**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 : Women’s Tailor** |
| **Qualification Code: NARQ40033-PRODUCT** |

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| **Nature and purpose of qualification:**  Qualification enables the trainee to set up their own tailoring shop to design and stitch garments for women. 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 shop for tailoring of ladies garments. 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 and manage a tailoring unit/boutique by working on her own and also employing some more people.Later he can employ some more people to attend to the growing demands of customers. Besides skills in this field 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   **See Annexure III for Curriculum document/Syllabus and Annexure IV for Session Plan** |

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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 Tailoring and Dress Designing as a self employment occupation and business venture. |
| **Progression from the qualification:**  This qualification will enable the trainees to become Self Employed. The will be able to set up their own Tailoring unit. In due course they will graduate to become an entrepreneur through expansion thereby providing employment to others also and also venture into Dress Designing. |
| **Planned arrangements for the Recognition of Prior Learning (RPL):**  Not applicable |
| **International comparability where known:**  **------** |

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| **Formal Structure of the Qualification** | | | | | | |
| **Ladies’ Tailor** | | **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. Understand fundamentals of tailoring 2. Understand the Job Responsibilities of a tailor 3. Various types of sewing machines 4. Understand how to take body measurement of the customer or the product 5. Knowledge of select the appropriate tools and materials for drafting 6. Knowledge of mark the measurements of a garment on a piece of paper with the help of the tools and make the standard patterns for reference 7. cutting tools and equipments like scissors, shears, etc. and fabric cutting technique - to cut neatly & with precision 8. Cutting out, trimming, marking up and fitting 9. Estimates of material required for a particular garment 10. Fabrics (woven, knits, etc.), its characteristics and types / fabric shrinkage 11. Trims and accessories (buttons, zippers, sequins, beads, etc.) 12. Standard size chart for men and children 13. Marking tools and equipments like L-scale, leg curve scale, measuring tape, tracing wheel, etc 14. Methods of calculating the number of components required 15. The Hemming / khaza buttoning 16. The Textile materials/ prices 17. The problems arising in sewing machine | | Mandatory | 68 Hours | | Level 4 | |
| **Professional / Technical Skills**   1. Selection of sewing machines and its setting 2. Selection of appropriate tools & materials for drafting 3. Set machines according to manufacturers’ instructions and sewing requirements 4. Set machine controls for the materials being stitched 5. Perform a test run to ensure machine is operating correctly 6. Join cut components by stitching 7. Carry out hand sewing 8. Take body measurement of the customer or the product 9. Select the appropriate tools & materials for drafting 10. Mark the measurements of a garment on a piece of paper with the help of the tools and make the standard patterns for reference 11. Cut the paper pattern as per the measurement 12. Place the cut components of paper for cutting the cloth 13. Select the appropriate tools & materials for cutting 14. Measure the length and width of the material/fabric before starting to cut 15. Ensure there are no defects on the material 16. Lay the fabric on the table in accordance with fabric grain line, designs, checks or plaids, etc. 17. Cut the various garment components with precision as per the course contents 18. Avoid fabric/material wastage while cutting 19. Organize cut components in a suitable bundle tied together 20. Identify methods of garment fitting 21. Recognize common fitting errors and their solutions 22. Check fitting of the dress materials onto the customers 23. Record required alteration needs and instructions on tags or labels and attach them to garments 24. Carry out alterations as per records 25. Handle materials, machinery, equipment and tools safely and correctly 26. Use materials to minimize waste 27. Maintain a clean and hazard free working area 28. Maintain tools and equipment | | 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 | | 1. Trainee is able to analyze major trends in a given economic sector / sub-sector and identify Business Opportunities 2. Trainee is able to conduct market survey and develop sound Business Plans based on obtained data. 3. Develop effective personal management skills like time management and communication skills. 4. Knows to maintain simple books of accounts and prepare financial statement for small business 5. Trainees able to devise a simple marketing and sales strategies and plan for a small business 6. Trainees able to manage small team of workers required for managing a small business | | | 34 Hours  (Practical) | | Level 4 |
| **Admission, Evaluation Test & Valedictory** | | | | | 6 hours | |  |
| **Total Duration of the Course** | | | | | **240 Hours** | | |

**SECTION 1 - ASSESSMENT**

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

**ASSESSMENT EVIDENCE**

**Assessment & Evaluation:**

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

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| **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 | 3 | 1 | | 1 |
| **PC 9** - Understanding the process of steps in Problem Solving | 2 | 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** |
| **Technical Knowledge** :   1. Knowledge of various types of sewing machines 2. Knowledge of select the appropriate tools & materials for cutting 3. Knowledge about fabrics (woven, knits, etc.), its characteristics (softness, drape, stretch ability, etc.) and types (cotton, silk, georgette, crepe, etc.) 4. Knowledge of placing the cut components of paper for cutting the cloth 5. Knowledge of measure the length and width of the material/fabric before starting to cut 6. Knowledge of ensuring there are no defects on the material 7. Knowledge of lay the fabric on the table in accordance with fabric grain line, designs, checks or plaids, etc. 8. Knowledge of cutting the various garment components with precision 9. Knowledge of material wastage while cutting 10. Knowledge of setting the machines according to manufacturers’ instructions and sewing requirements 11. Knowledge of setting machine controls for the materials being stitched 12. Knowledge of perform a test run to ensure machine is operating correctly 13. Knowledge regarding joining of cut components by stitching 14. Knowledge of carry out hand sewing (kaj making, button fixing, hemming, or basic embroidery etc.) 15. Recognize common fitting errors and their solutions 16. Knowledge of record required alteration needs and instructions on tags or labels and attach them to garments 17. Knowledge of carry out alterations as per records 18. Knowledge of designing, cutting and stitching of variety of garments: 19. Knowledge to handle materials, machinery, equipment and tools safely and correctly 20. Knowledge of use correct lifting and handling procedures 21. Knowledge of use materials to minimize waste 22. Knowledge of maintaining clean and hazard free working area | **PC1** – Knows the features and functions of basic sewing machines | 4 | | 4 | Nil |
| **PC2 –** Knows the features of functions of special machines like khaja, button, zig-zag, pico etc. | 4 | | 4 | Nil |
| **PC3 –** Knows how toselect appropriate tools for required tasks | 4 | | 4 | Nil |
| **PC4** – Knows about the various cutting tools and equipment like scissors, shears, etc. and fabric cutting technique - to cut neatly & with precision | 4 | | 4 | Nil |
| **PC5** - Know how of cutting cloth to shape as per outline | 4 | | 4 | Nil |
| **PC6** - Knows how to prepare estimates of material required for a particular garment | 4 | | 4 | Nil |
| **PC7** – Knows how to cut the paper pattern as per the measurement | 4 | | 4 | Nil |
| **PC8** - Knowledge about fabric shrinkage | 4 | | 4 | Nil |
| **PC9** - Knowledge about trims and accessories (buttons, zippers, sequins, beads, etc.) | 4 | | 4 | Nil |
| **PC10** - Knowledge about standard size chart for men and children | 4 | | 4 | Nil |
| **PC11** - Knowledge about made –ups and home furnishing articles | 4 | | 4 | Nil |
| **PC12** - Knows how to making markings as per measurements of various components of a dress | 4 | | 4 | Nil |
| **PC13** - Knows how to use about marking tools and equipments like L-scale, leg curve scale, measuring tape, tracing wheel, etc | 4 | | 4 | Nil |
| **PC14** - Methods of calculating the number of components required | 4 | | 4 | Nil |
| **PC15 –** Know how of cutting and stitching a petty coat | 3 | | 3 | Nil |
| **PC16 –** Know how of cutting and stitching a saree or skirt | 3 | | 3 | Nil |
| **PC17 –** Know how of cutting and stitching a Nightie | 3 | | 3 | Nil |
| **PC18 –** Know how of cutting and stitching Night gown | 3 | | 3 | Nil |
| **PC19 –** Know how of cutting and stitching a nightie suit | 4 | | 4 | Nil |
| **PC20 –** Know how of cutting and stitching a school uniform (Both Boys and girls) | 4 | | 4 | Nil |
| **PC21 –** Know how of cutting and stitching a nightie and saree blouse and varieties of blouses | 4 | | 4 | Nil |
| **PC22 –** Know how of cutting and stitching a Baby frock | 4 | | 4 | Nil |
| **PC23 –** Know how of cutting and stitching a chudidar and its varieties | 4 | | 4 | Nil |
| **PC24 –** Know how of cutting and stitching a Salwar and its varieties | 4 | | 4 | Nil |
| **PC25 –** Knowledge in saree zigzag | 4 | | 4 | Nil |
| **PC26** - Awareness of various safety measures in operating sewing machines | 4 | | 4 | Nil |
| **Total** | **100** | | **100** | **Nil** |
| **Technical Skills:**   1. Selection of sewing machines and its setting 2. Selection of appropriate tools & materials for drafting 3. Set machines according to manufacturers’ instructions and sewing requirements 4. Take body measurement of the customer or the product 5. Mark the measurements of a garment on a piece of paper with the help of the tools and make the standard patterns for reference 6. Cut the paper pattern as per the measurement 7. Place the cut components of paper for cutting the cloth 8. Measure the length and width of the material/fabric before starting to cut 9. Ensure there are no defects on the material 10. Lay the fabric on the table in accordance with fabric grain line, designs, checks or plaids, etc. 11. Cut the various garment components with precision as per the course contents 12. Joining of cut components 13. Carry out hand sewing (kaj making, button fixing, hemming, or basic embroidery etc.) 14. Avoid fabric/material wastage while cutting 15. Organize cut components in a suitable bundle tied together 16. Recognize common fitting errors and their solutions 17. Carry out alterations as per records 18. Handle materials, machinery, equipment and tools safely and correctly 19. Use materials to minimize waste 20. Maintain a clean and hazard free working area 21. Maintain tools and equipment | **PC 1 -** Select correct sewing machine and related tools and equipments like thread, cutters, scale, | 3 | | Nil | 3 |
| **PC 2** - Perform a test run to ensure machine is operating correctly | 3 | | Nil | 3 |
| **PC3** - Take body measurement by using tape | 4 | | Nil | 4 |
| **PC4** - Estimate cloth lengths required for different measurements | 4 | | Nil | 4 |
| **PC5** - Write measurement data in suitable form and sequence | 4 | | Nil | 4 |
| **PC6** - Ensure there are no defects on the material | 4 | | Nil | 4 |
| **PC7** - Cutting the cloth as per marking, leaving margin for inlays and turnings. | 4 | | Nil | 4 |
| **PC8** - Lay the fabric on the table in accordance with fabric grain line, designs, checks or plaids, etc | 4 | | Nil | 4 |
| **PC9** - Cut the various garment components with precision (Kurtha shirt / Jubba / Pyjama) | 4 | | Nil | 4 |
| **PC10** - Avoid fabric/material wastage while cutting | 4 | | Nil | 4 |
| **PC11** - Able to Check fitting of the dress materials onto the customers | 4 | | Nil | 4 |
| **PC12** - Ability to Design, Cut and Stitch Petty coat | 4 | | Nil | 4 |
| **PC13** - Able to Design, Cut and Stitch Saree skirts | 4 | | Nil | 4 |
| **PC14** - Ability to Design, Cut and Stitch Nighties | 4 | | Nil | 4 |
| **PC15** - Ability to Design, Cut and Stitch Night suits | 4 | | Nil | 4 |
| **PC16** - Able to Design, Cut & Stitch night gowns | 4 | | Nil | 4 |
| **PC17** - Able to Design, Cut & Stitch school uniforms | 4 | | Nil | 4 |
| **PC18** - Able to Design, Cut & Stitch baby frocks | 4 | | Nil | 4 |
| **PC19** - Able to Design, Cut & Stitch chudidars and its varities | 5 | | Nil | 5 |
| **PC20** - Able to Design, Cut & Stitch salwar and varieties of salwar | 5 | | Nil | 5 |
| **PC21** - Able to Design, Cut & Stitch various types of blouses | 5 | | Nil | 5 |
| **PC22** - Type of facing, binding viz - Zip application, elastic insertion - Waist band application | 4 | | Nil | 4 |
| **PC23** - Type of facing, binding viz - Zip application, elastic insertion - Waist band application | 3 | | Nil | 3 |
| **PC24** - Color concept and harmony in designing | 2 | | Nil | 2 |
| **PC25** - Ironing stitched garments | 2 | | Nil | 2 |
| **PC26** - Displaying of stitched Garments neatly | 2 | | Nil | 2 |
| **PC27** - Proper maintenance and oiling of sewing machine | 2 | | Nil | 2 |
|  | **Total** | **100** | | **Nil** | **100** |
| **Total for Technical Knowledge & Skills** | | **200** | | **100** | **100** |  |
| **Total for the Course** | | **300** | | **160** | **140** |
| **Assessment – Written Test, Viva Voce and Practical’s** | | | | | |
| **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: NARQ40033-PROCESS-Ladies’ Tailor** | | | | |
| **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** |
| He/she is responsible for providing stitching garments as per basic design with a few modifications according to the choice of the customer. Job is routine with some scope for decision making. | Factual knowledge of equipment and basic knowledge of garment cutting, stitching and attaching accessories to make the products according to customer choice and latest fashion trends. | Stitch the correct materials in the right sequence as required by the product specification as per the specified stitch type (stitch classes), hems and seams productivity and quality levels | Enterprise launching and business management skills to a limited scale. This can be imparted through training. | Since this training leads to entrepreneurial outcome responsibility for own work and learning is to be present and demonstrated. |

# SECTION 3 EVIDENCE OF NEED

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

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| In order to give impetus to this growing demand of first generation entrepreneurs to gain formal training in entrepreneurship knowledge and skills RSETIs have been established by various Banks. Ministry of Rural Development gives part funding of the training. The RSETIs have been established on the RUDSETI models which have been proved very effective in eradicating the problems of unemployed youth. The trainings by these Institutes are unique in the sense they are demand based. The Institutes have got the experience of conducting these Programmes over the years.  **The RUDSETI model of developing rural entrepreneurs has been now well researched and documented** (please see Annexure VI). **These studies have highlighted the following highlights and good practices of the RUDSETI model:**   1. **Training is need and demand based** 2. **Training is conducted in local language** 3. **Faculty is drawn from veterans from the industry** 4. **Training duration is relatively short – enabling the poor to participate actively in the training** 5. **Training is followed by long duration (2 years) handholding (escort services) for enabling the trained entrepreneur to establish his enterprise** 6. **Commercial Banks are actively involved in training and settlement of the trainee and assist in availing of credit from the Bank for setting up the enterprise** 7. **Many of the trainings are linked to Government schemes for promotion of self-employment/entrepreneurship** 8. **In recent years replication of the RUDSETI model through the RSETIs in every district of India has led to the establishment of a vast network of around 600 training centre.** 9. **The annual training capacity is 4.00 lakhs of which current capacity utilization is more 80%.** 10. **Enterprises established by trained candidates have created further wage employment opportunities for thousands of rural poor in the rural areas thereby arresting migration to urban areas**.   India is second in Global textile manufacturing commanding 63% of global textile and garments market. Indian garment industry accounts for about 14% of the total Industrial production and is the second largest employment generator after agriculture. This Industry provides one of the basic needs of people and holds importance, maintaining sustained growth for improving quality of life. It has an image of self reliant industry. On the one hand the market is growing globally; on the other hand, there is huge domestic market because of large Indian population. The domestic knitting is characterized by small scale units which cater to the organized bigger mills and also to the local demands. The proposed Qualification is aimed to cater to both the above segments. The above industry offers opportunities to fresher from various economic and academic backgrounds as the nature of job is diverse. |

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| **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 Ladies’ Garments production (Ladies’ Tailor) is one such shortlisted need based training.**  See Annexure VII for Success Stories of Candidates 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 countrysponsored 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. Dress Designing for Women is one of the most popular need based training programmes conducted by these Institutes. These programmes are having very good settlement rate. The number of Women trainees under this qualification during the past three years is as under:   |  |  |  | | --- | --- | --- | | **FY** | **No. of Training Programmes** | **Number of Candidates** | | 2013-14 | 2046 | 58513 | | 2014-15 | 2015 | 57054 | | 2015-16 | 2016 | 50442 |   This has been one of the most popular programme in the RSETIs and so far more than 3.00 lakh candidates have been trained in this Qualification. Cumulative settlement rate for the above training is 64% 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 1.5 lakhs. |

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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?**  The qualification is unique because it develops the capabilities of a youth to start their own venture in Ladies’ Garments stitching along with entrepreneurial and knowledge and skills. Such a qualification is currently not offered by NCVT or any of Sector Skill Council. 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 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 Dress Designing may attend Skill upgradation programme for the subject qualification file where in specialized inputs are given for enabling the candidates for technology up-gradation by going in for motorized sewing machines, zuki machines etc. 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. For example, as a progression of the above qualification, the candidates may go for training on Apparel training, training in Hand and Machine Embroidery, Fabric Painting, Zardosi and Handloom training, training in Designer etc.