies/laws/rules can affect micro enterprises.	3	3	Nil
	PC16. Knows how to do registration of a firm (proprietorship/partnership) with different statutory agencies	3	3	Nil

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<p>Government regulation of business with examples of various sectors.</p> <p>10. The procedure involved in launching an enterprise and issues involved in the same.</p> <p>11. The concept of 'business strategy' and importance of growth oriented thinking and planning.</p>	<p>PC17. Knows about the different sources of finance which can lend to small business</p>	3	3	Nil
	<p>PC18. Has developed a good understanding about the challenges faced by new enterprise and ways and means to overcome it</p>	2	2	Nil
	<p>PC19. Knows the concept of 'business strategy' (case studies) and how it can be applied for emerging micro enterprises.</p>	3	3	Nil
	<p>PC20. Has developed a good understanding of the concept of business growth (organic, diversification, forward and backward linkages) and is able to apply it to his/her context of planning for setting up a micro enterprise.</p>	2	2	Nil
Total Knowledge Component		50	50	Nil
<p>Professional Skills At end of the training the Participant will be able to:</p> <p>12. Engage in process of self understanding (to limited extent) through reflection and peer feedback</p> <p>13. Do one's own SWOT analysis</p> <p>14. Engage in positive thinking</p> <p>15. Motivate one-self and others for overcoming work and personal problems</p> <p>16. Put into practice the entrepreneurial competences such as:</p> <ul style="list-style-type: none"> • Initiative • Identifying opportunities • Acting on opportunities • Persistence • Information management • Quality orientation • Honoring commitments 	<p>PC21. Take feedback from peer without being judgmental</p>	3	Nil	3
	<p>PC22. Ability to analyze strength and weakness of self and engage in critical analysis based on feedback of peer</p>	4	Nil	4
	<p>PC23. Ability to think positively even in difficult situations</p>	4	Nil	4
	<p>PC24. Skill to keep one-self motivated by weeding out negative thoughts and views</p>	4	Nil	4
	<p>PC25. Ability to take initiative without waiting for instructions from others</p>	3	Nil	3
	<p>PC26. Skill to identify opportunities in various unforeseen situations and act on them to one's advantage</p>	3	Nil	3
	<p>PC27. Ability to be patient and persistent even in challenging situations</p>	3	Nil	3
	<p>PC28. Skill to seek and analyze information</p>	3	Nil	3
	<p>PC29. Ability to effectively tap various sources of information – print, electronic, social media</p>	3	Nil	3
	<p>PC30. Ability to pursue and seek quality outputs</p>	3	Nil	3
	<p>PC31. Apply quality standards to work</p>	3	Nil	3
	<p>PC32. Analyze work operations to maximize efficiency</p>	3	Nil	3
	<p>PC33. Ability to engage in continuous evaluation of work to examine achievement of quality and efficiency</p>	3	Nil	3
	<p>PC34. Ability to solve real life problems at work place using data and research based approach</p>	3	Nil	3

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<ul style="list-style-type: none"> • Systematic planning • Efficiency orientation • Assertiveness • Persuasion • Influencing others • Monitor self and others • Concern for employees 	PC35. Skill to try out innovative solutions by taking calculated risk	3	Nil	3
	PC36. Be assertive in face of opposition and be able to stand one's own ground	3	Nil	3
	PC37. Ability to influence others in a positive manner without cheating or deceit	3	Nil	3
	PC38. Ability to monitor self and others for ensuring consistent work quality and efficiency	3	Nil	3
	PC39. Skills for taking care of and respecting employees/co-workers at work place and in personal life	3	Nil	3
	PC40. Understanding the importance of Systematic Planning and Efficiency Orientation (Boat Building Game)	3	Nil	3
	PC41 – Ability to keep accounts / write simple books accounts	4	Nil	4
	PC42. Skill to prepare and interpret simple financial statements of a small business	4	Nil	4
	PC43. Ability to estimate and manage cash flow	4	Nil	4
	PC44. Ability to do simple steps involved in store keeping (FIFO, LIFO etc.)	3	Nil	3
PC45. Skill to do simple ABC analysis of goods and maintain records stores	3	Nil	3	
PC46. Ability to assess market conditions and identify appropriate business opportunities	3	Nil	3	
PC47. Ability to Conduct Market Survey on a limited scale in a given area of Business	4	Nil	4	
PC48. Analyze market survey data and interpret to understand trends and patterns	4	Nil	4	
PC49. Prepare marketing strategy using concepts of 4 Ps and data from market survey	5	Nil	5	
PC50. Ability to articulate USP on one's business in given area of work and geography	3	Nil	3	
Total Professional Skills		100	Nil	100

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Core Skills	PC51. Able to read, write and comprehend in local language	4	Nil	4	
	24. Ability for basic reading and writing in local language	PC52. Able to perform basic mathematics required for doing simple business calculations.	4	Nil	4
	25. Ability to do basic mathematics	PC53. Is able to articulate and present about the social and economic aspects of the district in which he/she propose to work.	4	Nil	4
	26. Understanding of the socio-economic conditions of the district.	PC54. Ability to effectively engage in oral communication	5	Nil	5
	27. Ability to communicate effectively – both oral and written	PC56. Ability to do effective written business communication	4	Nil	4
	28. Effectively use various forms of media for business communication	PC57. Skills of time management	5	Nil	5
	29. Ability to plan and manage time and take decisions to ensure good time management	PC58. Skill for work time estimation and planning	4	Nil	4
	30. Skills of problem solving and lateral thinking	PC59. Skills for taking quick decisions to ensure time management in critical situations	4	Nil	4
	31. Think creatively and out of the box	PC60. Ability to think quickly and act in problem situations	4	Nil	4
	32. Manage inter-personal relationship at work place and resolve conflict	PC61. Demonstrate creative thinking in human related problems	4	Nil	4
	33. Able to manage small team of workers	PC62. Ability to engage in healthy inter-personal relationship	4	Nil	4
	34. Demonstrate leadership abilities in difficult situations	PC63. Ability to work in a team	4	Nil	4
		PC64. Ability to lead and team and take decision on behalf of team members	4	Nil	4
	Total Core Skills		50	Nil	50
	Total for the entire Course		200	50	150
Pass – 40 % of the total marks, i.e 80 marks out of a total of 200.					

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SECTION 2 - EVIDENCE OF LEVEL

Option B: Key Requirements of the Job Role

Title of the Qualification: Entrepreneurship Development Programme (EDP) for Micro Entrepreneur				
NSQF Level: 4				
Process Required	Professional Knowledge	Professional Skills	Core Skills	Responsibility
Work in familiar predictable, routine, situation of clear choice	Factual knowledge of field of knowledge or study.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application using appropriate rule and tool, using quality concepts.	Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment	Responsibility for own work and learning
Launching an enterprise initially involves some familiar and routine activities like conducting market survey, preparing business plan and submitting proposal to Banks / Financing Agencies. The work of Business Management does involve certain level of choices to be made, but in small enterprises these are not very complex and abilities for the same can be imparted through training in entrepreneurial competencies and business management skills.	Factual knowledge regarding techniques for identifying business opportunities, preparation of Business Plan, knowledge of various aspects of Business Management such as Financial, Operations and Marketing management. This knowledge can be imparted through training.	The qualification will train the candidate in practical skills of launching an enterprise and managing a small business enterprise. The range of skills is limited and demand of quality is present, but to a limited extent.	Participants entering to gain this qualification have some basic education (providing language and arithmetic skills) and work experience. This has provided them with certain core skills on which the training under this qualification will build upon. They choose to take up entrepreneurship voluntarily and hence possess a basic understanding of socio-political and economic environment in which they propose to function.	This level of qualification enables the trainee to take responsibility for his/her own work and learning. As an entrepreneur, the job role does demand the competency of taking responsibility of one's own work and learning. This aspect is thoroughly addressed in the training imparted through the proposed qualification.

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SECTION 3 - EVIDENCE OF NEED:

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 legendary.

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 Price water house 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.

In this situation, India enjoys enormous potential for the creation of wealth through knowledge. Entrepreneurship and innovation are the key drivers for generating wealth from knowledge, supported principally by the availability of skilled human resources, access to finance and the ability of the State to create an enabling environment. The entrepreneurship 'Pyramid' in India (in terms of sectors and numbers of people engaged) is made up of the following:

QUALIFICATION FILE TEMPLATE

Level 1: Agriculture and allied activities: Crop production, Plantation, Forestry, Livestock, Fishing,

Level 2: Trading services and other traditional sectors of the economy: wholesale and retail trade; hotels and restaurants, other services.

Level 3: Emerging sectors (including knowledge intensive sectors): IT, finance, insurance and business services, construction, community, social and personal services, supply chain, transport-storage-communications, etc

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 model which has been proven to be very effective in promoting rural entrepreneurship. The training by these institutes is unique in the sense they are demand based. The Institutes have got the experience of conducting these programmes for many years. The RUDSETI model of developing rural entrepreneurs has been now well researched and documented¹ (**pl 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.

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

(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

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The training offered under this qualification is provided to a number of candidates availing of Government Schemes such as Prime Minister's Employment Guarantee Programme (PMEGP) implemented by the Khadi and Village Industries Commission (KVIC). In case of such candidates they already possess technical/domain knowledge and skills and lack entrepreneurial ability which is a pre-requisite for their success as a micro entrepreneur. For other candidates where technical/domain knowledge and skills is being imparted by the RSETI themselves, entrepreneurial knowledge and skills is critical in the settlement of the trained candidates. A trained candidate is deemed to have been settled when they engage in their chosen occupation initially as self employed person and subsequently starts his/her own business enterprise in the same field.

In order to identify the potential programmes as per the needs of the unemployed youth, a Committee of General Managers of top 5 RSETI sponsoring Banks has been constituted. The General Managers of State Bank of India, Punjab National Bank, Bank of Baroda, Central Bank of India and Bank of India are the members of this Committee. In addition, Executive Director, RUDSETI, National Director for RSETIs and Director General, National Academy of RUDSETI who got rich field experience is also a member this Committee. The above Committee met at Mumbai on 7th November 2016. After thorough discussions and based on the past experience the Committee short listed potential /need based courses for training rural unemployed youth in the RSETIs. The training on Rural Entrepreneurship is one such shortlisted need based training.

See Annexure VII for Success Stories of Candidates have been trained in this Qualification

What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?

Similar course leading to holistic understanding of the area of Rural Entrepreneurship is currently not offered by any of the Sector Skills Councils. Also, there is no separate qualification on rural entrepreneurship in the short term courses offered by NCVT (under the Modular Employable Scheme). Hence, the proposed qualification is unique and does not get duplicated.

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What is the estimated uptake of this qualification and what is the basis of this estimate?

Presently there are 585 Rural Self Employment Training Institutes (RSETIs) across the country sponsored by various Banks. National Academy of RUDSETI is the anchoring Institution which designs and approves the training programmes being conducted by the RSETIs. The training modules are demand driven and are vetted by the National Academy of RUDSETI, having experience of running similar programmes by the RUDSETIs for more than three decades. Rural Entrepreneurship Development Programme is one of the most popular need based training programmes conducted by these Institutes. These programmes have very good settlement rate. Candidates trained in this activity have successfully established their units by availing credit facilities or investing own funds. The RSETI MIS is enabled to record the settlements of candidates by capturing action photos, pass book entries, loan sanction letter copy etc. which is available for verification.

So far, RSETIs have trained 1,28,513 candidates in Rural Entrepreneurship Development Programme in 4852 training programme of which 79,928 candidates have settled (i.e, they are engaged in self employment or have started their business enterprise). Cumulative settlement rate is 62%. Observing the above trend the number of candidates to be trained in this qualification file in the next three years is estimated at more than 2 00,000.

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 the National Academy of RUDSETI. The data includes the photograph of the candidate other basic details. Training logs and post programme reports with photographs of the training being conducted are also up-loaded on to the MIS. Details of settlement and credit linkages, photos of the participant in the place of work / at his/her own enterprise and other documentary proofs are uploaded in the MIS. MIS reports are used for knowing the level of income of the settled candidates and employment generated in the enterprises created by them. The State Directors of RSETIs also visit the RSETIs every quarter for reviewing the quality of training / settlement. Officials from the controlling offices of the sponsoring Banks and NAR are also making periodic visits to the RSETIs for reviewing the activities.

The qualification document shall be revised once in every three years. The feedback obtained from alumni, RSETI faculty members, RSETI directors, NAR staff and other experts in the field will be used during the process of revision of the qualification. Emerging ideas from academia and new research evidence on entrepreneurship development will also be used to incorporate the latest thinking on the subject so that the qualification remains relevant to the needs to the target group and is based on the state-of-art knowledge and best practices in the sector.

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?

The candidates who are trained in Rural Entrepreneurship Development Programme may attend Skill Programme of required fields under Agri/ Process / Product EDPs wherein specialized inputs are given for enabling the candidates for increasing the clientele. The Candidates are also eligible for attending the growth Programmes in RSETIs which will help them draw a growth plan for their business and go in for expansion and diversification in the related field of activity.

