**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: Resham Kosh Utpad Udyami (Sericulture) |
| Qualification Code: NARQ30005-AGRI |
| **Nature and purpose of the qualification:**  Qualification enables the trainee to rear silkworm for production of cocoons for sale and onward processing. 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 skills in tailoring and entrepreneurship, the candidates trained in this qualification can start their own Photo Studio and also take up outdoor photo and video recording assignments. There is increasing demand for this service especially for private (domestic) and public events in the rural areas and small towns. On becoming an entrepreneur the candidate trained in this qualification will initially promote a micro-enterprise which can gradually grow to become a small and later medium scale enterprise. The Micro, Small and Medium Enterprises (MSME) sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the last five decades. MSMEs are playing a crucial role in providing large employment opportunities at comparatively lower capital cost than large industries. They are also contributing in a significant manner to the industrialization and development of rural and backward areas. This helps to reduce regional disparities and provides for a more equitable distribution of national income and wealth. MSMEs contribute enormously to the socio-economic development of the country. This sector today consists of 36 million units and provides employment to over 80 million persons. The Sector through more than 6,000 products contributes about 8% to GDP besides 45% to the total manufacturing output and 40% to the exports from the country. The MSME sector has the potential to spread industrial growth across the country and can be a major partner in the process of inclusive growth. The Micro, Small and Medium enterprises contribute to over. Entrepreneurship, and resultant creation of employment and wealth, is a major mean for inclusive development. A programme which is conducted with a motive to promote potential entrepreneurs, understanding of motives, motivational pattern, their impact on behavior and entrepreneurial value is termed as entrepreneurial development programme. |

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| **Body/bodies which will award the qualification:**  **National Academy of RUDSETI, Bengaluru**  The National Academy of RUDSETI was established in April 2009 in response to an emerging need for capacity building and mentoring of more than 585 Rural Self Employment Training Institutes (RSETIs) established in each district of the country as joint venture between different Banks and the Ministry of Rural Development, Government of India to work as National Level Resource Organization for RUDSETIs and RSETIs and other similar type of Institutes   1. To design and conduct training programmes and undertake project in Enterprise Promotion, Rural   Development, Technology Transfer and imparting Human Resource Development (HRD) concepts. 2. To conduct research and development work in the field of Entrepreneurship Development 3. To act as a advisory to policy makers relating to Enterprise Promotion and Rural Development (for   Government /NGOs/ Other Organizations / Financial Institutions /Corporate Entities / Central   Secretariat, RUDSETI) 4. To take up any other activities connected with Rural Development and Entrepreneurship Development   and Rural Development.   1. To provide Consultancy and Counseling Services in the field of Entrepreneurship Development and   Rural Development. 2. Any other activity aimed at Development of Entrepreneurship, Rural Development and serving the   society at large.  (See Annexure I for a complete profile of NAR and Annexure II for RUDSETI model of Entrepreneurship Development) | |
| **Body which will accredit providers to offer courses leading to the qualification:**    National Academy of RUDSETI, Bengaluru |
| **Body/bodies which will be responsible for assessment:**    National Academy of RUDSETI, Bengaluru |

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| **Occupation(s) to which the qualification gives access:**  This qualification will enable the trainee to gain the technical know -how of silkworm rearing for cocoon production and selling. He/she will also gain the knowledge and skills relating to undertaking this activity as a viable self employment venture. Besides skills in the field of Sericulture, 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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| **Proposed level of the qualification in the NSQF:**  Level 3 |
| **Anticipated volume of training/learning required to complete the qualification:**  80 hours  See Annexure III for Curriculum document and Annexure IV for Session Plan |
| **Entry requirements / recommendations:**  Male or Female Candidates in the age group of 18 to 45 years having inclination for taking up rearing of Silkworm for Cocoon production as a self employment occupation. He or she should preferably be from rural and agricultural background. |
| **Progression from the qualification:**  As a progression the trainee will become an entrepreneur doing the business of silkworm rearing for cocoon production and selling providing employment to 2-3 persons. In due course he will be in good stead for starting a filature (reeling for yarn production) unit also provided sufficient raw material is available. |
| **Planned arrangements for the Recognition of Prior learning (RPL):**  Not applicable |
| **International comparability where known:**  **------** |

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| **Formal structure of the qualification** | | | |
|  | **Mandatory/**  **Optional** | **Estimated Size (learning hours)** | **Level** |
| **Professional Knowledge**  **A - Entrepreneurship**   1. Knowledge of self-confidence, attitude 2. Entrepreneurial competencies 3. Banking, insurance , financial accountancy and management 4. Legal aspects ,regulatory aspects of SMEs   **B – Technical Knowledge**   1. Silkworm rearing for cocoon production as important component of agriculture allied activity for income generation. 2. Package of practices of Mulberry cultivation, silkworm rearing, 3. Understanding the life cycle of the Silk worm ,Rearing of silk worm 4. Aspects related to healthy rearing, impact of weather on cocoon production 5. Use of various equipments for cocoon production 6. Aspects related to grading and sorting of Cocoons 7. Cocoon storage, handling and transportation 8. Understanding the dynamics of cocoon market and marketing of cocoons | Mandatory  Mandatory | 8 hours  20 hours | Level 3  Level 3 |
| **Professional Skills**   1. Skill required for developing Mulberry Plantation 2. Agronomic practices of ensuring good output of mulberry leaves 3. Picking and storage of Mulberry foliage 4. Silk worm handling and feeding practices 5. Handling of cocoon rearing equipment including sheds 6. Maintaining appropriate conditions in rearing shed – temperature, light, humidity etc. 7. Sanitation of rearing shed and maintaining cleanliness 8. Timely feeding of foliage to the larvae 9. Cocoon harvesting and storage 10. Techniques of grading and sorting cocoons | Mandatory | 36 hrs | Level 3 |
| **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 | 12 hrs | Level 3 |
| **Examination & Valedictory** | Mandatory | 4 hrs | - |
| **Total Duration of the Course** | | **80 hrs** | |

**SECTION 1 – ASSESSMENT**

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

**ASSESSMENT EVIDENCE**

**Assessment & Evaluation:**

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

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| **Assessable Outcome** | **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 3. Understand and internalize entrepreneurial competencies and know their importance for becoming a successful entrepreneur. 4. Trainee is able to appreciate need for continuous growth and expansion of an enterprise 5. Trainee is able to analyze major trends in a given economic sector / sub-sector and identify Business Opportunities 6. Develop effective personal management skills like time management and communication skills. 7. Trainees are able to devise a simple marketing and sales strategies and plan for a small business 8. 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 9** – Understanding of Banking & Insurance and how it can help a start up enterprise | 2 | 1 | 1 |
| **PC 10** – Ability to Prepare Business Plan based on data obtained from Market Survey | 10 | 6 | 4 |
| **PC 11** – Understanding licensing and regulatory aspects of launching an enterprise. | 2 | 1 | 1 |
| **PC12** – Ability to Maintain Books of Accounts and Develop Financial Statements for a Small Business | 5 | 3 | 2 |
| **PC 13** – Understanding and ability for Inventory and Materials Management | 5 | 3 | 2 |
| **PC14** – Understanding and ability for Sales and Marketing | 5 | 3 | 2 |
| **PC 15** – Human Resource Management – Understanding of Concepts and ability to manage a team | 5 | 3 | 2 |
| **PC16** – Understanding of Basic Laws relating to MSMEs | 5 | 3 | 2 |
| **PC17** – Growth and Strategic Planning - Understanding of Concepts | 3 | 3 | 0 |
|  | **Total REDP** | **60** | **36** | **24** |

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| **Assessable Outcomes** | **Performance Criteria** | **Assessment Criteria** | | |
| **Total** | **Theory** | **Practical** |
| **Professional Knowledge**    **B. Technical Knowledge**   1. Interest generated in learning the techniques of Silkworm rearing for production of Cocoon for taking it up as self employment venture. 2. Trainee is able to appreciate the importance of Silkworm rearing as an important component of Agriculture for Self Employment 3. Trainee understands aspects related to mulberry cultivation – selection of seed material, their planting, season of planting, spacing to be followed, irrigation frequency, methods, manuring and application of chemical fertilizers. 4. Knowledge of various agronomic practices for mulberry cultivation 5. Know the pests and diseases affecting the crop, how to control them , and their effects on crop yield 6. Understands which breed of Silk worm to rear, its advantages, market demand etc. 7. Trainee understands the life cycle of the Silkwom, different stages of lifecycle etc, how to feed when to feed, , when to change the trays, when to shift the larvae from trays to *Chandrikas.* 8. The trainee has a clear idea about the existence of cocoon markets at different places, the market dynamics with regard to demand and supply | **PC 1** – Is able to tell the various reasons behind silkworm rearing and cocoon production being a good activity for self employment for income enhancement.  **PC 2** – Will be able to tell the history of silkworm rearing for production of Cocoon  **PC 3** - He will be able to list out the latest trends in Silkworm rearing  **PC 4** – Trainee will be in a position to tell about the package of practices of Mulberry cultivation  **PC 5** – Trainee is in a position to tell the season of planting, spacing to be followed, frequency of irrigation, types and quantity of manure to be used.  **PC 6** – Trainee is able to tell at what stage of the foliage that the leaves can be plucked for feeding to the silkworm larva.  **PC 7** – He is able to tell the different stages in the life cycle of the Silkworm  **PC 8** – He can tell the source from where he can procure the laying  **PC 9** - He understands the methods of hatching the eggs  **PC10** – He is in a position to say at what time and at what intervals of time the feeding of foliages is to be done.  **PC11** – The trainee is now in a position to identify the various equipments to be used like trays, *chandrikas* etc  **PC12** – He is able to tell at what stage of the larva are they to be shifted to the *chandrikas* and why.  **PC 13** - He is in a position to understand at what time of the life cycle of the silkworm is the cocoon to be harvested  **PC 14** - Trainee can tell the methods of sterilization of cocoon and why it is needed  **PC15** – He is in a position to know the different markets at which he can sell the cocoons. He is able to analyze the market situation and understand which is the better one for him to sell the cocoons | 1  1  1  4  4  2  4  1  3  3  4  3  3  3  3 | 1  1  1  4  4  2  4  1  3  3  4  3  3  3  3 | 0  0  0  0  0  0  0  0  0  0  0  0  0  0  0 |
|  | **Total** | **40** | **40** | **Nil** |

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| **Technical Skills**   1. Engage in cultivation of good quality mulberry plants to grow feed stock for silk worms. 2. Select appropriate land and make suitable improvements to the soil to ensure good yield of leaves. 3. Manage pests and diseases in the plantation using Integrated Pest Management (IPM) methods. 4. Build rearing house for silkworms 5. Maintain hygienic conditions in rearing house 6. Procure good quality eggs for production centre 7. Preserve and Incubate the eggs 8. Select and preserve the leaves 9. Feed the worms 10. Clean cocoon production trays and *Chandrikas* as and when required 11. Take care of worms during mounting 12. Mount the matured worms 13. Manage Pests and diseases in cocoon production 14. Harvest the cocoons | **PC 16** Evaluate the land and assess its suitability for mulberry cultivation  **PC 17** Conduct soil test of mulberry cultivation, Take measure to improve soil quality  **PC 18** Choose appropriate climate for cultivating the plant  **PC 19** Prepare land for cultivation – pits with appropriate spacing  **PC 20** Filling pits with soil and manure  **PC 21** Select seeds and sow  **PC 22** Raise and manage nursery or seed bed  **PC 23** Transplant seedlings to the field and manage plantation  **PC 24** Planting mulberry seedlings / stumps  **PC 25** Manage nutrients through application of chemical and/or organic fertilizers  **PC 26** Manage weeds in the plantation using manual and chemical methods  **PC 27** Manage pests in the plantation using combination of methods – chemical, organic and biological  **PC 28** Design and select proper materials for building the rearing house  **PC 29** Ensure proper light and ventilation conditions in the rearing house  **PC 30** Dis-infect the rearing house after each batch of cocoon production before commencing of next batch.  **PC 31** Procure eggs from silkworm seed production centres  **PC 32** Pick leaves and chop to size for feeding depending on age of worm  **PC 33** Ensure the leaves are rich in nutrient and moisture  **PC 34** Preserve the harvested leaf in fresh condition by spraying water on it at frequent intervals  **PC 35** Store the leaf in cold and dark place  **PC 37** Feed the larvae with tender leaves from brushing to the end of second stage  **PC 38** Allow it to eat continuously till it grows to its maximum size  **PC 39** Maintain optimum temperature and humidity in the rearing house by artificial heating or cooling  **PC 40** Spread the larvae evenly to settle for moult  **PC 41** Reduce the feeding quantity when the worms start to settle for moulting  **PC 42** Provide air circulation to avoid excess humidity in the room  **PC 43** Stop feeding during the last stage for moulting to start  **PC 44** Reduce the humidity in the bed and dry up the left over leaves  **PC 45** Resume feeding once the worms come out from moulting with tender leaf  **PC 46** Clean the rearing bed periodically  **PC 47** Collect the matured worms using different appropriate techniques such as use of branches, net, for sending them for mounting  **PC 48** Remove uneaten leaves from the rearing tray  **PC 49** Collect the matured worms  **PC 50** Apply the necessary solutions for early and uniform spinning of cocoons  **PC 51** Maintain the appropriate temperature, humidity and spacing of mount-age area  **PC 52** Provide good aeration in time of spinning  **PC 53** Provide proper ventilation, shade, even and moderate lighting  **PC 54** Ensure appropriate time for mounting as the ripened worms would waste silk  **PC 55** Ensure the silkworm performs pupating i.e. spinning a silk cocoon by attaching itself to a twig, tree or shrub in a rearing room  **PC 56** Take proper care of worms while spinning for good quality of silk  **PC 57** Analyze the symptoms and take the necessary preventive measures  **PC 58** Use of chemicals, acids and solutions to prevent pest damage  **PC 59** Perform harvesting when the pupae is fully formed and hard  **PC 60** Remove the dead and diseased worm  **PC 61** Clean the cocoons by removing the rough silk enveloping the cocoon  **PC 62** Pack loosely for transportation to market | 2  2  2  2  2  2  2  2  2  2  2  2  2  3  2  2  2  2  2  2  2  2  2  2  3  3  3  2  2  2  3  2  2  2  3  2  2  2  2  2  2  2  2  2  2  2  2 | 0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0  0 | 2  2  2  2  2  2  2  2  2  2  2  2  2  3  2  2  2  2  2  2  2  2  2  2  3  3  3  2  2  2  3  2  2  2  3  2  2  2  2  2  2  2  2  2  2  2  2 |
| **Total** | | **100** | **Nil** | **100** |
| **Total Marks** | | **200** | **76** | **124** |
| **Pass : overall 50 % and above** | | | | |

# SECTION 2 – EVIDENCE OF LEVEL

Option B: Key Requirements of the Job Role

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| **Title of the Qualification: Resham**  **Kosh Utpad Udyami (Sericulture)** | | | | |
| **NSQF LEVEL – 3** | | | | |
| **Process Required** | **Professional Knowledge** | **Professional Skills** | **Core Skills** | **Responsibility** |
| **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.** | **Language to communicate written or oral, with minimum required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment** | **Under close supervision some responsibility for own work and within defined limits** |
| Silkworm rearing for production of cocoon can be carried out with a limited range of activities which are routine in nature and are predictable. | A person with basic knowledge of agriculture can take up silkworm rearing for production of cocoon activity with efficiency | 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 equipment 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?**  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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| 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 are unique in the sense they are demand based. The Institutes have got the experience of conducting these Programmes over the years.  Indian Agriculture is said to be a gamble in the monsoons. Being dependent on monsoons it is also known for its subsistence agriculture. But with changing times and with better levels of awareness the Indian farmer now has realized that instead of being dependent on monsoon he has to now save for a “rainy day”. So he is constantly in pursuit of alternate forms of farming, alternate crops which can give him a continuous flow of income and provide him a buffer in times of natural calamity or adversities of market. Silkworm rearing for production of cocoon being one such activity this qualification is needed  **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 Silkworm rearing for production of Cocoon is one such shortlisted need based training.**  (See Annexure VII for Success Story of candidate trained in this Qualification) |

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| **What is the estimated uptake of this qualification and what is the basis of this estimate?**  Presently there are 585 Rural Self Employment Training Institutes (RSETIs) across the country sponsored by various Banks. National Academy of RUDSETI is the anchoring Institution which designs and approves the training programmes being conducted by these RSETIs. The Training Modules are demand driven and are vetted by National Academy of RUDSETI, having experience of running similar programmes by the RUDSETIs since over three decades. Many unemployed rural youth from the farming community are now taking to Silkworm rearing for production of Cocoon and RSETIs are prime institutions providing Rural EDP based training in Silkworm rearing for production of Cocoon. The settlement rate too is very good.   |  |  |  | | --- | --- | --- | | **FY** | **No. of Training Programmes** | **No. of Candidates** | | **2013-14** | **13** | **346** | | **2014-15** | **27** | **840** | | **2015-16** | **18** | **573** |   So far 3,917 Candidates are trained in RSETIs in this Qualification. Cumulative settlement rate for the above qualification is 77% and observing the above trend the candidates trained under the above qualification the number of candidates estimated to be trained in the next 3 years is estimated at about 2000. More and more young unemployed rural youth who are in possession of land are showing interest in this qualification and hence the potential for uptake. |

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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 focus of this qualification is not merely on production but also entrepreneurial abilities and sale and marking of the produce. Hence, the activities are unique and the Qualification does not get duplicated.  **What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?** |

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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**

**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 trainee will be in a position to take up Silkworm rearing for Cocoon production in a systematic manner as a Self Employment venture. Having learnt all aspects of the trade he will be developing expertise such that this expertise will lead to other qualifications such as he will be able to set up a co-coon processing centre – Filature (Silk reeling unit), and in due course he may even be confident of exporting the Silk yarn