**NSDA Reference**

To be Added by NSDA

CONTACT DETAILS OF THE AWARDING BODY FOR THE QUALIFICATION

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

# SUMMARY

|  |
| --- |
| **Qualification Title: House Wiring** |
| **Qualification Code: NARQ40018-PROCESS** |
| **Nature and purpose of qualification:**  This qualification leads to the trained candidate to become an entrepreneur in the field of sale of electrical goods and accessories and also enables him/her to undertake wiring, and related works including maintenance works in domestic and commercial establishments.  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 business in house and building wiring and maintenance services. 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. |

|  |
| --- |
| **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 |

|  |
| --- |
| **Occupation(s) to which the qualification gives access:**  This qualification enables the candidate to undertake electrical wiring and related works in homes, offices and other establishments on a contractual basis. Also the trained candidate can establish a shop to undertake retail sales of electrical goods and accessories. Besides skills in the field of House Wiring, 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 electrical wiring and also sale of electrical items. Ability to read and write in local language. |
| **Progression from the qualification:**  This qualification will enable the trainees to become an entrepreneur providing service in the field of electrical wiring and related works. She/he will be able to set up their own unit for sales of electrical goods and also provide onsite spot services at the customer’s location. In due course they can expand their business thereby providing employment to others also. |
| **Planned arrangements for the Recognition of Prior learning (RPL):**  Not applicable |
| **International comparability where know**  **------** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Formal structure of the Qualification** | | | |
| **House Wiring** | **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   **B – Technical Knowledge**   1. Fundamentals of electricity 2. Electricity – Safety measures and precautions, first aid. 3. Electricity Conductor, Insulator and resistance 4. Tools and equipments used for wiring 5. Testing procedure of voltage, current power, MCB and bus bars 6. Earthing connection – different earthing systems. 7. Serial connection 8. Different types of series and direct board. 9. Two way switch wiring 10. Lodge wiring / go-down wiring 11. Theatre wiring / Master switch wiring 12. Three Phase Wiring 13. House Wiring 14. Hospital Wiring 15. Fans, Tube light, Heater, calling bell fixing 16. Attending to electrical complaints. 17. Maintenance of Tools/Equipments | Mandatory  Mandatory | 32 hours  68 hours | Level 4  Level 4 |
| **Professional /Technical Skills**   1. Selection of Tools/Equipments for Electrical Wiring 2. Testing of Voltage current power MCB and bus bars 3. Earthing Connection 4. Serial Connection 5. Different types of series and direct board. 6. Two way switch wiring 7. Lodge wiring / go-down wiring 8. Theatre wiring / Master switch wiring 9. House Wiring 10. 3 Phase Wiring 11. Hospital Wiring 12. Fans, Tube light, Heater, calling bell fixing 13. Attending to electrical complaints. | Mandatory | 100 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 hours | Level 4 |
| **Admission, Evaluation Test and Valedictory** | Mandatory | 6 hrs | - |
| **Total Duration of the Course** | | **240 hrs** | |

**SECTION 1 - ASSESSMENT**

|  |
| --- |
| **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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Entrepreneurship Development** | | | | | | | |
| **Assessable Outcomes** | | **Performance Criteria** | **Assessment Criteria** | | | | |
| **Total** | **Theory** | | **Practical** | |
| 1. Candidate is clearly able to differentiate between Wage employment, Self-employment and Entrepreneurship 2. Understand, appreciate and develop the self-confidence for embarking on self-employment / entrepreneurship. 3. Understand and internalize entrepreneurial competencies and know their importance for becoming a successful entrepreneur. 4. Trainee is able to understand the legal and regulatory aspects of launching an enterprise. 5. Trainee is able to appreciate need for continuous growth and expansion of an enterprise 6. Trainee is able to analyze major trends in a given economic sector / sub-sector and identify Business Opportunities 7. Trainee is able to conduct market survey and develop sound Business Plans based on obtained data. 8. Develop effective personal management skills like time management and communication skills. 9. Knows to maintain simple books of accounts and prepare financial statement for small business 10. Trainees able to devise a simple marketing and sales strategies and plan for a small business 11. Trainees able to manage small team of workers required for managing a small business | | **PC 1** – Understanding the Context and Need for Rural Entrepreneurship Development, Role of RSETIs | 1 | 1 | | 0 | |
| **PC 2** – Developing Self Confidence and Positive Attitude (Micro Lab & Tower Building) | 2 | 1 | | 1 | |
| **PC 3** – Comparative Advantages of Entrepreneurship and Self Employment over Wage Employment | 1 | 1 | | 0 | |
| **PC 4** – Understanding and 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** | |
| **Assessable Outcomes** | **Performance Criteria** | **Assessment Criteria** | | | | |
| **Total** | | **Theory** | **Practical** | |
| **Professional Knowledge**  **B. Technical Knowledge**  **Candidate should be able to**   1. Understand Fundamentals of Electricity. 2. Understand safety measures and precautions, first aid 3. Understand electricity conductor, insulator and resistance 4. Knowledge of various tools and equipments used for wiring 5. Understand testing procedure of voltage, current power, MCB and bus bars 6. Knowledge of earthing 7. Knowledge of serial connection, series and direct board and its types 8. Knowledge of two way stitch wiring 9. Knowledge of Circuits for House/ hospital / lodge/ godown / theatre wiring 10. Knowledge of three phase wiring 11. Knowledge of fans, tube light, heater, calling bell fixing 12. Knowledge of maintenance of tools | **PC1 –** Understanding of the basic **c**oncepts of Electricity such as single phase and three phase circuits | 3 | | 3 | Nil | |
| **PC2** – Knowledge of measurement of Electrical quantities like Voltage, Currents, Resistance, Impedance, power factor and energy | 4 | | 4 | Nil | |
| **PC3** – Knowledge of electricity conductor, insulator and resistance | 2 | | 2 | Nil | |
| **PC4** – Know how regarding usage of tools and equipments used for electrical works | 2 | | 2 | Nil | |
| **PC5 -** Knowledge regarding how fires are caused and what preventive measures are to be taken | 2 | | 2 | Nil | |
| **PC6-** Understanding of the functions of differenttools required for marking, punching, cutting, drilling, filing, stripping, crimping, socket and fixing glands & screw set | 3 | | 3 | Nil | |
| **PC7-** Knowledge of Measuring tools, wire gauges etc | 3 | | 3 | Nil | |
| **PC8-** Knowledge of Cable Binding Strap & Buttons, Nylon Cable Ties, Sleeves, Lugs, Ferrules, Gromats & clips, Self adhesive gaskets, PVC Cable Channels, PVS steel wire pipe, terminal connectors, Toggle switch and terminal strip, rotary switch etc | 4 | | 4 | Nil | |
| **PC9 -** Classification / identification of the electrical equipments cables, wires and electrical accessories used in industry | 2 | | 2 | Nil | |
| **PC10-** Studies of diagram & Symbols used in basic Electrical Circuits, Wiring & installations | 3 | | 3 | Nil | |
| **PC11-** Clear understanding of the different types of wires & conductors, Load carrying capacity | 4 | | 4 | Nil | |
| **PC12 –** How to read and work oncable lay out and different circuits / series / boards | 4 | | 4 | Nil | |
| **PC13 -** Knowledge of different electrical wiring residential, hospitals, lodges, go-downs, theatres etc | 2 | | 2 | Nil | |
| **PC14 -**Position of different accessories and its connection | 3 | | 3 | Nil | |
| **PC15 -** Concept of earthing, purpose & types | 2 | | 2 | Nil | |
| **PC16-** Pipe earthing & Plate earthing | 2 | | 2 | Nil | |
| **PC17-** Know how regarding **c**rimping and crimping Tools, Soldering | 3 | | 3 | Nil | |
| **PC18-** Concept of gauge of wire, conductor material & its current carrying capacity | 2 | | 2 | Nil | |
| **PC19-** Determination of Fuse size according to the load of circuit and its location | 2 | | 2 | Nil | |
| **PC20 -** Use of Megger & Test lamps in fault location | 2 | | 2 | Nil | |
| **PC21 -** Types of faults and method of fault findings | 2 | | 2 | Nil | |
| **PC22 -** Energy saving concept | 2 | | 2 | Nil | |
| **PC23 -** Knowledge of maintenance of tools and equipments | 2 | | 2 | Nil | |
| **Total** | **60** | | **60** | **Nil** | |
| **Professional Skills**  Trainees should able to do / attend to   1. **Safety Practices** 2. Safely handling tools and equipment 3. Use firefighting equipment 4. **About to Electricity** 5. Simple electrical Connections using resistance, voltmeter, ammeter & multi-meter etc. 6. Practice on simple single phase and three phase circuit 7. **Basic Tools and Accessories** 8. Use of proper tools and equipment and its maintenance 9. Identifying accessories/ symbols as per symbols. 10. **Symbols, Diagram & Rules** 11. Identifying accessories/ symbols as per symbols 12. Practice on wiring diagram. 13. Making plan of wiring accordingly. 14. **Earthing** 15. Carry out pipe earthing & plate earthing/testing and maintenance of earth resistance 16. **Electrical Wiring (House/Office/Hospital/Go-downs etc)** 17. Skinning different types of cable ends / making various joints like twist joint, married joint, Tee joint in stranded conductors / Checking & testing of Electrical wiring as per drawing. Fault finding and preventive maintenance, trouble shooting. 18. Dismantling and assembling of switchgears in simple electrical installations. 19. Practice on gladding of cables, lying of cables and different type of cable jointing. 20. Uses of fuses, MCB & its selection.   **VII Maintain Tools and Equipments** | **PC1 –** Ability to use firefighting equipment | 6 | | 1 | | 5 | |
| **PC2** – Demonstrate the safe handling of tools and equipment | 6 | | 1 | | 5 | |
| **PC3** – Display the use of correct tools and equipment for the matching jobs/functions. | 6 | | 1 | | 5 | |
| **PC4 -** Identify hand tools for specified jobs | 6 | | 2 | | 4 | |
| **PC5** – Draw simple single phase and three phase circuit diagram | 6 | | 2 | | 4 | |
| **PC6** – Demonstrate the use of measuring instruments | 5 | | 1 | | 4 | |
| **PC7** – Apply measuring instrument on series and parallel circuit | 5 | | 1 | | 4 | |
| **PC8 -** Identifying accessories as per symbols | 6 | | 1 | | 5 | |
| **PC9-** Demonstrate the uses of fuses, MCB and its selection | 6 | | 2 | | 4 | |
| **PC10 -** Assemble simple electrical connections using resistance, voltmeter, ammeter and millimeter as specified | 6 | | 2 | | 4 | |
| **PC11-** Ability to make wall marking and drilling | 5 | | 1 | | 4 | |
| **PC12 -** Carry out pipe earthing and plate earthing | 6 | | 2 | | 4 | |
| **PC13 -** Carry out testing and maintenance of earth resistance | 6 | | 2 | | 4 | |
| **PC14-** Skinning different types of cable ends | 6 | | 2 | | 4 | |
| **PC15-** Making various joints like twist joint, married joint, Tee joint in stranded conductors | 6 | | 2 | | 4 | |
| **PC16-** Developing a wiring plan as directed | 6 | | 2 | | 4 | |
| **PC17 -** Checking & testing of Electrical wiring as per drawing. Fault finding and preventive maintenance, trouble shooting | 6 | | 2 | | 4 | |
| **PC18-** Dismantling and assembling of switchgears in simple electrical installations | 6 | | 2 | | 4 | |
| **PC19 -** Practice on gladding of cables, lying of cables and different type of cable jointing | 6 | | 2 | | 4 | |
| **PC20-** Practice on different types of cable trays bending 45º and 90º | 6 | | 2 | | 4 | |
| **PC21-** Wire bending practice –Bending eyelets, stripping, crimping and connecting sockets. Stripping of wires & cables. | 6 | | 2 | | 4 | |
| **PC22-** Crimping practice. Practice on crimping thimbles, Lugs. | 6 | | 2 | | 4 | |
| **PC23-** Practice layout for assembly of various wiring accessories | 6 | | 2 | | 4 | |
| **PC24-** Maintenance of tools / equipments | 5 | | 1 | | 4 | |
| **TOTAL** | **140** | | **40** | | **100** | |
| **Grand total of Marks** | | **300** | | **120** | | **180** | |
| **Means of assessment 1: Physical Test** | | | | | | | |
| **Means of assessment 2: Written Test & Viva Voce.** | | | | | | | |
| **Pass : overall 50 % and above** | | | | | | | |

# SECTION 2 -EVIDENCE OF LEVEL

Option B: Key Requirements of the Job Role

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title of the Qualification: House Wiring** | | | | |
| **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** |
| The nature of work is repetitive and does involve making simple choices and decisions, but the work environment and working conditions tools and equipment is standardized and all outcomes are predictable | Factual knowledge of the subject and equipment to be used can be imparted through training and learnt by entry level trainees | The equipment used is very standardized and have clear SOPs. Following the SOPs will ensure 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

|  |
| --- |
| **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. |
| In order to give impetus to this growing demand of first generation entrepreneurs to gain formal training in entrepreneurship knowledge and skills RSETIs have been established by various Banks. Ministry of Rural Development gives part funding of the training. The RSETIs have been established on the RUDSETI models which have been proved very effective in eradicating the problems of unemployed youth. The trainings by these Institutes are unique in the sense they are demand based. The Institutes have got the experience of conducting these Programmes over the years. The RUDSETI model of developing rural entrepreneurs has been now well researched and documented (please see Annexure VI).  Electricity has become the lifeline of modern society. Homes, Offices, Industry, Schools, Hospitals, Transportation, Communication, Road, lighting, markets all depend on reliable Electric Supply. Life comes to a standstill without electricity. Electricity has become an integral and inevitable part of everybody’s life. Hence there is a need of having systematic electrical wiring required in all the above said premises. Increased usage of various kinds of electrically based items in domestic/office/industrial fronts there is a need of technically qualified electrician. Hence, a qualification which provides both technical knowledge and skill along with soft skills to establish an enterprise under Electrical Wiring which is having a good scope.  **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 Electrician for House Wiring is one such shortlisted need based training.** |

|  |
| --- |
| **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. Domestic Electrical Appliances Repairs 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.  **So far, RSETIs have trained 7,203 candidates in House Wiring of which 3697 candidates have settled in the trade. Cumulative settlement rate is 51%.** |

|  |
| --- |
| **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 Electrical wiring leading to entrepreneurial outcome is currently not offered by NCVT or Sector Skills Councils. Hence, the activities are unique and the Qualification does not get duplicated.  **What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?** |

|  |
| --- |
| **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 House Wiring may attend Skill Programme of related fields such as Domestic Electrical Appliances Repair, 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.