**NSDA Reference**

To be Added by NSDA

CONTACT DETAILS OF THE AWARDING BODY FOR THE QUALIFICATION

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

**SUMMARY**

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| **Qualification Title: Electric Motor Rewinding & Repair Services** |
| **Qualification Code: NARQ40012-PROCESS** |
| **Nature and purpose of the qualification:**  To enable the trainees to repair and rewind electric motors of various electric equipments. Also to set up their own Electric Motor Repair and Rewinding shop.  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 technical skills and skills in entrepreneurship, the candidates trained in this qualification can start their own Photo Studio and also take up outdoor photo and video recording assignments. There is increasing demand for this service especially for private (domestic) and public events in the rural areas and small towns. On becoming an entrepreneur 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. The Sector through more than 6,000 products 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. The Micro, Small and Medium enterprises contribute to over. 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. |

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| **Body/bodies which will award the qualification: National Academy of RUDSETI, Bengaluru**  The National Academy of RUDSETI was established in April 2009 in response to an emerging need for capacity building and mentoring of more than 585 Rural Self Employment Training Institutes (RSETIs) established in each district of the country as joint venture between different Banks and the Ministry of Rural Development, Government of India to work as National Level Resource Organization for RUDSETIs and RSETIs and other similar type of Institutes   1. To design and conduct training programmes and undertake project in Enterprise Promotion, Rural Development, Technology Transfer and imparting Human Resource Development (HRD) concepts. 2. To conduct research and development work in the field of Entrepreneurship Development 3. To act as a advisory to policy makers relating to Enterprise Promotion and Rural Development (for Government /NGOs/ Other Organizations / Financial Institutions /Corporate Entities / Central Secretariat, RUDSETI) 4. To take up any other activities connected with Rural Development and Entrepreneurship Development and Rural Development. 5. To provide Consultancy and Counseling Services in the field of Entrepreneurship Development and Rural Development. 6. Any other activity aimed at Development of Entrepreneurship, Rural Development and serving the society at large.   (See Annexure I for a complete profile of NAR and Annexure II for RUDSETI model of Entrepreneurship Development) |
| **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:**  This qualification will enable the trainee to establish a unit for providing services of Rewinding of Electric Motors and also for repairs to Pump sets. The trainee will also be able to attend to installation of motors and attend to minor repairs on the spot. Besides technical skills the qualification will give access to the trainee to:   1. Acquire and internalize the required Entrepreneurial Competencies (skill as well as attitude). 2. Knowledge and techniques for identifying the business opportunities, selection of an entrepreneurial activity, launching of the venture and skills for managing a Micro Enterprise. 3. Build confidence in one’s own abilities |
| **Proposed level of the qualification in the NSQF:**  Level 4 |
| **Anticipated volume of training/learning required to complete the qualification:**  240 hours  See Annexure III for Curriculum document/Syllabus and Annexure IV for Session Plan |
| **Entry requirements / recommendations:**  Candidates in the age group of 18 to 45 years having inclination for taking up a self employment occupation in Electric Motor Rewinding and Pump set repairs. Basic knowledge in electricity is preferred. Ability to read and write in local language. |
| **Progression from the qualification:**  This qualification will enable the trainees to become Self Employed by providing service in the field of Electric Motor Rewinding and Pump set repairs. He will be able to set up their own Electric Motor Rewinding and Pump set repairs unit and also providing on the spot service at fields / customers point. In due course they will graduate to become an entrepreneur through expansion thereby providing employment to others also. |
| **Planned arrangements for the Recognition of Prior learning (RPL):**  Not applicable |
| **International comparability where known:**  **------** |

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| **Formal structure of the Qualification** | | | |
|  | **Mandatory/**  **Optional** | **Estimated Size (learning hours)** | **Level** |
| **Professional Knowledge**  **A - Entrepreneurship**   1. Knowledge of self-confidence , attitude 2. Entrepreneurial competencies 3. Banking, insurance , financial accountancy and management 4. Legal aspects ,regulatory aspects of SMEs | Mandatory | 30 hours | Level 4 |
| **B – Technical Knowledge**   1. Fundamentals of electrical equipments, electricity, current, power, voltage and circuits. 2. On Resistance, Conductor, Insulator, Voltage testing procedures. 3. On transformer, Magnets, types of RPM in motors, voltmeter, and fault finding in testing board. 4. On rewinding techniques, capacitors, Star delta starter etc. 5. Different types of tools and equipments used for motor rewinding. | Mandatory | 80 hours | Level 4 |
| **Professional Skills**   1. . Operate Voltmeter and Ammeter 2. Developing testing board with series and parallel connections, 3. Panel board wiring etc. 4. Skill for rewinding of different types/capacity of motors such as  * Table and Ceiling Fans, * Simple pole-motor, * Cooler Fan, * Exhaust Fan, * Washing Machine Motor, * Single phase and * Three phase motors, * Motor in two poles, * Submersible motor  1. Double layer winding. | Mandatory | 90 hours | Level 4 |
| **Core Skills**   1. Business Opportunity Identification 2. Market Survey and Business Plan Development 3. Planning and Risk Assessment 4. Problem solving 5. Time management 6. Communication 7. Business Management skills | Mandatory | 34 hrs | Level 4 |
| **Admission, Examination & Valedictgory** | Mandatory | 6 hrs | - |
| **Total Duration of the Course** |  | **240 hrs** | |

**SECTION 1 - ASSESSMENT**

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| **Body/Bodies which will carry out assessment:**  This qualification will be used by 585 RSETIs (list is furnished in Annexure IV) across the country which has been established in each district. These RSETIs are controlled by commercial banks (both Government owned and Private). NAR is a separate body and there is no linkage in management and control between the RSETIs offering the training and NAR which will conduct the assessment. The assessment of outcome of the qualification will be done by NAR which is an independent organization. It is run by professionals who are expert in rural entrepreneurship development. In NAR there will be a separate vertical similar to ‘Controller of Examinations’ in Universities, which will conduct the assessment through its empanelled assessors at the RSETI level. The empanelled assessors will be provided training by NAR.  **How will RPL assessment be managed and who will carry out?**  Not Applicable  **Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of NSQF.**  Assessment tools for the Qualification are decided on the basis of composition of knowledge and skill in that particular Course. All assessments shall have at least two tools viz.1. Practical test and 2. Written test and/or Viva.   1. **Assessment process:**   The assessment will be primarily carried out by collecting evidence of competence gained by the trainees by observing them at work, asking questions and initiating formative discussions to assess understanding and by evaluating their practical work. The question papers for the theory Examinations contain objective/descriptive type questions, drawings etc.  **Minimum pass mark:** Overall 50% of marks allotted   1. **Testing and certifications for the course:**   Arrangements will be made by NAR to ensure that the evidence on which assessment / judgments made are comparable for all trainees and that the judgments made does not vary from assessor to assessor. Arrangements relating to the conduct and monitoring process of assessment are as follows:   * Questions papers will be prepared by NAR in consultation with vocation experts in the field. * Structured tests at the Institute level will be administered in the presence of the assessors. * The tests will be supervised and monitored at every Centre * Theory and practical Examinations will be carried out with invigilators/examiners with the overall supervision of the certified assessors. * Examiners called for evaluation of practical will have technical expertise in the field |

**ASSESSMENT EVIDENCE**

**Assessment & Evaluation:**

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

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| **Entrepreneurship Development** | | | | |
| **Assessable Outcomes** | **Performance Criteria** | **Assessment Criteria** | | |
| **Total** | **Theory** | **Practical** |
| 1. Candidate is clearly able to differentiate between Wage employment, Self-employment and Entrepreneurship 2. Understand, appreciate and develop the self-confidence for embarking on self-employment / entrepreneurship. 3. Understand and internalize entrepreneurial competencies and know their importance for becoming a successful entrepreneur. 4. Trainee is able to understand the legal and regulatory aspects of launching an enterprise. 5. Trainee is able to appreciate need for continuous growth and expansion of an enterprise 6. Trainee is able to analyze major trends in a given economic sector / sub-sector and identify Business Opportunities 7. Trainee is able to conduct market survey and develop sound Business Plans based on obtained data. 8. Develop effective personal management skills like time management and communication skills. 9. Know how to acquire entrepreneurial competencies through work experience as well as other sources of learning 10. Knows to maintain simple books of accounts and prepare financial statement for small business 11. Trainees able to devise a simple marketing and sales strategies and plan for a small business 12. Trainees able to manage small team of workers required for managing a small business | **PC 1** – Understanding the Context and Need for Rural Entrepreneurship Development, Role of RSETIs | 1 | 1 | 0 |
| **PC 2** – Developing Self Confidence and Positive Attitude (Micro Lab & Tower Building) | 2 | 1 | 1 |
| **PC 3** – Comparative Advantages of Entrepreneurship and Self Employment over Wage Employment | 1 | 1 | 0 |
| **PC 4** – Understanding and self evaluation of Achievement Motivation and ways and improve motivation (SRQ) | 6 | 2 | 4 |
| **PC 5** - Understanding and internalizing entrepreneurial competencies | 5 | 3 | 2 |
| **PC 6** - Understanding the Concept of Risk Taking and Ability to do Risk Assessment (Ring Toss Game) | 3 | 1 | 2 |
| **PC 7** - Understanding the importance of Systematic Planning and Efficiency Orientation (Boat Building) | 2 | 1 | 1 |
| **PC 8** - Being able to understand the importance of Quality Assurance and Improvement in Business | 2 | 1 | 1 |
| **PC 9** - Understanding the process of steps in Problem Solving | 3 | 2 | 1 |
| **PC 10 –** Time Management – Understanding of Basic Concepts and ability to manage time | 3 | 2 | 1 |
| **PC 11 –** Effective Communication Skills – Understanding of Basic Concepts and ability | 2 | 1 | 1 |
| **PC 12** – Ability to assess market conditions and indentify appropriate business opportunities | 3 | 3 | 0 |
| **PC 13** - Ability to Conduct Market Survey on a limited scale in a given area of Business | 7 | 3 | 4 |
| **PC 14** – Understanding of Banking & Insurance and how it can help a start up enterprise | 6 | 3 | 3 |
| **PC 15** – Ability to Prepare Business Plan based on data obtained from Market Survey | 16 | 6 | 10 |
| **PC 16** – Understanding licensing and regulatory aspects of launching an enterprise. | 3 | 3 | 0 |
| **PC 17** – Ability to Maintain Books of Accounts and Develop Financial Statements for a Small Business | 8 | 6 | 2 |
| **PC 18** – Understanding and ability for Inventory and Materials Management | 5 | 3 | 2 |
| **PC 19** – Understanding and ability for Sales and Marketing | 7 | 4 | 3 |
| **PC 20** – Human Resource Management – Understanding of Concepts and ability to manage a team | 5 | 3 | 2 |
| **PC 21** - Understanding of Basic Laws relating to MSMEs | 5 | 5 | 0 |
| **PC 22** – Growth and Strategic Planning - Understanding of Concepts | 5 | 5 | 0 |
| **Total EDP** | **100** | **60** | **40** |

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| **Assessable Outcomes** | **Performance Criteria** | **Assessment Criteria** | | |
| **Total** | **Theory** | **Practical** |
| **Professional Knowledge**  **B. Technical Knowledge**   1. Interest generated in learning the techniques of Electric Motor Rewinding and Pump set Repairs for taking it up as self employment venture. 2. Knowledge of various tools and equipments used for motor rewinding and their functions. 3. Knowledge about rewinding of various types of motors. | **PC1** Good level of interest in becoming a professional mechanic for Motor rewinding. | 10 | 10 | Nil |
| **PC2** Knowledge of Fundamentals of Electricity , different types of connections (series and parallel), Single phase and Three phase connections etc. | 20 | 20 | Nil |
| **PC3** Knowledge of various electrical equipments and their functions/usage. | 10 | 10 | Nil |
| **PC4** Knowledge about power generation, resistance, coils, capacitors. | 20 | 20 | Nil |
| **PC5** Knowledge about types and quality of winding wires. | 10 | 10 | Nil |
| **PC6** Knowledge about winding of different capacity/type of motors**.** | 20 | 20 | Nil |
| **PC7** Ability to plan (resources, tools, time etc. ) for conducting professional assignments | 10 | 10 | Nil |
| **Total** | **100** | **100** | **Nil** |
| **Professional Skills**   1. Able to operate various equipments like volt meter, ammeter etc. 2. Able to develop testing board and able to find faults in testing board. 3. Able to perform independently winding of different capacity motors, assembling and testing regarding the working correctly. | **PC 1 –** Calibrate, assign and show usage of Volte meter. | 5 | Nil | 5 |
| **PC 2--**Calibrate, assigns and show usage of Ammeter**.** | 5 | Nil | 5 |
| **PC 3** – Demonstrate Voltage testing procedures. | 5 | Nil | 5 |
| **PC 4**—Establish and show parallel and series connection and demonstrate the difference. | 5 | Nil | 5 |
| **PC 5**- Demonstrate and use of Resistance. | 5 | Nil | 5 |
| PC 6—Demonstrate use of MCB and other circuit breakers. | 5 | Nil | 5 |
| **PC 7-** Divide wire coils into polls. | 5 | Nil | 5 |
| **PC 8—**Carry out repair activity of induction motors**.** | 5 | Nil | 5 |
| **PC 9—**Carry out repair activity of submersible motors. | 5 | Nil | 5 |
| **PC 10—**Carry out repair activity of single phase motors**.** | 5 | Nil | 5 |
| **PC 11—**Carry out repair activity of three phase motors. | 5 | Nil | 5 |
| **PC 12—**Demonstrate the role of capacitor**.** | 5 | Nil | 5 |
| **PC 13—**Carryout rewinding activities in induction motors. | 5 | Nil | 5 |
| **PC 14—**Carryout rewinding activities in Submersible motors**.** | 10 | Nil | 10 |
| **PC 15—**Carryout rewinding activities in Single phase motors**.** | 5 | Nil | 5 |
| **PC 16—**Carryout rewinding activities in Three phase motors | 10 | Nil | 10 |
| **PC 17** –Ability to assemble and test the motors. | 5 | Nil | 5 |
| **PC 18** –Ensuring safety measures**.** | 5 | Nil | 5 |
| **TOTAL** | **100** | Nil | **100** |
| **Written Test & Viva Voce** | |  |  |  |
| **Grand total of Marks** | | **300** | **160** | **140** |
| **Pass : overall 50 % and above** | | | | |

# SECTION 2 - EVIDENCE OF LEVEL

# Option B: Key Requirements of the Job Role

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| **Title of the Qualification: Electric Motor Rewinding & Repair Services** | | | | |
| **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** |
| Since the qualification is devised for winding of irrigation motors, the work situation necessitate in adverse climatic/field conditions as well in indoor conditions. | | Factual knowledge of equipment and basic knowledge of surrounding areas for increasing customer base. | Ability to operate standard equipment based on Standard Operating Procedures duly ensuring quality standards. | Enterprise launching and business management skills to a limited scale. This can be imparted through training. | Since this training leads to entrepreneurial outcome responsibility for own work and learning is to be present and demonstrated. |

**SECTION 3 - EVIDENCE OF NEED:**

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

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| In order to give impetus to this growing demand of first generation entrepreneurs to gain formal training in entrepreneurship knowledge and skills RSETIs have been established by various Banks. Ministry of Rural Development gives part funding of the training. The RSETIs have been established on the RUDSETI models which have been proved very effective in eradicating the problems of unemployed youth. The trainings by these Institutes are unique in the sense they are demand based. The Institutes have got the experience of conducting these Programmes over the years. The RUDSETI model of developing rural entrepreneurs has been well researched and documented (please see Annexure VI).  Indian economy being predominantly an agrarian based, the main occupation is Agriculture. Major cultivable area being under rain-fed condition, for increasing the productivity and production, the farmers tend to bring more and more area under irrigation. This being the situation the area under minor irrigation is increasing constantly. Accordingly, the usage of irrigation pump sets is on increase as Farmers are using irrigation pump sets for lifting water from different sources like open well; bore well, pond and river / nalas etc. Simultaneously the servicing for pump sets such as repairs and also rewinding of motors is often required, which offer great potential for employment generation in this field. The rural unemployed youths if given proper training to take up this as a self employment venture, the migration of youths from rural to urban is brought down besides mitigating the problem of unemployment/under employment. The qualification also provides knowledge/skills for repairs and rewinding of motors of domestic equipments like mixer, fan, cooler, washing machine etc., widens the scope and demand for the said service.  **In order to identify the potential programmes as per the needs of the unemployed youth, a Committee of General Managers of top 5 RSETI sponsoring Banks has been constituted. The General Managers of State Bank of India, Punjab National Bank, Bank of Baroda, Central Bank of India and Bank of India are the members of this Committee. In addition, Executive Director, RUDSETI, National Director for RSETIs and Director General, National Academy of RUDSETI who got rich field experience also joined this Committee. The above Committee met at Mumbai on 7th November 2016. After thorough discussions and based on the past experience the Committee short listed potential /need based courses for training rural unemployed youth in the RSETIs. The training on “Electric Motor Rewinding & Repair Services” is one such shortlisted need based training.**  See annexure VII for Success Stories of candidates who have been trained in this Qualification. |

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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 these RSETIs. The Training Modules are demand driven and are vetted by National Academy of RUDSETI, having experience of running similar programmes by the RUDSETIs since over three decades. Electric Motor Rewinding and Pump set repair is one of the most popular need based training programmes conducted by these Institutes. These programmes are having 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. The number of trainees under this qualification during the past three years is as under:   |  |  |  | | --- | --- | --- | | **F.Y.** | **No. of Training Programmes** | **Number of Candidates** | | 2013-14 | 123 | 3072 | | 2014-15 | 124 | 2977 | | 2015-16 | 101 | 2501 |     Cumulative settlement rate for the above training is 55 % and observing the above trend, the candidates trained under the above qualification file, the number of candidates to be trained in the next 3 years is estimated at more than 10,000. |
| **What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?**  Similar course leading to holistic understanding of the area of Electric Motor rewinding and pump set repairs leading to entrepreneurial outcome are currently not offered by NCVT or Sector Skills Council including the Power sector skill council. Hence this qualification is required.  **What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?** |

**What Arrangements are in place to monitor and review the qualification (s)? What data will be used and at point will the qualification (s) be revised or updated?**

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

# SECTION 4 - EVIDENCE OF RECOGNITION AND PROGRESSION

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

The candidates who are trained in “Electric Motor Rewinding” may attend Skill Programme of related fields such as ‘Refrigerator repairs’ etc., where in 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.

The candidates who are trained in “Electric Motor Doctor” may attend Skill Programme of related fields such as ‘Refrigerator repairs’ etc., where in 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.