**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** |

# SUMMARY

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| **Qualification Title: Shop Keeper** |
| **Qualification Code: NARQ30058- PROCESS- Shop Keeper** |
| **Nature and purpose of the qualification:**  Shop Keeper is a micro retail entrepreneurs carrying out small business for a profit. Entrepreneurs once shunned as people who could not handle a “real” job in the corporate world, now are the heroes of the economy. They create companies, jobs, wealth, and innovative solutions to some of the world’s most vexing problems, from relief for sore feet to renewable energy sources. “The story of entrepreneurship entails a never ending search for new and imaginative ways to combine the factors of production into new methods, processes, technologies, products, or services,” In short, small business is “cool,” and entrepreneurs are the rock stars of the business world. The last several decades have seen record numbers of entrepreneurs launching businesses. Increasing numbers of young people are choosing shop keeper as a career rather than joining the ranks of the pinstriped masses in major corporations      A shop keeper owns and runs one independent shop or a number of shops. A major part of the work is serving and selling to customers, either at a counter or self-service checkout. Shopkeepers take payments, give change and wrap purchases, as well as answering enquiries and giving advice to customers. They also listen to customers’ needs and requests - which can indicate new sales opportunities. They order stock from wholesalers, manufacturers, agents and importers.  Other tasks include remaining aware of competitors and their relevance to shop operations as well as calculating takings and wages, depositing cash at the bank, book-keeping and stocktaking. It is important that shopkeepers understand the regulations covering trading and running a business, for example VAT and national insurance payments.  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. There is increasing demand for this service especially for private (domestic) and public events in the rural areas and small towns. On becoming an entrepreneur the candidate trained in this qualification will initially promote a micro-enterprise which can gradually grow to become a small and later medium scale enterprise. The Micro, Small and Medium Enterprises (MSME) sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the last five decades. MSMEs are playing a crucial role in providing large employment opportunities at comparatively lower capital cost than large industries. They are also contributing in a significant manner to the industrialization and development of rural and backward areas. This helps to reduce regional disparities and provides for a more equitable distribution of national income and wealth. MSMEs contribute enormously to the socio-economic development of the country. This sector today consists of 36 million units and provides employment to over 80 million persons. The Sector through more than 6,000 products contributes about 8% to GDP besides 45% to the total manufacturing output and 40% to the exports from the country. The MSME sector has the potential to spread industrial growth across the country and can be a major partner in the process of inclusive growth. The Micro, Small and Medium enterprises contribute to over. Entrepreneurship, and resultant creation of employment and wealth, is a major mean for inclusive development. A programme which is conducted with a motive to promote potential entrepreneurs, understanding of motives, motivational pattern, their impact on behavior and entrepreneurial value is termed as entrepreneurial development programme. |
| **Body/bodies which will award the qualification:**  **National Academy of RUDSETI, Bengaluru**    The National Academy of RUDSETI was established in April 2009 in response to an emerging need for capacity building and mentoring of 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. NAR works as a National Level Resource Organization for RUDSETIs and RSETIs and other similar type of Institutes.  The objectives of NAR are:   1. To design and conduct training programmes and undertake project in enterprise promotion, rural development, technology transfer and human resource development. 2. To conduct research and development work in the field of entrepreneurship development 3. To act as a advisory to policy makers relating to enterprise promotion and rural development (for Government /NGOs/ Other Organizations / Financial Institutions /Corporate Entities / Central Secretariat, RUDSETI) 4. To take up any other activities connected with rural development and entrepreneurship development and rural development. 5. To provide consultancy and counseling services in the field of entrepreneurship development and rural development. 6. Any other activity aimed at development of entrepreneurship, rural development and serving the society at large.   ***(See Annexure I for a complete profile of NAR and Annexure II for RUDSETI model of Entrepreneurship Development)***  . |
| **Body which will accredit providers to offer courses leading to the qualification:**  National Academy of RUDSETI, Bengaluru |
| **Body/bodies which will be responsible for assessment:**  National Academy of RUDSETI, Bengaluru |
| **Occupation(s) to which the qualification gives access:**  The Shop Keeper training programme for Micro Entrepreneurs enables a person in strengthening his entrepreneurial motive and in acquiring skill and capabilities required for promoting and running a small business shop efficiently. The candidates selected under the programme are to be trained with following objectives:   1. Stimulate them towards developing interest and involvement in learning 2. Develop positive attitude through structured exercises 3. Orient them towards acquiring knowledge and skill through practice 4. Awareness on acquiring the entrepreneurial competencies (skill as well as attitude) through conscious efforts. 5. Acquiring all the formalities and skills involved in launching the Business venture and skills required for managing a micro Enterprise, to start with. 6. Develop a mindset and urge to put the acquired knowledge and skills into action. 7. Build confidence in one’s own abilities |
| **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:**    Candidates selected for the programme on shop keeping are eligible for this qualification. They should have the inclination for taking up shop keeping venture and also the ability to read and write in local language. |
| **Progression from the qualification:**  Providing Shop Keeper training to beneficiaries is an effective way to accelerate the pace of socio-economic development, balanced regional growth, and proper utilization of locally available resources. It can also promote gainful self-employment. |
| **Planned arrangements for the Recognition of Prior learning (RPL):**  Not applicable |
| **International comparability where know**  **--------------** |

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| **Formal Structure of the Qualification** | | | |
| **Shop Keeper** | **Mandatory/**  **Optional** | **Estimated Size (learning hours)** | **Level** |
| **Professional Knowledge**   1. Entrepreneurship concept and developing small business 2. Knowledge of Achievement Motivation 3. Knowledge of local corporations and government bodies that have a bearing on the particular business 4. Identify corporations and government bodies and the contact persons of the particular corporations and government bodies 5. Build and maintain relationships with the key persons to ensure smooth functioning of business 6. Understanding of the basic aspects of Business Management 7. Concepts related to Planning and Efficiency 8. Concepts related to Risk Assessment 9. Basic financial accounting  * Book Keeping and Accountancy * Banking and Sources of Finance * Working Capital Management * Costing and Pricing * Insurance * Business laws and Taxation  1. Marketing Management  * Overview of Indian Rural Market * Market Segmentation * 4 Ps of Marketing * Concept of USP * Marketing Mix * Market Survey  1. Legal aspects ,regulatory aspects of small business enterprise and Launching Formalities 2. Business Strategy and Growth | Mandatory | 30 hours | Level 3 |
| **Professional Skills**   1. Abilities relating to self motivation and developing positive Psychology 2. Internalizing and Demonstrating Entrepreneurial Competencies (Games and Laboratory sessions)  * Ability to conduct basic accounting tasks * Creating and maintaining reports * Ability to analyze sources of profits and causes of losses as reflected in the reports  1. Conducting Market Survey (Practical Work) 2. Preparation of Business Plan (Practical Work) 3. Conduct and manage Digital Transactions 4. Read reports and other related documents in soft copy format | Mandatory | 34 Hours | Level 3 |
| **Core Skills**   1. Communication Skills 2. Time Management Skills 3. Problem Solving 4. Creative Thinking 5. Developing healthy Inter-personal relationships 6. Human Relationships 7. Leadership Skills | Mandatory | 10 Hours | Level 3 |
| **Inauguration, Valedictory and Assessment** |  | **6 Hours** |  |
| **Total** |  | **80 Hours** |  |

**SECTION 1 - ASSESSMENT**

Body / Bodies which will carry out assessment:

This qualification will be used by 585 RSETIs **(list of RSETIs furnished in Annexure V)** across the countries which have 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 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 the National Academy of RUDSETI (NAR) which is an independent organization. The NAR is run by the professionals who are expert in rural entrepreneurship development. In NAR there will be a separate vertical similar to ‘Controller of Examinations’ who 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. Assessments will be carried out using three methods: (a) Written test (b) Viva and (c) Assessment of practical work done during the course.

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 will contain objective and descriptive type of questions.

**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 every Training Centre will be administered in the presence of the assessors.
* The tests will be supervised and monitored at every Training Centre
* Written examination and Viva will be carried out under the supervision of the Certified Assessors.
* Assessors evaluating the practical component will have field experience in the area of entrepreneurship.

**ASSESSMENT EVIDENCE**

**Assessment and Evaluation:**

The trainees will be assessed through a structured test process. The test will comprise of both written examination 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 assessment of practical work done during the course. Written tests will be followed by personal interview (Viva) wherein the entrepreneurial competencies will be evaluated. The extent of internalization of the inputs given will be tested. On getting the test results from the assessors, a senior faculty in entrepreneurship from NAR, Bengaluru will review the assessment process and results and on his validation, generated certificates will be issued to the successful candidates.

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|  | **Assessable Outcomes** | **Assessment Criteria** | | |
| **Outcome** | **Performance Criteria** | **Total** | **Theory** | **Practical** |
| **Professional Knowledge**  **At the end of the training the Participant would have understood:**   1. The Need for self employment 2. The importance self-confidence for embarking on self-employment 3. Entrepreneurial competencies for business growth and development 4. The importance of systematic planning in setting up and managing a business enterprise. 5. The concepts of risk, risk assessment and techniques of evaluating risk taking ability 6. Various aspects of financial management and its key role in the success of small business 7. Concepts and issues relating to Insurance and taxation and its role in ensuring proper functioning of an enterprise. 8. The business laws governing in small business and taxation 9. Concept of Government regulation of business with examples of various sectors. 10. Liaison and interact with local corporations and government bodies for smooth conduct of business 11. Self and team learning and updating knowledge on statutory compliance, 12. Quality norms with respect to selling of products and services 13. Awareness of safety hazards and hazardous material to improve safety 14. Conditions at workplace in retail setting 15. The procedure involved in launching an enterprise and issues involved in the same. 16. Understands the various modes of making ‘Digital’ Transactions 17. The concept of ‘business strategy’ and importance of growth oriented thinking and planning. | **PC1.**  Can appreciate the context and need for small business enterprise or shopkeeper | 2 | 2 | Nil |
| **PC2.** Understands role of shop keeper in making a profitable business | 2 | 2 | Nil |
| **PC3.** Understand how to develop the small business and ensure its growth | 2 | 2 | Nil |
| **PC4.** Understands of the importance of self employment in present scenario. | 2 | 2 | Nil |
| **PC5.** Has internalized the concepts of self confidence and need for positive attitude | 3 | 3 | Nil |
| **PC6.** Is able to understand achievement motivation process and ways (self rating questionnaire) | 2 | 2 | Nil |
| **PC7.** Knows about the importance of systematic planning in developing a business enterprise | 2 | 2 | Nil |
| **PC8.** Has understood the concept of risk taking and has developed the ability to do risk assessment | 2 | 2 | Nil |
| **PC9.** Knows the importance of financial accounting and book keeping | 2 | 2 | Nil |
| **PC10.** Is able to understand the financial statements and its role in understanding the financial situation of an enterprise | 2 | 2 | Nil |
| **PC11.** Knows about thedifferent types of taxation and compliances | 2 | 2 | Nil |
| **PC12.** Has understood the necessity of insuring he assets and its role in risk management | 2 | 2 | Nil |
| **PC13**. Knows about the procedures in claiming Insurance. | 2 | 2 | Nil |
| **PC14.** Has good level of information and knowledge aboutlicensing requirement for different industries**.** | 2 | 2 | Nil |
| **PC15.** Is able to understand and appreciate howchange in Government policies/laws/rules can affect micro enterprises. | 2 | 2 | Nil |
| **PC16.** Knows how to do registration of a firm (proprietorship/partnership) with different statutory agencies | 2 | 2 | Nil |
| **PC17 –** Knowledge on liaison and interact with local corporations /government bodies | 2 | 2 | Nil |
| **PC18 –** Knowledge on quality norms | 2 | 2 | Nil |
| **PC19**- Knowledge on safety hazards and hazardous materials to improve safety | 2 | 2 | Nil |
| **PC20-** Knowledge on work place atmosphere | 2 | 2 | Nil |
| **PC21.** Knows about the different sources of finance which can lend to small business | 2 | 2 | Nil |
| **PC22.** Has developed a good understanding about the challenges faced by new enterprise and ways and means to overcome it | 2 | 2 | Nil |
| **PC23.** Knows the concept of ‘business strategy’ (case studies) and how it can be applied for emerging micro enterprises. | 3 | 3 | Nil |
| **PC24.** Has developed a good **u**nderstanding of the concept of business growth and setting up a micro enterprise. | 3 | 3 | Nil |
| **Total Knowledge Component** | | **50** | **50** | **Nil** |
| **Professional Skills**  **At end of the training the Participant will be able to:**   1. Engage in process of self understanding through reflection and peer feedback 2. Do one’s own SWOT analysis 3. Motivate one-self and others for overcoming work and personal problems 4. Put into practice the entrepreneurial competences such as:  * Initiative * Identifying opportunities * Acting on opportunities * Persistence * Information management * Quality orientation * Honoring commitments * Systematic planning * Efficiency orientation * Assertiveness * Persuasion * Influencing others * Monitor self and others * Concern for employees  1. Maintain simple books of accounts and prepare financial statement for small business 2. Estimate cash flow and manage the same 3. Manage goods and inventory 4. Engage in the exercise of indentifying business opportunities in chosen sector / sub-sector /area of work by gathering and analyzing information from multiple sources 5. Conduct market survey in local area on a limited scale 6. Prepare simple business plan as per given instructions / protocol provided. Trainee is able to analyze major trends in a given economic sector / sub-sector and identify Business Opportunities 7. Devise a simple marketing and sales strategies and plan for a small business 8. Do Digital Transactions including Mobile Banking and PoS machine operation. | **PC21.** Take feedback from peer without being judgmental | 3 | Nil | 3 |
| **PC22.** Ability to analyze strength and weakness of self and engage in critical analysis based on feedback of peer | 4 | Nil | 4 |
| **PC23.** Ability to think positively even in difficult situations | 4 | Nil | 4 |
| **PC24.** Skill to keep one-self motivated by weeding out negative thoughts and views | 4 | Nil | 4 |
| **PC25.** Ability to take initiative without waiting for instructions from others | 3 | Nil | 3 |
| **PC26.** Skill to identify opportunities in various un-foreseen situations and act on them to one’s advantage | 3 | Nil | 3 |
| **PC27.** Ability to be patient and persistent even in challenging situations | 3 | Nil | 3 |
| **PC28.** Skill to seek and analyze information | 3 | Nil | 3 |
| **PC29.** Ability to effectively tap various sources of information – print, electronic, social media | 3 | Nil | 3 |
| **PC30.** Ability to pursue and seek quality outputs | 3 | Nil | 3 |
| **PC31.** Apply quality standards to work | 3 | Nil | 3 |
| **PC32.** Analyze work operations to maximize efficiency | 3 | Nil | 3 |
| **PC33.** Ability to engage in continuous evaluation of work to examine achievement of quality and efficiency | 3 | Nil | 3 |
| **PC34.** Ability to solve real life problems atwork place using data and research based approach | 3 | Nil | 3 |
| **PC35.** Skill to try out innovative solutions by taking calculated risk | 3 | Nil | 3 |
| **PC36.** Be assertive in face of opposition and be able to stand one’s own ground | 3 | Nil | 3 |
| **PC37.** Ability to influence others in a positive manner without cheating or deceit | 3 | Nil | 3 |
| **PC38.** Ability to monitor self and others for ensuring consistent work quality and efficiency | 3 | Nil | 3 |
| **PC39.** Skills for taking care of and respecting employees/co-workers at work place and in personal life | 3 | Nil | 3 |
| **PC40.** Understanding the importance of Systematic Planning and Efficiency Orientation (Boat Building Game) | 3 | Nil | 3 |
| **PC41** – Ability to keep accounts / write simple books f accounts | 4 | Nil | 4 |
| **PC42.** Skill to prepare and interpret simple financial statements of a small business | 4 | Nil | 4 |
| **PC43.** Ability to estimate and manage cash flow | 4 | Nil | 4 |
| **PC44.** Ability to do simple steps involved in store keeping (FIFO, LIFO etc.) | 3 | Nil | 3 |
| **PC45.** Skill to do simple ABC analysis of goods and maintain records stores | 3 | Nil | 3 |
| **PC46.** Ability to assess market conditions and indentify appropriate business opportunities | 3 | Nil | 3 |
| **PC47.** Ability to Conduct Market Survey on a limited scale in a given area of Business | 4 | Nil | 4 |
| **PC48.** Analyze market survey data and interpret to understand trends and patterns | 2 | Nil | 2 |
| **PC49.** Prepare marketing strategy using concepts of 4 Ps and data from market survey | 3 | Nil | 3 |
| **PC50.** Ability to articulate USP on one’s business in given area of work and geography | 3 | Nil | 3 |
| **PC51-**Ability todo Digital Transactions | 2 | Nil | 2 |
| **PC52-** Operate PoS machines | 2 | Nil | 2 |
| **Total Professional Skills** | | **100** | **Nil** | **100** |
| **Core Skills**   1. Ability for basic reading and writing in local language 2. Ability to do basic mathematics 3. Understanding of the socio-economic conditions of the district. 4. Ability to communicate effectively – both oral and written 5. Effectively use various forms of media for business communication 6. Ability to plan and manage time and take decisions to ensure good time management 7. Skills of problem solving and lateral thinking 8. Think creatively and out of the box 9. Manage inter-personal relationship at work place and resolve conflict 10. Able to manage small team of workers 11. Demonstrate leadership abilities in difficult situations | **PC51.** Able to read, write and comprehend in local language | 4 | Nil | 4 |
| **PC52.** Able to perform basic mathematics required for doing simple business calculations. | 4 | Nil | 4 |
| **PC53.** Is able to articulate and present about the social and economic aspects of the district in which he/she propose to work. | 4 | Nil | 4 |
| **PC54.** Ability to effectively engage in oral communication | 5 | Nil | 5 |
| **PC56.** Ability to do effective written business communication | 4 | Nil | 4 |
| **PC57.** Skills of time management | 5 | Nil | 5 |
| **PC58.** Skill for work time estimation and planning | 4 | Nil | 4 |
| **PC59.** Skills for taking quick decisions to ensure time management in critical situations | 4 | Nil | 4 |
| **PC60.** Ability to think quickly and act in problem situations | 4 | Nil | 4 |
| **PC61.** Demonstrate creative thinking in human related problems | 4 | Nil | 4 |
| **PC62.** Ability to engage in healthy inter-personal relationship | 4 | Nil | 4 |
| **PC63.** Ability to work in a team | 4 | Nil | 4 |
| **PC64.** Ability to lead and team and take decision on behalf of team members | 4 | Nil | 4 |
| **Total Core Skills** | | **50** | **Nil** | **50** |
| **Total for the entire Course** | | **200** | **50** | **150** |
| **Pass – 40 % of the total marks, i.e 80 marks out of a total of 200.** | | | | |

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# SECTION 2 - EVIDENCE OF LEVEL

# Option B: Key Requirements of the Job Role

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| **Title of the Qualification: Shop Keeper** | | | | |
| **NSQF Level: 3** | | | | |
| **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** |
| Launching a small business shop, involves some familiar and routine activities like conducting market survey, preparing business plan and submitting proposal to Banks / Financing Agencies.. | Factual knowledge regarding techniques for preparation of Business Plan, knowledge of various aspects of Business Management such as Financial, Operations and Marketing management. This knowledge can be imparted through training. | The qualification will train the candidate in practical skills of launching a small business shop and managing a small business enterprise. The range of skills is limited and demand of quality is present, but to a limited extent. | Participants entering to gain this qualification have some basic education (providing language and arithmetic skills) and work experience. This has provided them with certain core skills on which the training under this qualification will build upon. They choose to take up small business shop voluntarily and hence posses a basic understanding of socio-political and economic environment in which they propose to function. | This level of qualification enables the trainee to take responsibility for his/her own work and learning. As a shop keeper, the job role does demand the competency of taking responsibility of one’s own work and learning. This aspect is thoroughly addressed in the training imparted through the proposed qualification. |

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| **SECTION 3** - **EVIDENCE OF NEED**:  W**hat evidence is there that the qualification is needed?**  Independent shopkeepers include grocers, newsagents, dry cleaners, butchers, bakers, booksellers, florists, antique dealers and clothiers. Many run convenience stores, which open long hours and sell daily necessities. Independent shopkeepers also run ‘concessions’ - shops within shops - in department stores. Some purchase a franchise (the right to trade under a particular name and business system) from a larger company. See the Self Employment Franchisee profile for details  The number of independent shopkeepers has been reduced drastically in recent years as they face considerable competition from large, well-established stores. They also have to contend with rising overheads, such as rent and the increasing complexity of modern retailing. Some shopkeepers may expand or improve their premises to do more business, or become owners of more than one shop.  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 Price water house 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. |
| **Level 1:** Industrial activities involving Manufacture, Processing and Preservation etc.,  **Level 2:** Trading services and other traditional sectors of the economy: wholesale and retail trade; hotels and restaurants, other services.  **Level 3:** Emerging sectors (including knowledge intensive sectors): IT, finance, insurance and business services, construction, community, social and personal services, supply chain, transport-storage-communications, etc.  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 model which has been proven to be very effective in promoting rural entrepreneurship. The training by these institutes is unique in the sense they are demand based. The Institutes have got the experience of conducting these programmes for many years. The RUDSETI model of developing entrepreneurs has been now well researched and documented[[1]](#footnote-2) (pl see annexure VI). The training offered under this qualification is provided to a number of candidates availing of Government Schemes such as Prime Minister’s Employment Guarantee Programme (PMEGP) implemented by the Khadi and Village Industries Commission (KVIC). In case of such candidates they already possess technical/domain knowledge and skills and lack entrepreneurial ability which is a pre-requisite for their success as a micro entrepreneur. For other candidates where technical/domain knowledge and skills is being imparted by the RSETI themselves entrepreneurial knowledge and skills is critical in the settlement of the trained candidates. 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/urban poor. | |

**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 is also a member 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 Shop Keeper is one such shortlisted need based training.**

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| **What steps were taken to ensure that the qualification(s) does/do not duplicate already existing or planned qualifications in the NSQF?**  Similar course leading to holistic understanding of the area of Shop-Keeping is currently not offered by any of the Sector Skills Councils. Also, there is no separate qualification on rural entrepreneurship in the short term courses offered by NCVT (under the Modular Employable Scheme). Hence, the proposed qualification is unique and does not get duplicated.  **What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?** |

**What 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 the RSETIs. The training modules are demand driven and are vetted by the National Academy of RUDSETI, having experience of running similar programmes by the RUDSETIs for more than three decades. Rural Entrepreneurship Development Programme is one of the most popular need based training programmes conducted by these Institutes. These programmes have very good settlement rate. Candidates trained in this activity have successfully established their units by availing credit facilities or investing own funds. The RSETI MIS is enabled to record the settlements of candidates by capturing action photos, pass book entries, loan sanction letter copy etc. which is available for verification.

General Shop Keepers training is a new training programme proposed to be introduced in RSETIs having huge potential for uptake. Going by the trend for our other EDP courses and the market trends the estimated uptake of the proposed Qualification is estimated at more than 10,000.

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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 the National Academy of RUDSETI. The data includes the photograph of the candidate other basic details. Training logs and post programme reports with photographs of the training being conducted are also up-loaded on to the MIS. Details of settlement and credit linkages, photos of the participant in the place of work / at his/her own enterprise and other documentary proofs are uploaded in the MIS. MIS reports are used for knowing the level of income of the settled candidates and employment generated in the enterprises created by them. The State Directors of RSETIs also visit the RSETIs every quarter for reviewing the quality of training / settlement. Officials from the controlling offices of the sponsoring Banks and NAR are also making periodic visits to the RSETIs for reviewing the activities.  The qualificationdocument shall be revised once in every three years. The feedback obtained from alumni, RSETI faculty members, RSETI directors, NAR staff and other experts in the field will be used during the process of revision of the qualification. Emerging ideas from academia and new research evidence on entrepreneurship development will also be used to incorporate the latest thinking on the subject so that the qualification remains relevant to the needs to the target group and is based on the state-of-art knowledge and best practices in the sector. |

# SECTION 3 - 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 this Shop Keeper are going to venture the business ventures.. Any candidate requiring Technical knowledge and skill may attend Skill Programme of required fields under Process / Product EDPs wherein specialized inputs are given for enabling the candidates for increasing the clientele. The Candidates are also eligible for attending the growth Programmes in RSETIs which will help them draw a growth plan for their business and go in for expansion and diversification in the related field of activity.

1. [↑](#footnote-ref-2)