**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:**  **JUTE PRODUCT UTPADAK**  **Jute Products Utpadak** |
| **Qualification Code:**  **NARQ30026 PRODUCT** |
| **Nature and purpose of the qualification:**  Qualification enables the trainee to make jute items like bags, mats, decorative items, curtains etc. The trainee will also be able to set up their own shop at selling the items. |
| **Body / bodies which will award the qualification:**  National Academy of RUDSETI, Bengaluru |
| **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:**  Qualification enables the trainee to make jute items like bags, mats, decorative items, curtains etc. The trainee will also be able to set up their own shop at selling the items |
| **Proposed level of the qualification in the NSQF: Level 3** |
| **Anticipated volume of training/learning required to complete the qualification:**  80 hours |
| **Entry requirements / recommendations:**    Male or Female Candidates in the age group of 18 to 45 years having inclination for taking up Jute products making as a self employment occupation. Able to read and write local language and minimum 8th passed preferred. |
| **Progression from the qualification:**  This qualification will enable the trainees to become Self Employed by setting up a Jute items making and selling shop. In due course they will graduate to become an entrepreneur through expansion thereby providing employment to others also by way of opening retails outlets, door delivery through online booking etc. |
| **Planned arrangements for the Recognition of Prior learning (RPL):**  Not applicable |
| **International comparability where known:**  **------** |

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| **Formal structure of the qualification** | | | |
| **Entrepreneurship in Jute Products Udyami** | **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 SME | Mandatory | 14 hours | Level 3 |
| **B – Technical Knowledge**   1. Identifying the scope of Jute handicrafts 2. Introduction to Jute Handicrafts and Yarns. 3. Brief introduction on different designs of Jute Product, 4. Brief description of different types of tools/ machine used in making jute products. 5. Concept on identification of different raw jute yarns 6. Brief introduction on different designs of Jute Products. 7. Colour quality measurement of dried yarn 8. Brief introduction on different designs of Jute Bags, like school Bags, Travelling Bags Shopping Bags Vanity Bags, file bags etc 9. Blending of Jute Bags with others materials such as cane, bamboo, wool, leather etc 10. Brief introduction on different designs of decorative jute items like flower ornaments, wall hanging table mat, jhula, etc 11. Blending of decorative jute items with others materials such as cane bamboo wool, leather etc. | Mandatory | 8 hours | Level 3 |
| **Professional Skills**   1. Safety precaution in the Workshop of the person and the machine. Concept of basic measurement in inch and centimeters 2. Physical Demonstration of different shape, size of jute items, 3. Operation, Handling and maintenance of different machines used in making of Jute 4. Preparation of Jute items blended with leather and other allied materials 5. Selection of jute fabrics 6. Manufacture of Jute products by weaving like Carpets, Darri Jute Assan, Floor covering Jute Namazi Darri, Door Mat 7. Preparation of verities design of marketing bags, shoppers bags with cane handle. 8. Preparation of Travelling bags, blending of travelling bags with leather, Preparation of school bags, file bags blended with leather, etc 9. Preparation of Vanity bags, blending of vanity bags with glass, cane embroidery 10. Preparation of different designs of Jute flowers 11. Preparation of verities curtains, joolas, key chains etc. 12. Preparation of mat sets for dining table, walls etc 13. Preparation of hangings sets, pot holders etc. 14. Maintenance of tools / equipments / machineries | Mandatory | 64 hrs | Level 3 |
| **Core Skills**   1. Identify business opportunities in chosen sector 2. Conduct market survey and prepare simple business plan 3. Ability to plan and assess risk 4. Problem solving capabilities 5. Time management skills 6. Communication skills 7. Business Management skills | Mandatory | 12 hrs | Level 3 |
| **Admission, Evaluation Test & Valedictory** | Mandatory | 6 hrs | - |
| **Total Course Duration** | | **104hrs** |  |

**SECTION 1 - ASSESSMENT**

Body / Bodies which will carry out assessment:

RSETIs run by various Banks will conduct the training. The assessment will be done by National Academy of RUDSETI (NAR) which is an independent organization. The NAR is run by the professional who are experts in Rural Entrepreneurship Development. In NAR there will be a separate vertical like Controller of Examinations which will conduct the assessment through its empanelled assessors at the RSETI level.

**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.

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| **Arrangements relating to the conduct and monitoring process of assessment are as follows:**   * Questions papers will be prepared by NAR in consultation with 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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|  | **Assessable Outcomes** | **Assessment Criteria** | | | |
| **ENTREPRENEURSHIP DEVELOPMENT ASPECTS** | | | | | |
| **Outcome** | **Performance Criteria for the outcome** | | **Assessment criteria for the outcome** | | |
| **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 internalise 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 internalizing entrepreneurial competencies | | 5 | 2 | 3 |
| **PC 5** - Understanding the process of steps in Problem Solving | | 2 | 1 | 1 |
| **PC 6 –** Time Management – Understanding of Basic Concepts and ability to manage time | | 3 | 2 | 1 |
| **PC 7 –** Effective Communication Skills – Understanding of Basic Concepts and ability | | 2 | 1 | 1 |
| **PC 8** – Ability to assess market conditions and indentify appropriate business opportunities | | 2 | 1 | 1 |
| **PC 2** – Understanding of Banking & Insurance and how it can help a start up enterprise | | 2 | 1 | 1 |
| **PC 9** – Ability to Prepare Business Plan based on data obtained from Market Survey | | 10 | 6 | 4 |
| **PC 10** – Understanding licensing and regulatory aspects of launching an enterprise. | | 2 | 1 | 1 |
| **PC 11** – Ability to Maintain Books of Accounts and Develop Financial Statements for a Small Business | | 5 | 3 | 2 |
| **PC 12** – Understanding and ability for Inventory and Materials Management | | 5 | 3 | 2 |
| **PC 13** – Understanding and ability for Sales and Marketing | | 5 | 3 | 2 |
| **PC 14** – Human Resource Management – Understanding of Concepts and ability to manage a team | | 5 | 3 | 2 |
| **PC 15** - Understanding of Basic Laws relating to MSMEs | | 5 | 3 | 2 |
| **PC 16** – Growth and Strategic Planning - Understanding of Concepts | | 3 | 3 | 0 |
|  | **Total REDP** | | **60** | **36** | **24** |
| **Outcomes to be assessed** | **Assessment criteria for the outcome** | | **Assessment Criteria for the Outcome** | | |
| **Total** | **Theory** | **Practical** |
| **Professional Knowledge**  **B. Technical Knowledge**   1. Identifying the scope of Jute handicrafts 2. Introduction to Jute Handicrafts and Yarns. 3. Brief introduction on different designs of Jute Product, 4. Brief description of different types of tools/ machine used in making jute products. 5. Concept on identification of different raw jute yarns 6. Brief introduction on different designs of Jute Products. 7. Colour quality measurement of dried yarn 8. Brief introduction on different designs of Jute Bags, like school Bags, Travelling Bags Shopping Bags Vanity Bags, file bags etc 9. Blending of Jute Bags with others materials such as cane, bamboo, wool, leather etc 10. Brief introduction on different designs of decorative jute items like flower ornaments, wall hanging table mat, jhula, etc 11. Blending of decorative jute items with others materials such as cane bamboo wool, leather etc.. | **PC 1 –** Identifying the scope of Jute handicrafts | | 3 | 3 | Nil |
| **PC 2** – Knowledge of Handicrafts and yarns | | 3 | 3 | Nil |
| **PC 4** – Understanding different designs of Jute products | | 3 | 3 | Nil |
| **PC 5 –** Knowledge of different types of tools / machine used in making jute products | | 3 | 3 | Nil |
| **PC 6** –Knowledge of identification of different raw jute yarns. | | 3 | 3 | Nil |
| **PC7—**Knowledge of different designs of jute products. | | 3 | 3 | Nil |
| **PC 8 –** Knowledge of colour quality measurement of dried yarn. | | 3 | 3 | Nil |
| **PC9-** Knowledge of different designs ofJute Bags, like school Bags, Travelling Bags Shopping Bags Vanity Bags, file bags etc | | 3 | 3 | Nil |
| **PC10-** Knowledge of Blending of Jute Bags with others materials such as cane, bamboo, wool, leather etc | | 3 | 3 | Nil |
| **PC11-** Knowledge of different designs of decorative jute items like flower ornaments, wall hanging table mat, jhula, etc | | 3 | 3 | Nil |
| **PC12-** Knowledge of Blending of decorative jute items with others materials such as cane bamboo wool, leather etc | | 3 | 3 | Nil |
| **PC13-** Knowledge about various jute products on the market | | 4 | 4 | Nil |
| **Total** | | **40** | **40** | **Nil** |
| **Professional Skills**  **Candidate is able to**   1. Selection of tools and equipment. 2. Preparation of handmade tools and equipment 3. Safety precaution in the Workshop of the person and the machine. Concept of basic measurement in inch and centimeter 4. Demonstration of Handling of equipments like Frames 5. Selection of raw material. Material use of Different size of Jute Yarns, Raw Jute. 6. Preparation of Utility items like Marketing Bags, Ladies bags, Jhula, Water bottle cover, magazine and News Paper holder 7. Use of matching colour on the Jute product. 8. Preparation of Decorative items like Door Screen, Table Mat, Wall Hanging 9. Preparation of verities designs of Jute products blended with leather and other allied materials 10. Hands on different design of Jute products 11. Preparation of Travelling bags, blending of travelling bags with leather, Preparation of school bags, file bags blended with leather 12. Preparation of Vanity bags, blending of vanity bags with glass, cane embroidery 13. Maintenance of machines / equipments | PC1 – Ability for Selection of Tools required for preparing jute products | | 5 | Nil | 5 |
| **PC2 – Ability to** Prepare handmade tools and equipment | | 5 | Nil | 5 |
| **PC3 –** Safety precaution in the Workshop of the person and the machine. Concept of basic measurement in inch and centimeter | | 5 | Nil | 5 |
| **PC4 –** Ability toDemonstrate of Handling of equipments like Frames | | 5 | Nil | 5 |
| **PC5 –** Selection of raw material. Material use of Different size of Jute Yarns, Raw Jute. | | 5 | Nil | 5 |
| **PC6** - Demonstrate Folding and Cutting using Machine {Bags, Envelopes, Files} | | 5 | NIL | 5 |
| **PC7 –** Ability toPreparation of Utility items like Marketing Bags, Ladies bags, Jhula, Water bottle cover, magazine and News Paper holder | | 7 | Nil | 7 |
| **PC 8 –** Ability to Use matching colour on the Jute product. | | 5 | Nil | 5 |
| **PC9 –** Preparation of Decorative items like Door Screen, Table Mat, Wall Hanging | | 7 | NIL | 7 |
| **PC10 –** Preparation of verities designs of Jute products blended with leather and other allied materials | | 7 | Nil | 7 |
| **PC11 –** Hands on different design of Jute products. | | 5 | Nil | 5 |
| **PC12 –** Use of Correct colour on the Jute product | | 5 | Nil | 5 |
| **PC13 –** Preparation of Travelling bags, blending of travelling bags with leather, Preparation of school bags, file bags blended with leather | | 7 | Nil | 7 |
| **PC14 –** Preparation of Vanity bags, blending of vanity bags with glass, cane embroidery | | 7 | Nil | 5 |
| PC 15 – Taking appropriate measures for Work place safety and cleanliness | | 5 | Nil | 5 |
| PC 16 – Methods adopted for Safe and economic disposal of waste | | 5 | Nil | 5 |
| PC 17 - Ability to working with recycled materials | | 5 | Nil | 5 |
| PC 18 - Innovation in design and manufacturing process | | 5 | Nil | 5 |
| **Total** | | **100** | **NIL** | **100** |
|  | **Grand Total** | | **200** | **76** | **124** |
| **Means of assessment 1**: Physical Test | | | | | |
| **Means of assessment 2**: Written Test & Viva Voce. | | | | | |
| **Pass : overall 50 % and above** | | | | | |

# SECTION 2 - EVIDENCE OF LEVEL

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| **Process Required** | **Professional Knowledge** | **Professional Skills** | **Core Skills** | **Responsibility** |
| Persons may carry out a job which may require limited range of activities routine and predictable | Basic facts, process and principle applied in trade of employment | Recall and demonstrate practical skill, routine and repetitive in narrow range of application. | Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment | Under close supervision, some responsibility for own work within defined limit. |
| Jute products making process is simple. After procuring the raw materials proper designs and patterns need to be made. As per drawing, design and size cutting is done to make varieties of jute products. Then cut pieces are stitched in the sewing machine. During the process of making the bags, other consumable such as lining, buckles, chains, runner, handles of clothes, bamboo and canes are fitted. | Knowledge level required is of basic nature such as simple paper cutting, folding and pasting. | The skill required here is mainly acquired by practice and once perfection is achieved, it will be repetitive in nature. | Enterprise launching and business management skills to a limited scale. This can be imparted through training as it involves simple machinery and moderate capital investment. | 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?**    Jute products making business can be initiated as small scale basis. Jute bag manufacturing process in not complex. Jute is a naturally found, inexpensive, bio-degradable fiber product. In starting varieties of jute products like bags, hangings, decorative items etc making business. Demand for diversified jute products has been increasing all over the world. Small and medium sized enterprises (SMEs) are the main suppliers of nontraditional jute goods in the international market.  The demand for new types of diversified jute products like gardening products, shopping bags, geo-textile, pulp and paper, household products, floor covering and non woven textiles is very high at the consumers’ level in the international market due to fast changing consumer behavior. Persons having interest and creativity can become successful in this kind of venture. One can take it up as a profitable venture for making his lively hood. Also there is ample scope for providing employment to others also. The profession hence is found to have lot of potential for providing Self employment opportunities with affordable investment for youth (both male and female) and a qualification has been devised.  To train the rural youth for taking up self employment ventures, Rural Self Employment Training Institutes (RSETIs) have been established by various Banks. Ministry of Rural Development gives part funding of the training. The RSETIs have been established on the RUDSETI model which has been proved very effective in eradicating the problems of unemployed youth. The trainings by these Institutes is unique in the sense they are demand based. The Institutes have got the experience of conducting these Programmes over the years.  **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 “Jute Products Making” is one such shortlisted need based training.**  See Annexure VII for success stories of candidates trained in this Qualification. | |
| **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. Jute Products manufacuring is one of the most popular need based training programmes conducted by these Institutes. The programme is having very good settlement rate. The number of trainees under this qualification during the past three years is as under:   |  |  |  | | --- | --- | --- | | **FY** | **No. of Training Programmes** | **Number of Candidates** | | 2013-14 | 72 | 1379 | | 2014-15 | 57 | 851 | | 2015-16 | 37 | 477 |     So far 7,953 candidates have been trained in RSETIs in this qualification of which 4,838 candidates are settled in the vocation. 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. |
| **What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?**  The unemployment scenario in India has always been quite acute. With a huge population and slow growth of job opportunities, unemployment has been widespread in India. Large scale unemployment has led to several socio-economic problems like poverty, malnutrition, antisocial and criminal activities, drug and substance abuse, etc. The lack of proper unemployment insurance schemes has further aggravated this problem. In the early 1990s, major economic reforms were undertaken in India. One of the major objectives of these economic reforms was to boost employment in the Indian economy. However, though the economic reforms were successful in raising productivity and attracting FDI (Foreign Direct Investment), the growth in job opportunities was not as high as had been expected. Some of the important aspects related to the unemployment scenario in India are –   * The growth in labor force in India is much higher than the growth of jobs. * Actual employment figures in India have mostly fallen short of estimated figures, as per the   five year plans.   * The unorganized sector in India accounts for 90% of the employment. * Around 70% of the labor force in India has education below primary level or is illiterate. * Self employment accounts for more than 60% of the employed population of India.   Government both at the Centre and the States has initiated implementation of many Schemes to provide proper training, guidance and financial assistance to needy people under self employment. Focus is also on creating employment opportunities at rural and semi urban areas and stop migration from rural areas to urban areas in search of employment.  Further, Self employment / Entrepreneurship Development entails a major change in mind set of the unemployed youth which otherwise is focused for wage employment.  RUDSETI, which is a pioneer and in the field of Rural Entrepreneurship Development has been training unemployed rural youth to take up self employment ventures as a viable alternative to wage employment , has more than three decades of experience in this field. RSETIs which are established on the RUDSETI model have also shown exemplary results.  **Similar course leading to holistic understanding of the area of Paper Bag, Cover, files and pusti making and 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 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 “Jute Products Making” training may attend Skill up gradation Programme for the subject qualification file where in specialized inputs are given for enabling the candidates for technology up gradation. The Candidates are also eligible for attending the General EDP in RSETIs which will help them to take up stationery shop in addition to other diversified jute products making unit for expansion and diversification in the related field of activity.