**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 : TV Technician** |
| **Qualification Code: NARQ40020 - PROCESS** |

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| **Nature and purpose of qualification:**  Qualification enables the trainee to establish their own TV and Other Electronics Equipments Servicing Centre. 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 TV and other Electronics Good Repair Shop. 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 |

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| **Body/bodies which will be responsible for assessment:**  National Academy of RUDSETI, Bengaluru |
| **Occupation(s) to which the qualification gives access:**  This qualification will enable the trainee to establish his own TV and other electronics goods repair shop. Later he can employ some more people to attend to the demands of both indoor and outdoor assignments. Besides skills in the field of TV and Electronics items repairs, 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 |

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| **Level of the qualification in 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 and/or recommendations**  Male Candidates in the age group of 18 to 45 years having inclination for taking up Servicing of TV and Digital Electronics as a self employment occupation. |
| **Progression from the qualification:**  This qualification will enable the trainees to become Self Employed. The will be able to set up their own TV and Digital Electronics Servicing Centre. 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** | | | |
| **TV Technician** | **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 | 32 hours | Level 4 |
| **B – Technical Knowledge**   1. Knowledge of selection of tools/equipments required for servicing of TV & Digital Electronics items 2. Precautions and Safety measures in handling electronics equipments 3. Knowledge of AC, DC, Oscillators, Amplifiers, Audio section in TVs (Mono/Stereo, USB Kit) 4. Use of multi meter digital & analog (use of test equipment and tools such as multi-meter, volt –ohmmeter) 5. Knowledge of various kinds / brands of TV & other digital electronics 6. Knowledge of Electronics spare parts/components and other related accessories 7. Soldering, de-soldering and about hot gun 8. FM, AM, Transmission/Audio digital 9. Knowledge of signals & waves 10. Knowledge of Installation of Cable/DTH and its functioning and setting 11. Knowledge regarding TV Tube working principle & remote control servicing (troubleshooting of color problems, vertical circuit, audio circuit, tuner circuit, micro processor, remote control and other frequently occurring problems of TV) 12. Knowledge of types of power supply – working principle and fault finding 13. Knowledge of working system of various parts in TV / Digital Electronics 14. Knowledge of video IF Section, DVD Fault finding and servicing 15. Knowledge of servicing of Stabilizes 16. Knowledge of detection– faults of latest brands of TV (CRT, LCD TV, LED TV, HD TV | Mandatory | 68 hours | Level 4 |
| **Professional /Technical Skills**  **Candidate is able to**   1. Select tools/equipments required for servicing of TV & Digital Electronics items 2. Take precautions and Safety measures in handling electronics equipments 3. define AC, DC, Oscillators, Amplifiers, Audio section in TVs (Mono/Stereo, USB Kit) 4. Use multi meter digital & analog (use of test equipment and tools such as multi-meter, volt –ohmmeter) 5. Define various kinds / brands of TV & other digital electronics 6. Define Electronics spare parts/components and other related accessories 7. Do Soldering, de-soldering and about hot gun 8. Service FM, AM, Transmission/Audio digital 9. Define signals & waves 10. Install Cable/DTH and its functioning and setting 11. Attend TV Tube working principle & remote control servicing (troubleshooting of colour problems, vertical circuit, audio circuit, tuner circuit, micro processor, remote control and other frequently occurring problems of TV) 12. Define power supply – working principle and fault finding 13. Define working system of various parts in TV / Digital Electronics 14. Do fault finding in video IF Section, DVD and servicing 15. Service of Stabilizes 16. Detect– faults of latest brands of TV (CRT, LCD TV, LED TV, HD TV | 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 Text & Valedictory** | Mandatory | 6 hours | - |
| **Total Duration of the Course** | | **240 hours** | |

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| **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. Arangements relating to the conduct and monitoring process of assessment are as follows:   * Questions papers will be prepared by NAR in consultation with vocation experts in the field. * Structured tests at the Institute level will be administered in the presence of the assessors. * The tests will be supervised and monitored at every Centre * Theory and practical Examinations will be carried out with invigilators/examiners with the overall supervision of the certified assessors. * Examiners called for evaluation of practical will have technical expertise in the field |

**ASSESSMENT EVIDENCE**

**Assessment & Evaluation:**

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

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| **Entrepreneurship Development** | | | | |
| **Assessable Outcomes** | **Performance Criteria** | **Assessment Criteria** | | |
| **Total** | **Theory** | **Practical** |
| 1. Candidate is clearly able to differentiate between Wage employment, Self-employment and Entrepreneurship 2. Understand, appreciate and develop the self-confidence for embarking on self-employment / entrepreneurship. 3. Understand and internalize entrepreneurial competencies and know their importance for becoming a successful entrepreneur. 4. Trainee is able to understand the legal and regulatory aspects of launching an enterprise. 5. Trainee is able to appreciate need for continuous growth and expansion of an enterprise 6. Trainee is able to analyze major trends in a given economic sector / sub-sector and identify Business Opportunities 7. Trainee is able to conduct market survey and develop sound Business Plans based on obtained data. 8. Develop effective personal management skills like time management and communication skills. 9. Knows to maintain simple books of accounts and prepare financial statement for small business 10. Trainees able to devise a simple marketing and sales strategies and plan for a small business 11. Trainees able to manage small team of workers required for managing a small business | **PC 1** – Understanding the Context and Need for Rural Entrepreneurship Development, Role of RSETIs | 1 | 1 | 0 |
| **PC 2** – Developing Self Confidence and Positive Attitude (Micro Lab & Tower Building) | 2 | 1 | 1 |
| **PC 3** – Comparative Advantages of Entrepreneurship and Self Employment over Wage Employment | 1 | 1 | 0 |
| **PC 4** – Understanding and 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 & 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** |
| 1. **Technical Knowledge**   **Trainee should be able to understand**   1. Operate/use volt/ohm meter, multi meter, pliers, screwdrivers, wrenches 2. Use tools such as screw drivers, pliers, cutters, safely 3. Understand the symptoms and identify the fault 4. Confirm functionality of the repaired unit 5. Functioning of various sub systems of CRT television set and basic television technology 6. components and sub units found in the power supply unit (SMPS) 7. Controls and features of different television models of the company 8. Identification of faults common to all types of television models and faults specific to different models 9. fundamentals of electricity such as Ohms law, difference between AC and DC, 10. calculation of energy consumption of the appliance, domestic wiring, series and parallel connections 11. Television receiver fundamentals and CRT basics 12. Troubleshooting of color problems, vertical circuit, audio circuit, tuner circuit, micro processor, remote control and other frequently occurring problems of TV 13. Basic electronics of components such as diode, transformer, LED, photo transistor, capacitor, resistor, inductor 14. Knowledge of various brands of TVs/DVD system/Amplifiers etc | **To be competent, the user/ individual must be able to:**  **PC1-** Know operate/use volt/ohm meter, multi meter, pliers, screwdrivers, wrenches  **PC2**- use tools such as screw drivers, pliers, cutters, safely  **PC3**- Understand the symptoms and identify the fault  **PC4**- Confirm functionality of the repaired unit  **PC5**- Know diagnose the fault in the unit as per customer interaction and initial Inspection  **PC6-** Knowledge of check the plug point to which the TV set is connected and ensure that the power supply module in the TV set is receiving power  **PC7-** Knowledge of carry out basic earthling test and volt ampere test and ensure that the fault is internal before disassembling the unit  **PC8-** Knowledge ofdischarge any large capacitor and the charge stored in the cathode ray tube before diagnosis  **PC9**- Knowledge of use the voltmeter to check the fuse ensure that the capacitor has not blown off  **PC10.** Knowledge of follow the path of current to identify in which section the defect has occurred before troubleshooting a circuit  **PC11**. interpret instructions manual accurately to correlate the symptoms indicated with exact problem  **PC12.** Knowledge of different brands of TVs, CRT TVs, LED, LCD TVs, DVDs, Home theatre system and other digital electronics items  **PC13**. Knowledge of fixing of Antenna/Cable DTH Installation and its functioning  **PC14.** Knowledge of maintenance of tools/equipments | 3  3  3  3  5  6  5  5  5  5  4  6  4  3 | 3  3  3  3  5  6  5  5  5  5  4  6  1  0 | Nil  Nil  Nil  Nil  Nil  Nil  Nil  Nil  Nil  Nil  Nil  Nil  Nil  Nil |
|  | **Total** | **60** | **60** |  |
| 1. **Professional Skills**   Trainee should be able to do:   1. Selection of tools/Equipments/Machines 2. Detect basic electrical faults such as improper earthling, defective power cord, connector or internal wiring defect, short/ loose/open contacts, blown fuse, defective transformer 3. Identify problems due to improper TV adjustments such as user picture adjustment, focus adjustment, colour balance adjustment, geometry adjustment, CRT purity/ LED/LCD convergence adjustment etc 4. Detect problems in low voltage power supply due to symptoms such as dead set (totally or intermittent), blown fuse, no picture/sound, TV turning off after warming up etc. 5. identify deflection problems indicated through symptoms such as TV nonlinearity, intermittent jumping/jittering of picture, horizontal output transistors keep blowing, horizontal /vertical flipped picture 6. detect problems in high voltage power supply due to symptoms such as arcing, sparking or corona from CRT HV anode, snaps/crackles, arcing from fly back or vicinity, flashovers inside the CRT / LCD / LED TV/HD TVs 7. identify other faults such as Colour and video problems, tuner problems,audio problems, etc. 8. Internet update for TV/LCD/LED Servicing information | **PC1** - Selection of Tools/Equipments/Machines | 8 | 3 | 5 |
| **PC2** – Detect basic electrical faults such as improper earthling, defective power cord,  connector or internal wiring defect, short/ loose/open contacts, blown fuse , defective transformer | 10 | 4 | 6 |
| **PC3** – Identify problems due to improper TV adjustments such as user picture adjustment, focus adjustment, colour balance adjustment, geometry adjustment, CRT purity/ LED/LCD convergence adjustment etc | 10 | 3 | 7 |
| **PC4** – Detect problems in low voltage power supply due to symptoms such as dead set (totally or intermittent), blown fuse, no picture/sound, TV turning off after warming up etc | 10 | 3 | 7 |
| **PC5** – identify deflection problems indicated through symptoms such as TV nonlinearity, intermittent jumping/jittering of picture, horizontal output transistors keep blowing, horizontal /vertical flipped picture | 10 | 3 | 7 |
| **PC6** – detect problems in high voltage power supply due to symptoms such as arcing, sparking or corona from CRT HV anode, snaps/crackles, arcing from fly back or vicinity, flashovers inside the CRT / LCD / LED TV/HD TVs | 10 | 3 | 7 |
| **PC7** – identify other faults such as Colour and video problems, tuner problems, audio problems, etc. | 8 | 2 | 6 |
| **PC8** – Voltage measurement & fault finding in all sections of TV Principle | 8 | 2 | 6 |
| **PC9** – Detection and servicing – faults of latest brands of TV | 8 | 2 | 6 |
| **PC10**–Trouble shooting of latest brands of LCD TV & LED TV | 8 | 2 | 6 |
| **PC11** – UP, Inverters, fault finding and repairing | 8 | 3 | 5 |
| **PC12** – Internet update for TV/LCD/LED servicing information | 8 | 2 | 6 |
| **PC13** – DVD fault finding and repairing | 8 | 2 | 6 |
| **PC14**- Multimedia home theater fault finding and repairing | 10 | 2 | 8 |
| **PC15** – Amplifiers, Mono Stereo 5.1 Audio USB Kit – fault finding and repairing | 8 | 2 | 6 |
| **PC 16** - Maintenance of Equipments/Tools | 8 | 2 | 6 |
| **Total** | **140** | **40** | **100** |
| **Total for Technical Knowledge & Skills** | **200** | **60** | **140** |
| **Total for EDP & Technical Knowledge & skills** | **300** | **120** | **180** |
| **Means of assessment 1**: Physical Test | | | | |
| **Means of assessment 2**: Written Test & Viva Voce. | | | | |
| **Pass: Overall 50% of marks** | | | | |

# SECTION 2 EVIDENCE OF LEVEL

Option B: Key Requirements of the Job Role

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| **Title of the Qualification: TV Technician** | | | | |
| **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 technician when faulty equipment is received from a customer, an assessment of the nature of the complaint is made. An estimate for service/repair charges is made after checking the availability of components. Then through a systematic approach the actual fault is found and rectified. The repaired equipment checked thoroughly for sufficient time before it is handed over to the customers. Minor repairs may be carried out at the premises of the customer itself. The repair and servicing of majority of consumer electronic equipment is undertaken by the skilled technicians | 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

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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. |
| 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).  With the advancement of technology, varieties of consumer electronic products with a lot of features are being introduced in the market every day and more and more multinational companies are also entering this field. In general, the responsibility to provide after sales service rests with the supplier/ manufacturer. However, adequate facilities are not available in many remote areas of the country for the servicing of consumer electronic products. This scheme gives information for setting up of a unit for the repairs of TVs, audio systems, Stereo Amplifiers, power supply systems and other miscellaneous consumer electronic/ instruments items.  New models of LCD/LED/CRT & HD TVs, DVD Players and other consumer electronic products are coming to the market regularly. Now the consumer electronic technology has changed the society to such an extent that there is no house even in the remote areas without an electronic entertainment product like radio, TV, audio system, etc. These products go out of order due to various reasons like fluctuations in the electric power, improper handling, negligence in use, failure of the components etc. The service facilities offered by most of the manufacturers by and large confirm to important towns. The service facility is not available in many remote areas in the country.  **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 TV repair and repair of other electronic items 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 586 Rural Self Employment Training Institutes (RSETIs) across the country sponsored by various Banks. National Academy of RUDSETI is the anchoring Institution which designs and approves the training programmes being conducted by these RSETIs. The Training Modules are demand driven and are vetted by National Academy of RUDSETI, having experience of running similar programmes by the RUDSETIs since over three decades. Embroidery and Fabric Painting 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 3693 candidates in TV & Digital Electronics Servicing in 260 training programme of which 2237 candidates have settled in their selected trade. Cumulative settlement rate is 60%. Cumulative settlement rate for the above training is 61% 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 3,000.** |

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| **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 Development Programme 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. |

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

# SECTION 4 - EVIDENCE OF RECOGNITION AND PROGRESSION

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| **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 Servicing of TV & Digital Electronics may attend Skill upgradation Programme for the subject qualification file where in specialized inputs are given for enabling the candidates for technology upgradation as and when technology changes 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. |