

CONTACT DETAILS OF THE AWARDING BODY FOR THE QUALIFICATION

1. Name and address of awarding body:

**National Academy of RUDSETI
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2. Name and contact details of the Individual dealing with the submission:

**Name: Sri. R. R. Singh
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3. List of Documents submitted in support of the Qualifications file (Annexure)

1. About National Academy of RUDSET
2. RUDSETI Model of Entrepreneurship Development
3. Curriculum document /Syllabus
4. Session Plan
5. Bank wise list of RSETIs
6. Research Studies regarding RUDSETI/RSETI

QUALIFICATION FILE TEMPLATE

SUMMARY

Qualification Title: Candle Making

Qualification Code: NARQ30036 - PRODUCT

Nature and purpose of the qualification:

Qualification enables the trainee to set up their own unit for Candle Making. 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.

Body / bodies which will award the qualification: National Academy of RUDSETI, Bengaluru

The National Academy of RUDSETI was established in April 2009 in response to an emerging need for capacity building and mentoring of more than 585 Rural Self Employment Training Institutes (RSETIs) established in each district of the country as joint venture between different Banks and the Ministry of Rural Development, Government of India to work as National Level Resource Organization for RUDSETIs and RSETIs and other similar type of Institutes

1. To design and conduct training programmes and undertake project in Enterprise Promotion, Rural Development, Technology Transfer and imparting Human Resource Development (HRD) concepts.
2. To conduct research and development work in the field of Entrepreneurship Development
3. To act as a advisory to policy makers relating to Enterprise Promotion and Rural Development (for Government /NGOs/ Other Organizations / Financial Institutions /Corporate Entities / Central Secretariat, RUDSETI)
4. To take up any other activities connected with Rural Development and Entrepreneurship Development and Rural Development.
5. To provide Consultancy and Counseling Services in the field of Entrepreneurship Development and Rural Development.
6. Any other activity aimed at Development of Entrepreneurship, Rural Development and serving the society at large.

(See Annexure I for a complete profile of NAR and Annexure II for RUDSETI model of Entrepreneurship Development)

Body which will accredit providers to offer courses leading to the qualification:

National Academy of RUDSETI, Bengaluru

QUALIFICATION FILE TEMPLATE

Body/bodies which will be responsible for assessment:

National Academy of RUDSETI, Bengaluru

Occupation(s) to which the qualification gives access:

This qualification will enable the trainee to establish his own unit for Candle Making and setup a bigger unit in due course by employing some more people to attend to meet the increasing demands. Besides skills in this field 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

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 above 18 years having inclination for taking up Candle Making as a self employment occupation. Able to read and write local language.

Progression from the qualification:

This qualification will enable the trainees to become Self Employed by setting up a Candle Making unit. In due course they will graduate to become an entrepreneur through expansion thereby providing employment to others also by way of opening retails outlets, door delivery through online booking etc.

Planned arrangements for the Recognition of Prior learning (RPL):

Not applicable

International comparability where known:

QUALIFICATION FILE TEMPLATE

Formal structure of the qualification			
Candle Making	Mandatory/ Optional	Estimated Size (learning hours)	Level
<p>Professional Knowledge- <u>A - Entrepreneurship</u></p> <ol style="list-style-type: none"> 1. Knowledge of self-confidence , attitude 2. Entrepreneurial competencies 3. Banking, insurance , financial accountancy and management 4. Legal aspects regulatory aspects of SMEs <p><u>B. Technical Knowledge</u></p> <ol style="list-style-type: none"> 5. Importance of taking up Candle making as a Self Employment. 6. The various types of Dies/moulds and other equipments used for candle making. 7. Different types of Wax used in candle making. 8. Types and size of wick used in candle making. 9. Use of colours and fragrance in candle making to make them attractive. 10. Need to make fancy candles for different occasions. 	Mandatory	20 hours	Level 3
<p>Professional Skills</p> <ol style="list-style-type: none"> 11. Identify different types of dies and tools used for Candle making. 12. Preparation of different types waxes for candle making. 13. Conducting of Basic burn test and its importance. 14. Preparation of different sizes of Wicks for making different types of candles. 15. Method of keeping the wick in the mould properly. 16. Pouring of wax to the die at appropriate state for Candle making. 17. Adding of Colour and Fragrance to the Wax for making coloured and fragrant candles. 18. Making of Fancy candles for different occasions. 19. Packing and labeling of Candles for marketing. 20. Preparation of simple Business plan for Candle making based on information collected during market survey. 	Mandatory	28 hours	Level 3

QUALIFICATION FILE TEMPLATE

Core Skills 1. Time Management Skills 2. Problem Solving 3. Creative Thinking 4. Developing healthy Inter-personal relationship 5. Safety measures.	Mandatory	16 hours	Level 3
Admission, Evaluation Test & Valedictory	Mandatory	6 hours	-
Total Course Duration			80 hours

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

2. 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 & 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.

QUALIFICATION FILE TEMPLATE

ENTREPRENEURSHIP DEVELOPMENT ASPECTS				
Assessable Outcomes	Performance Criteria	Assessment Criteria		
		Total	Theory	Practical
1. Candidate is clearly able to differentiate between Wage employment, Self-employment and Entrepreneurship	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
2. Understand, appreciate and develop the self-confidence for embarking on self-employment / entrepreneurship.	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
3. Understand and internalize entrepreneurial competencies and know their importance for becoming a successful entrepreneur.	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
4. Trainee is able to understand the legal and regulatory aspects of launching an enterprise.	PC 7 – Effective Communication Skills – Understanding of Basic Concepts and ability	2	1	1
	PC 8 – Ability to assess market conditions and identify appropriate business opportunities	2	1	1
5. Trainee is able to appreciate need for continuous growth and expansion of an enterprise	PC 2 – Understanding of Banking & Insurance and how it can help a start up enterprise	2	1	1
	PC 9 – Ability to Prepare Business Plan based on data obtained from Market Survey	10	6	4
6. Trainee is able to analyze major trends in a given economic sector / sub-sector and identify Business Opportunities	PC 10 – Understanding licensing and regulatory aspects of launching an enterprise.	2	1	1
	PC 11 – Ability to Maintain Books of Accounts and Develop Financial Statements for a Small Business	5	3	2
7. Trainee is able to conduct market survey and develop sound Business Plans based on obtained data.	PC 12 – Understanding and ability for Inventory and Materials Management	5	3	2
	PC 13 – Understanding and ability for Sales and Marketing	5	3	2
8. Develop effective personal management skills like time management and communication skills.	PC 14 – Human Resource Management – Understanding of Concepts and ability to manage a team	5	3	2
	PC 15 - Understanding of Basic Laws relating to MSMEs	5	3	2
9. Know how to acquire entrepreneurial competencies through work experience as well as other sources of learning	PC 16 – Growth and Strategic Planning - Understanding of Concepts	3	3	0
10. Knows to maintain simple books of accounts and prepare financial statement for small business				
11. Trainees able to devise a simple marketing and sales strategies and plan for a small business				
12. Trainees able to manage small team of workers required for managing a small business				
Total EDP		60	36	24

QUALIFICATION FILE TEMPLATE

Outcomes to be assessed	Performance Criteria	Assessment Criteria		
		Total	Theory	Practical
Professional Knowledge B. Technical Knowledge 1. Interest generated in learning the techniques of Candle making for taking it up as self employment venture. 2. Gains Knowledge of various types of Dies/moulds, other equipments used in Candle making. 3. Gains Knowledge of different types of Waxes used, their utilities looking to the occasion/ taste of people. 4. Has the Knowledge of types and sizes of wick used. 5. Gains the Knowledge of use of colour and fragrance in Candle making and their importance in terms of marketing the products. 6. Knowledge of various types of Fancy candles that can be prepared looking to the demand for different occasions and interest generated to be creative in this regard based on the consumer needs.	PC 1 – Awareness regarding the importance of candle making and scope to take it up as Self employment venture.	5	5	Nil
	PC 2 – Knowledge regarding types of dies and tools for Candle making.	5	5	Nil
	PC 4 – Understanding of Raw materials required for Candle Making.	5	5	Nil
	PC 5 - Various types and sizes of wick used in preparation of Candle.	5	5	Nil
	PC 6 –Different ingredients used in Candle making for making it attractive.	5	5	Nil
	PC7 —Knowledge about making of Fancy Candles	5	5	Nil
	PC 8 – Interest generated in becoming creative in candle making.	5	5	Nil
	Total	40	40	Nil
Professional Skills 7. Able to identify and use different tools, dies for candle making. 8. Able to procure / prepare the raw materials like Wax, wicks for making candles and also judge the quality of candles prepared by using different types of wax and wicks.. 9. Able to conduct the Basic Burning test and understand how to judge the quality of wax and wick	PC 1 – Ability for Selection of Tools and Dies required for Candle making etc.,	6	Nil	6
	PC 2 – Ability to take correct quality and type of Wax (raw material) required for Candle Making.	6	Nil	6
	PC 3 – Preparation of Wax for Candle making.	6	Nil	6
	PC 4 – Ability to select quality Wick and of required size as per product requirement	6	Nil	6
	PC 5 – Demonstrate Basic Burning Test	7	Nil	7
	PC 6 - Demonstrate Cylindrical Candle making.	7	NIL	7

QUALIFICATION FILE TEMPLATE

used.		6	Nil	6
10. Able to make candles of different kinds using the dies and wicks of proper size and thickness.	PC 7 – Ability to open and close the Die properly.	6	Nil	6
	PC 8 – Ability to attend to fixing of Wick in the die before pouring the Wax.	6	Nil	6
11. Able to make candles of different colours by judging the proper quantity and time for mixing the colours.	PC 9 – Ability to add colour to Wax for making coloured candles.	7	NIL	7
	PC 10 – Ability to add right quantity of required Fragrance to wax for making fragrant candles.	7	Nil	7
12. Able to make candles of different fragrance by judging the proper quantity and time for mixing the fragrance.	PC 11 – Ability to take up counting and packing the candles in boxes.	6	Nil	6
	PC 12 – Ability to label the Packed boxes.	6	Nil	6
	PC 13 – Procedure followed for Maintaining record of inventory	6	Nil	6
13. Able to make Fancy candles used for different occasions.	PC 14 – Taking appropriate measures for Work place safety and cleanliness	6	Nil	6
	PC 15 – Methods adopted for safe disposal of waste	6	Nil	6
14. Able to take up proper packing and labeling for better presentation to the consumers and strategies for marketing.	PC 16 - Innovation in design and manufacturing process	6	Nil	6
	Total	100	NIL	100
Total for the Course		200	76	124
Means of assessment 1: Physical Test				
Means of assessment 2: Written Test & Viva Voce.				
Pass : overall 50 % and above				

QUALIFICATION FILE TEMPLATE

SECTION 2 - EVIDENCE OF LEVEL

Option B: Key Requirements of the Job Role

Title of the Qualification: Candle Making				
NSQF LEVEL – 3				
Process Required	Professional Knowledge	Professional Skills	Core Skills	Responsibility
Persons may carry out a job which may require limited range of activities routine and predictable	Basic facts, process and principle applied in trade of employment	Recall and demonstrate practical skill, routine and repetitive in narrow range of application.	Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment	Under close supervision, some responsibility for own work within defined limit.
Candle making involves low level of technology limited range of activities like heating the wax, pouring to die after fixing the wick and colour and fragrance etc and is of routine in nature and which can be duly predicted.	Knowledge level required is of basic nature such as heating to a particular temperature and pouring to the prepared die and unfolding the die after it comes to room temperature.	The skill required here is mainly acquired by practice and once perfection is achieved, it will be repetitive in nature.	Enterprise launching and business management skills to a limited scale. This can be imparted through training as it involves simple machinery and moderate capital investment.	Since this training leads to entrepreneurial outcome responsibility for own work and learning is to be present and demonstrated.

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.

In order to give impetus to this growing demand of first generation entrepreneurs to gain formal training in entrepreneurship knowledge and skills RSETIs have been established by various Banks. Ministry of Rural Development gives part funding of the training. The RSETIs have been established on the RUDSETI models which have been proved very effective in eradicating the problems of unemployed youth. The trainings by these Institutes are unique in the sense they are demand based. The Institutes have got the experience of conducting these Programmes over the years.

Candle making is one of the highly demanded profession with abundance scope for developing innovative variety candles used for different purposes at different times. Since it requires simple skill and is one of the most cottage or home industry, it is highly suited for house wives who wish to become self employed. Accordingly, there is scope for the above products extensively both in urban and rural areas.

Persons having interest and creativity can become successful in this kind of venture. Moreover, the raw materials are available in plenty. Hence, Candle Making is not a very difficult skill and if a proper training is given on concept and skills supported by soft skills on business tactics and human attitude, one can take it up as a profitable venture for making his lively hood. Also there is ample scope for providing employment to others also. The profession hence is found to have lot of potential for providing Self employment opportunities with affordable investment for youth (both male and female) and a qualification has been devised.

QUALIFICATION FILE TEMPLATE

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 “Candle making” is one such shortlisted need based training.

What is the estimated uptake of this qualification and what is the basis of this estimate?

Presently there are 586 Rural Self Employment Training Institutes (RSETIs) across the 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. Paper Cover, Envelope and File making is one of the most popular need based training programmes conducted by these Institutes. The programme is having very good settlement rate. The number of trainees under this qualification during the past three years is as under:

So far, in RSETIs, 7579 Candidates have been trained in this Qualification of which 4455 have gainfully settled. Cumulative settlement rate for the above training is 59% and observing the above trend, the candidates trained under the above qualification file, the number of candidates to be trained in the next 3 years is estimated at more than 3,000.

QUALIFICATION FILE TEMPLATE

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 Candle making and leading to entrepreneurial outcome is currently not offered by NCVT or Sector Skills Councils. Hence, the activities are unique and the Qualification does not get duplicated.

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 candidates who are trained in 'Candle Making' may attend Growth programmes conducted by RSETIs. The Candidates are also eligible for attending the General EDP in RSETIs which will help them to take up other related activities like Agarbatti making, phenol making etc., for expansion and diversification in the related field of activity.