**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**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**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**
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**SUMMARY**

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| **Qualification Title: - Entrepreneurship Development Programme (EDP) for Persons with Disabilities** |
| **Qualification Code: NARQ40060 - GEDP** |
|  **Nature and purpose of the qualification:** Persons with disability in India face many challenges when looking to develop employable skills and in gaining meaningful employment. While India has ratified the United Nations Convention on the Rights of People with disability (UNCRPD), persons with disability continue to face many difficulties in the labor market. Many Employers may hold perceptions of the ‘ideal job candidate’ and negative stereotypes of disabled people that limit their opportunities for employment. Employer discrimination may be more for those impairments or limitations that are subject to greater prejudice by employers such as those with mental and physical problems. For those people self employment might offer the only opportunity for active labor market participation and the associated incomes and living standards. Even individuals who have been labor market inactive might be able to create self-employed jobs that enable them to earn a livelihood and contribute to the country’s economy. Hence self-employment might be a valid option for many disabled individuals since it facilitates achieving a better balance between disability status and working life. When we as a society think about employment for people for disabilities, we rarely think about self-employment. In fact, it can be difficult to anyone’s family and friends to imagine their family member or friend as an entrepreneur. Yet self-employment can be a wonderful opportunity for people with disabilities.  Further, disabled people are likely to face specific barriers to entering and sustaining entrepreneurship in addition to the general barriers. Some of these barriers arguably, are very deep-root social-structural constrains imposing severe limits on life chances for many disabled people. It is felt that the disabled people should be empowered to deal with these barriers. It is desired that enterprise awareness measures are to be initiated aiming to increase knowledge of self-employment / small business ownership as a career option. Such awareness training might tackle the barriers to entrepreneurship arising from low levels of confidence among aspiring disabled entrepreneurs. Although many programmes are available for the rural poor, more needs to be done to help the poorest of the poor rural people with physical or/and mental disabilities. Poor farmers with disabilities with or without land need to generate income or supplementary income to become active participants in their family and community, thus reducing the burden of their disability on both family and society. More opportunities should be provided to enable disabled persons to earn income and become self-reliant. Not all people, disabled or otherwise are born entrepreneurs. While some can set up a successful micro-enterprise on their own, many people need basic training on starting a new enterprise and some advice even for choosing the right type of micro-enterprise keeping in view their nature of disability and its overall management. As such an Entrepreneurship Development Programme designed especially for people with disability would facilitate them to pursue meaningful livelihood. According to latest census, there are 2.68 Crore Persons with Disability (PwDs) in India (1.50 crore male and 1.18 crore female PwDs). Even though, disabled people constitute a significant percentage of the population of India, their need for meaningful employment largely remains unmet, in spite of implementation of “The Persons with Disability Act, 1995”..  |
|  According to the Census, 68% of India lives in rural areas. Therefore, in the overall population, the number of disabled is proportionately higher in rural areas, accentuated by general poverty considerations and poor access to health services. The rural disabled are significantly disconnected from skills and markets. While, there should be an economic safety net for those who need it, many people with disability have a strong desire to work and achieve economic independence and share in the wealth of India. Improving vocational training and employment opportunities for people with disability is a critical element for enhancing the quality of life for individual with disability, their families, but there are also substantial gains for the broader economy. There are substantial costs to individuals and to society associated with these poor employment outcomes for people with disability. The World Bank considers that leaving people with disability, outside the economy, translates into a foregone GDP of about 5% to 7%. In addition to the individual and family benefits, there is also a strong economic imperative to increased labour force participation which will help to address country’s shortage of skilled labour force, while at the same time reducing fiscal pressures associated with welfare dependency.  It was decided in the discussions held during the presentation made by the Department of Persons with Disabilities to Hon’ble Prime Minister on 24.10.2014 that the Department will collaborate with Skill Development Mission to work out new skill development initiatives for people with disability. This qualification enables candidates selected under PMEGP to enter into self employment in a chosen field of work and gradually elevate them-selves to become an entrepreneur. The PMEGP selected candidates trained in this qualification can start their own enterprises already identified and even got the loan sanctioned. The candidates 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. This sector produces more than 6,000 products and 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. 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 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 Entrepreneurship Development Programme for persons with Disabilities enables them in strengthening their entrepreneurial motive and in acquiring skill and capabilities required for promoting and running an enterprise efficiently. The candidates selected who are desirous of perusing self employment are to be trained with following objectives:1. Stimulate them towards developing confidence and interest in self employment
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
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| **Proposed level of the qualification in the NSQF:**Level 4 |
| **Anticipated volume of training/learning required to complete the qualification:**80 hours**See Annexure III and IV for detailed Curriculum / Syllabus and Session plan****See Annexure III & IV for Detailed Curriculum /Syllabus & Session Plan** |
| **Entry requirements / recommendations:**Candidates with disability who have the inclination for taking up entrepreneurial ventures and who are able to read and write in local language are preferred for the training.  |
| **Progression from the qualification:** Providing entrepreneurship development training to persons with Disability is an effective way to accelerate the pace of socio-economic development of people with disability who are otherwise not preferred for wage employment gets empowered to venture a micro enterprise.EDP Training would not only enable the trainees to sustain with the micro-enterprise but also to keep growing. |
| **Planned arrangements for the Recognition of Prior learning (RPL):** Not applicable |
| **International comparability where know****------** |

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| **Formal Structure of the Qualification** |
|  **Entrepreneurship Development Programme (EDP) for  PMEGP KVIC Beneficiaries** | **Mandatory/****Optional** | **Estimated Size (learning hours)** | **Level** |
| **Professional Knowledge** 1. Entrepreneurship concept
2. Knowledge of Achievement Motivation and Positive Psychology
3. Understanding of the basic aspects of Business Management
* Concepts related to Planning and Efficiency
* Concepts related to Risk Assessment
* Various aspects of financial management
* Book Keeping and Accountancy
* Banking and Sources of Finance
* Working Capital Management
* Costing and Pricing
* Insurance
* Business laws and Taxation
* Marketing Management
* Overview of Indian Rural Market
* Market Segmentation
* 4 Ps of Marketing
* Concept of USP
* Marketing Mix
* Market Survey
1. Legal aspects and Enterprise Launching Formalities
2. Business Strategy and Growth
 | Mandatory |  32 hours | Level 4 |
| **Professional Skills**1. Abilities relating to self motivation and developing positive Psychology
2. Internalizing and Demonstrating Entrepreneurial Competencies (Games and Laboratory sessions)
3. Conducting Market Survey (Practical Work)
4. Preparation of Business Plan (Practical Work)
 | Mandatory |  32 Hours | Level 4 |
| **Core Skills** 1. Communication Skills
2. Skills to overcome Barriors due to various disabilities
3. Creative Thinking
4. Developing healthy Inter-personal relationships
5. Human Relationships
 | Mandatory |  10 Hours | Level 4 |
| **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. Self employment is preferable to wage employment for people with Disability
2. Difference between wage employment, self-employment and entrepreneurship
3. The importance of positive thinking and self-confidence for embarking on self-employment / entrepreneurship.
4. The importance of systematic planning in setting up and managing a business enterprise.
5. The concept of efficiency and its key role in success of an enterprise
6. The concepts of risk, risk assessment & techniques of evaluating risk taking ability
7. Various aspects of financial management & its key role in the success of enterprise.
8. Concepts and issues relating to Insurance and taxation and its role in ensuring proper functioning of an enterprise.
9. Concept of Government regulation of business with examples of various sectors.
10. The procedure involved in launching an enterprise and issues involved in the same.
11. The concept of ‘business strategy’ and importance of growth oriented thinking and planning.
 | **PC1.**  Appreciates that Self employment is the right option for them in view of their disability | 2 | 2 | Nil |
| **PC2.** Is able to tell about of the history and role of RUDSETI / RSETI in entrepreneurship development | 2 | 2 | Nil |
| **PC3.** Knowsthe RUDSETI model of entrepreneurship development – training, follow up and settlement | 2 | 2 | Nil |
| **PC4.** Understands of the comparative advantages of self employment and entrepreneurship over wage employment. | 2 | 2 | Nil |
| **PC5.** Has internalized the concepts of self confidence and need for positive attitude | 3 | 3 | Nil |
| **PC6.** Is able to engage in self evaluation of achievement motivation and ways and improve motivation (self rating questionnaire) | 2 | 2 | Nil |
| **PC7.** Knows about the importance of systematic planning in developing a business enterprise | 3 | 3 | 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 | 3 | 3 | Nil |
| **PC10.** Is able to understand the financial statements and its role in understanding the financial situation of an enterprise | 3 | 3 | Nil |
| **PC11.** Knows about thedifferent types of taxation and compliances | 3 | 3 | 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**.** | 3 | 3 | Nil |
| **PC15.** Is able to understand and appreciate howchange in Govt policies / laws / rules can affect micro enterprises. | 3 | 3 | Nil |
| **PC16.** Knows how to do registration of a firm (proprietorship/partnership) with different statutory agencies | 3 | 3 | Nil |
| **PC17.** Knows about the different sources of finance which can lend to small business | 3 | 3 | Nil |
| **PC18.** Has developed a good understanding about the challenges faced by new enterprise and ways and means to overcome it | 2 | 2 | Nil |
| **PC19.** Knows the concept of ‘business strategy’ (case studies) and how it can be applied for emerging micro enterprises. | 3 | 3 | Nil |
| **PC20.** Has developed a good **u**nderstanding of the concept of business growth (organic, diversification, forward and backward linkages) and is able to apply it to his/her context of planning for setting up a micro enterprise. | 2 | 2 | Nil |
| **Total Knowledge Component** | **50** | **50** | **Nil** |
| **Professional Skills****At end of the training the Participant will be able to:**1. Involves in the process of self understanding (to limited extent) through reflection and peer feedback
2. Do one’s own SWOT analysis
3. Engage in positive thinking
4. Motivate one-self and others for overcoming work and personal problems
5. 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
 | **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  | 4 | Nil | 4 |
| **PC49.** Prepare marketing strategy using concepts of 4 Ps and data from market survey | 5 | Nil | 5 |
| **PC50.** Ability to articulate USP on one’s business in given area of work and geography  | 3 | Nil | 3 |
| **Total Professional Skills** | **100** | **Nil** | **100** |
| **Core Skills**1. Ability to do basic mathematics
2. Understanding of the socio-economic conditions of the district.
3. Ability to communicate effectively – both oral and written
4. Effectively use various forms of media for business communication
5. Ability to plan and manage time and take decisions to ensure good time management
6. Skills of problem solving and lateral thinking
7. Think creatively and out of the box
8. Manage inter-personal relationship at work place and resolve conflict
9. Able to manage small team of workers
10. Demonstrate leadership abilities in difficult situations
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| **PC51.** Able to perform basic mathematics required for doing simple business calculations. | 4 | Nil | 4 |
| **PC52.** 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 |
| **PC53.** Ability to effectively engage in oral communication | 5 | Nil | 5 |
| **PC54.** Ability to do effective written business communication | 4 | Nil | 4 |
| **PC55.** Skills of time management | 5 | Nil | 5 |
| **PC56.** Skill for work time estimation and planning | 4 | Nil | 4 |
| **PC57.** Skills for taking quick decisions to ensure time management in critical situations | 4 | Nil | 4 |
| **PC58.** Ability to think quickly and act in problem situations | 4 | Nil | 4 |
| **PC59.** Demonstrate creative thinking in human related problems | 4 | Nil | 4 |
| **PC60.** Ability to engage in healthy inter-personal relationship | 4 | Nil | 4 |
| **PC61.** Ability to work in a team | 4 | Nil | 4 |
| **PC62.** Ability to lead the 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: Entrepreneurship Development Programme (EDP) for persons with Disabilities** |
| **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 |
| Launching an enterprise initially involves some familiar and routine activities like conducting market survey, preparing business plan and submitting proposal to Banks / Financing Agencies. The work of Business Management does involve certain level of choices to be made, but in small enterprises these are not very complex and abilities for the same can be imparted through training in entrepreneurial competencies and business management skills. | 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 an enterprise 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 entrepreneurship 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 an entrepreneur, 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?** The Disability employment policy in our country has tended to concentrate on discrimination by employers in recruitment and retention. Conversely, programmes to promote Self employment have rarely been targeted on or even accessible to disabled people. Self employment for Disabled people is significant as it:* Promotes Entrepreneurship among disadvantaged section of our society
* Narrows the gap in employment rates between disabled people and the rest of the population
* Also prevents social exclusion

 Entrepreneurship has been otherwise also 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 legendary. 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 unparalleled diversity, vibrant capital markets (including growing private equity and venture capital markets), an increasingly youthful population (50% of India is 25 year s 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., Agriculture & allied activities **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 & 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 (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 systems 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.**

Any candidate trained under this Qualification is deemed to have been settled when they engage in the chosen occupation initially as self employed person and subsequently starts his/her own business enterprise.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 Entrepreneurship Development for people with disability 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 Entrepreneurship Development among people with Disability is currently not offered by any of the Sector Skills Councils. Also, there is no separate qualification on entrepreneurship development for people with disability 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?** |

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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 4 - EVIDENCE OF RECOGNITION AND PROGRESSION

**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. 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.

The Entrepreneurship Development Programme (EDP) for Persons with Disabilities has been recently introduced in RSETIs and about 48 Programmes have been conducted till 31.09.2016 in which 1398 candidates have been trained. Going by the recent trends and the support and encouragement being received for providing gainful employment to this section of the populace, the uptake for this Qualification during the next three years is estimated at more than 5,000.

**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 Entrepreneurship Development Programme are going to venture the business venture already identified with bank financial assistance. 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.