

**NSDA
Reference**
To be Added by
NSDA

CONTACT DETAILS OF THE AWARDING BODY FOR THE QUALIFICATION

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

2. 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

3. List of Documents submitted in support of the Qualifications file (Annexure)

- i. **About National Academy of RUDSET**
- ii. **RUDSETI Model of Entrepreneurship Development**
- iii. **Curriculum document /Syllabus**
- iv. **Session Plan**
- v. **Bank wise list of RSETIs**
- vi. **Research Studies regarding RUDSETI/RSETI**

SUMMARY

Qualification Title: Desktop Publishing

Qualification Title: NARQ40034-PROCESS

Nature and purpose of qualification:

Qualification enables the trainee to set up their Desktop Publishing Business. 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 agency for providing computerized accounting services and related services. 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.

QUALIFICATION FILE TEMPLATE

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

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 their business in the area of Desk Top Publishing for developing Books, Documents, Brochures, Flyers, Logo Design, and many other such products. 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

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Level of the qualification in NSQF: Level 4
Anticipated volume of training / learning required to complete the qualification: 360 hours See Annexure III for Curriculum document/Syllabus and Annexure IV for Session Plan
Entry Requirements and/or recommendations Male or Female Candidates in the age group of 18 to 45 years having inclination for taking up entrepreneurship in the area of Computer based Desk Top Publishing, Composing and Editing Document etc. as a self-employment occupation. Preferably computer literate.
Progression from the qualification: This qualification will enable the trainees to become self employed by providing service in the field of computer based Desk Top Publishing. He/she will be able to set up his/her own unit offering the above mentioned services. In due course they will graduate to become an entrepreneur through expansion thereby providing employment to others also.
Planned arrangements for the Recognition of Prior Learning (RPL): Not applicable
International comparability where known: -----

QUALIFICATION FILE TEMPLATE

Formal structure of the qualification			
Entrepreneurship in Desktop Publishing Business	Mandatory/ Optional	Estimated Size (learning hours)	Level
<p>PROFESSIONAL KNOWLEDGE</p> <p>A - ENTREPRENEURSHIP</p> <p>Knowledge of self-confidence , attitude</p> <ol style="list-style-type: none"> 1. Entrepreneurial competencies 2. Banking, insurance , financial accountancy and management 3. Legal aspects ,regulatory aspects of SMEs <p>B – TECHNICAL KNOWLEDGE</p> <ol style="list-style-type: none"> 4. Knowledge on History and Generations of Computer 5. Knowledge on Computer Fundamentals and Advantage and disadvantage of Computer 6. Knowledge on Windows Operating Systems and other operating systems like Linux and UNIX 7. Software & Hardware Components 8. Knowledge on MS office suite 9. Knowledge in regarding different types of Advertising practices 10. Scope and opportunities for DTP business 11. Knowledge on Office Accessories like Paint, Word Processor, Internet, Email 12. Knowledge on PageMaker and its various versions, concepts and applications 13. Knowledge on Printing Types: Letter Press, Offset Printing, Screen Printing, Digital Printing 14. Knowledge on CorelDraw and its various versions, concepts and applications 15. Knowledge on Design Principles & Color Harmony 16. Knowledge on Typography and Layout Design 17. Knowledge on Photo Shop 18. Knowledge on various versions, concepts and applications of Photoshop 19. Understanding the Print Industry, Printing technology and uses 20. Understanding Design principles and color theory 21. Understanding the use of various fonts and typo issues with Web design 22. Understanding the Typography & Graphics 	Mandatory	32 hours	Level 4
	Mandatory	140 hours	Level 4
<p>PROFESSIONAL / TECHNICAL SKILLS</p> <p>23. Should be able to type 30 to 40 words per minute</p>			

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<p>24. Identification of Different parts of a Computer System.</p> <p>25. Changing Desktop Backgrounds, Mouse Pointer, Screen Saver, Notepad , WordPad, MS Paint</p> <p>26. MS Word Document formatting options, Tables, Bullets and Numbering , Font, Alignment, paragraph formatting , Insert Picture, Clipart, Shapes, WordArt , Header & Footer, Text Box Page Layout, Mail Merge, Spelling & Grammar</p> <p>27. MS Excel Cell Formatting Options, Formulas and Functions, Charts, sort, Filter ,grouping and Subtotal</p> <p>28. MS PowerPoint Creating Slide Show by using Animation Technique, Slide Master, Clip Art, Picture Editing</p> <p>29. PageMaker Creating new Filets, Entering text, Defining style, Saving files, Creating Frame, Inserting and removing pages, Adding shapes, Creating header and footer, Using story Editor, Developing long documents, Using color, Printing, Practice on Multilingual software like INDIC</p> <p>30. CorelDraw Drawing lines, shapes, inserting-pictures, objects, tables, templates, Use of various tools such as Pick tools, Zoom tools, Free hand tool, square tool, rectangle tool, Text tool, Fill tool etc. and all fonts used in designing of monograms, logos, posters, stickers, greeting cards, wedding cards, visiting cards, etc.</p> <ul style="list-style-type: none"> ▪ Adding special effects, Exporting drawings, outlining & filling objects, ▪ Inserting symbols & Clip arts. ▪ Exporting file, Use features of Corel draw to create artistic characters and shapes. ▪ Handles customer requests for technical assistance <p>31. Photoshop - Photoshop-History & introduction, the file menu, the tools, Drawing lines & shapes. Photo editing /inserting starting with Setting Up, introduction of layers The Interface Managing Palettes</p> <ul style="list-style-type: none"> ▪ Working With Photoshop Tools Working With Layers ▪ WEB & WEB GALLERY using internet explorer/Chrome/Mozilla fire fox in photo shop. ▪ Creating animations using image ready, creating ▪ Animations & presentations ▪ Tips and tricks in Photoshop and formats, Working with Creating Illustrations apply different color scheme Palettes Digital Imaging ▪ Working with Images in Photoshop. Working with Palettes, i.e., layers palette, navigator palette, info palette, color palette, Swatches palette, Styles palette, History palette, Actions Palette, Tool preset palette, Channels Palette and Path Palette. ▪ Working with Layers. Photo editing. <p>32. Print Technology & Print Publishing using PageMaker</p> <ul style="list-style-type: none"> ▪ Designing layouts for print, integrating media elements on print layouts and saving files for print compatibility ▪ Understanding how images are formed, image file formats and their properties Creating Illustrations for visual media with good understanding of colors and formats 	Mandatory	146 hours	Level 4
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<ul style="list-style-type: none"> ▪ Designing for different visual medium and create professional images especially for Print Advertising media Designing layouts for print, integrating media elements on print layouts and saving files for print compatibility 			
<p>CORE SKILLS</p> <p>33. Identify business opportunities in chosen sector</p> <p>34. Conduct market survey and prepare simple business plan</p> <p>35. Ability to plan and assess risk</p> <p>36. Problem solving capabilities</p> <p>37. Time management skills</p> <p>38. Communication skills</p> <p>39. Business Management skills</p>	Mandatory	36 hours	Level 4
<p>Admission, Evaluation Test & Valedictory</p>	Mandatory	6 hours	-
Total Duration of the Course			360 hours

SECTION 1 - ASSESSMENT

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 EVIDENCE

Assessment & Evaluation:

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

QUALIFICATION FILE TEMPLATE

Entrepreneurship Development				
Assessable Outcomes	Performance Criteria	Assessment Criteria		
		Total	Theory	Practical
<ol style="list-style-type: none"> 1. Candidate is clearly able to differentiate between Wage employment, Self-employment and Entrepreneurship 2. Understand, appreciate and develop the self-confidence for embarking on self-employment / entrepreneurship. 3. Understand and internalize entrepreneurial competencies and know their importance for becoming a successful entrepreneur. 4. Trainee is able to understand the legal and regulatory aspects of launching an enterprise. 5. Trainee is able to appreciate need for continuous growth and expansion of an enterprise 6. Trainee is able to analyze major trends in a given economic sector / sub-sector and identify Business Opportunities 7. Trainee is able to conduct market survey and develop sound Business Plans based on obtained data. 8. Develop effective personal management skills like time management and communication skills. 9. Knows to maintain simple books of accounts and prepare financial statement for small business 10. Trainees able to devise a simple marketing and sales strategies and plan for a small business 11. Trainees able to manage small team of workers 	PC 1 – Understanding the Context and Need for Rural Entrepreneurship Development, Role of RSETIs	1	1	0
	PC 2 – Developing Self Confidence and Positive Attitude (Micro Lab & Tower Building)	2	1	1
	PC 3 – Comparative Advantages of Entrepreneurship and Self Employment over Wage Employment	1	1	0
	PC 4 – Understanding and self evaluation of Achievement Motivation and ways and improve motivation (SRQ)	6	2	4
	PC 5 - Understanding and internalizing entrepreneurial competencies	5	3	2
	PC 6 - Understanding the Concept of Risk Taking and Ability to do Risk Assessment (Ring Toss Game)	3	1	2
	PC 7 - Understanding the importance of Systematic Planning and Efficiency Orientation (Boat Building)	2	1	1
	PC 8 - Being able to understand the importance of Quality Assurance and Improvement in Business	2	1	1
	PC 9 - Understanding the process of steps in Problem Solving	3	2	1
	PC 10 – Time Management – Understanding of Basic Concepts and ability to manage time	3	2	1
	PC 11 – Effective Communication Skills – Understanding of Basic Concepts and ability	2	1	1
	PC 12 – Ability to assess market conditions and identify appropriate business opportunities	3	3	0
	PC 13 - Ability to Conduct Market Survey on a limited scale in a given area of Business	7	3	4
	PC 14 – Understanding of Banking & Insurance and how it can help a start up enterprise	6	3	3
	PC 15 – Ability to Prepare Business Plan based on data obtained from Market Survey	16	6	10
	PC 16 – Understanding licensing and regulatory aspects of launching an enterprise.	3	3	0
	PC 17 – Ability to Maintain Books of Accounts and Develop Financial Statements for a Small Business	8	6	2
	PC 18 – Understanding and ability for Inventory and Materials Management	5	3	2
	PC 19 – Understanding and ability for Sales and Marketing	7	4	3
	PC 20 – Human Resource Management – Understanding of Concepts & ability to manage a team	5	3	2
	PC 21 - Understanding of Basic Laws relating to MSMEs	5	5	0

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required for managing a small business	PC 22 – Growth and Strategic Planning - Understanding of Concepts	5	5	0
	Total EDP	100	60	40
Assessable Outcomes	Performance Criteria	Assessment Criteria		
		Total	Theory	Practical
B. TECHNICAL KNOWLEDGE	After gaining professional knowledge the trainee will have:			
1. Understood the scope for entrepreneurship in commercial accounting sector business	PC1 – Good level of interest in becoming and Entrepreneur in commercial accounting sector	3	3	NIL
2. Knowledge of History of Computer Technology and different generations in computer technologies	PC2 – Understanding of scope and limitation of DTP business	3	3	NIL
3. Knowledge of Different parts in Hardware sector and Software of a Computer.	PC3 –Knowledge on Basics of Computer and usage of Packages	3	3	NIL
4. Knowledge of System Software and Application Software and media accessories	PC4 –Knowledge on different kinds of Windows Operating Systems and its updates	3	3	NIL
5. Knowledge of Windows Operating System and other related operating system like Linux and UNIX	PC5 –Knowledge on different kinds of operating systems which will suite and support for installation of Abode Photoshop, CorelDraw and others	3	3	NIL
6. Knowledge of Office automation, Word Processor, Internet and Email	PC6 –Knowledge on tool bar, menu bar and other list of important sub folders of menu bars	3	3	NIL
7. Knowledge of various application software	PC7 – Knowledge on main workflow and processes and the importance of fonts in the design process	3	3	NIL
8. Knowledge of Various tools and icons of My computer and other desktop components	PC8 –Understanding of Office automation, Word Processor, alignments	3	3	NIL
9. Knowledge of MS Word and shortcuts of toolbar and menu bar	PC9 – Knowledge on how to browse Internet and accessing Email	3	3	NIL
10. Knowledge of Page Setting, Font style, Making Bold, Italic	PC10 – Knowledge on shortcuts keys of different tool bars and My computer and other desktop layouts	3	3	NIL
11. Knowledge about Underlining, superscript, subscript, text wrapping	PC11– Knowledge on MS word keys of Document formatting options , Tables, Bullets and Numbering, Font, Alignment, paragraph formatting, Insert Picture, Clipart, Shapes, WordArt.	3	3	NIL
12. Knowledge of MS Excel and understanding of Formatting Options, Formulas and	PC12 – Knowledge on MS Excel and its components and like how to use Formulas and Functions, Charts	3	3	NIL
	PC13 - Knowledge on MS PowerPoint components like how to do Slide Master By using Clip Art and Picture Editing	3	3	NIL
	PC14 –Understanding of Guides & rulers, Drawing tools, Fills & outlines	3	3	NIL
	PC15 – Knowledge on CorelDraw and Understanding Use of various tools in CorelDraw such as Pick tools, Zoom tools, Free hand tool, square tool, rectangle tool, Text tool, Fill tool etc.	3	3	NIL
	PC16 –Understanding on use of all fonts in designing of monograms, logos, posters, stickers, greeting cards, wedding cards, visiting cards, etc.	3	3	NIL
	PC17 -Knowledge on adding special effects in the publicity material	3	3	NIL

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Functions	PC18 - Knowledge on Exporting drawings, outlining & filling objects in the publicity material	3	3	NIL
13. Knowledge of MS PowerPoint its functions of Creating Slide Show by using Animation Technique.	PC19 - knowledge on Use features of Corel draw to create artistic characters and shapes.	3	3	NIL
14. Knowledge of Adobe PageMaker and its functions of Creating header and footer, Using story Editor, Developing long documents, Using color, Printing	PC20 - knowledge on Photoshop and understanding how to do Photo editing /inserting starting with Setting Up, introduction of layers	3	3	NIL
15. Knowledge of CorelDraw and its functions of Free hand tool, square tool, rectangle tool, Text tool, Fill tool	PC21 – Knowledge on WEB & WEB GALLERY by using internet explorer or through other browsers in photo shop	3	3	NIL
16. Knowledge of designing of monograms, logos, posters, stickers,	PC22 – Knowledge on Animations by using image ready, creating animations & presentations	3	3	NIL
17. Knowledge of designing of greeting cards, wedding cards, visiting cards	PC23 – Knowledge on Palettes, such as i.e., layers palette, navigator palette, info palette, color palette, Swatches palette, Styles palette, History palette, Actions Palette, Tool preset palette, Channels Palette and Path Palette	3	3	NIL
18. Knowledge of Job work & Printing – Brochures, letter heads, bill books, pamphlets	PC24 – Knowledge on Photo editing like Image adjustment options – Labels, Auto labels, Auto contrasts, Curves, Color balance, Brightness / Contrast, Posterize Variations	3	3	NIL
19. Knowledge of virtual graphics in wedding cards, Flex Boards mixing and Visual effects in publicity materials	PC25 – Knowledge on Edit the images by using options of Warp Tool. Using Dodge tool, Burn tool, Sponge Tool and Clone Stamp Tool, Editing Selections.	3	3	NIL
20. Knowledge of Photoshop and its functions of Photo editing, Image adjustment options – Labels, Auto labels, Auto contrasts, Curves, Color balance, Brightness / Contrast, Posterize , Variations	PC26 – Knowledge on Using Layer Styles by Produce an image by mixing two or more different images using Layer Masking & Vector Masking	5	5	NIL
	PC27 – Understanding and knowledge on how images will formed, image file formats and their properties	5	5	NIL
21. Edit the images using options of Warp Tool. Using Dodge tool, Burn tool, Sponge Tool and Clone Stamp Tool.	PC28 -Knowledge on Creating Illustrations for visual media with good understanding of colors and formats	5	5	NIL
22. Editing Selections. image mixing	PC29 -Knowledge on Designing layouts for print, integrating media elements on print layouts and saving files for print compatibility	5	5	NIL
23. Understanding how images are formed, image file formats and their properties	PC30 -How to deal with problems or potential conflicts with access to publications	5	5	NIL
	TOTAL	100	100	NIL

QUALIFICATION FILE TEMPLATE

Assessable Outcomes	Performance Criteria	Assessment Criteria		
		Total	Theory	Practical
<u>C. TECHNICAL SKILLS</u>	After undergoing training the candidate will be able to:			
1. Install and configure software packages in tune with operating systems and that too in line with organizational standards	PC1 – Ability to install Adobe Photoshop, PageMaker, CorelDraw in the computers and ability to tune up with various operating systems	3	NIL	3
2. Turning a computer system on and off Windows OS	PC2 –Ability to install as well format the system and is able to recognizing different Desktop Icons	3	NIL	3
3. Identification of Different parts of a Computer System.	PC3 –Ability to use and access different tools and techniques while preparation of worksheets and spreadsheets	3	NIL	3
4. Identifying different Desktop Icons. My Computer, My Documents	PC4 – Is able to describe the Basics concepts of MS office suite	3	NIL	3
5. Use of all desktop Tools and techniques in preparation of all kinds of documents and spreadsheets	PC5 – Is able to describe the functions of hardware components required for desktop publishing	3	NIL	3
6. Changing Desktop Backgrounds, Document formatting options	PC6 – Is able to Compare functions and features of software used for desktop publishing	3	NIL	3
7. Preparing Tables, Using Bullets and Numbering, Font, Alignment, paragraph formatting	PC7 – Is able to Label all components of the desktop	3	NIL	3
Photoshop usage in DTP	PC8 – Is able to Identify the tools in toolbars and palettes	3	NIL	3
8. Photoshop /InDesign /Quark Xpress integration, Using Photoshop for print, Resolution and print, Saving an image for print, Image formats for print	PC9 – Is able to use editing tools (e.g., copy, cut, paste)	3	NIL	3
	PC10 – Is able to access available resources to solve problems (e.g., Internet, reference manuals, help screens)	3	NIL	3
9. How to get the best quality images from net	PC11 – Is able to Manage electronic files	3	NIL	3
10. Resizing an image and resizing and cropping for print	PC12 –Is able to Explain copyright issues related to desktop publishing (e.g., legal, ethical)	3	NIL	3
11. Creating Levels, Curves, Getting rid of blemishes, Getting rid of elements in an image	PC13 – Is able to Complete a project using customer supplied instructions and/or materials	3	NIL	3
12. Touching up scratched images	PC14 – Is able to Create a template for a preprinted form (e.g., label, business card, pamphlet)	3	NIL	3
13. Compose headlines and captions	PC15 – Is able to Create master pages, Set margins, columns, Set guttering, Set double - sided facing pages	3	NIL	3
14. Determine and adjust type attributes (e.g., italics, underline, reverse, strike through)	PC16 – Is able to apply layering techniques in publications, Adjust or change color in a layout, Adjust paragraph attributes	3	NIL	3
15. Determine and apply character and word spacing (e.g., tracking, kerning, widening, horizontal scale)	PC17 – Is able to apply tabs and indents in text blocks	3	NIL	3
16. Import graphics from various	PC18 - Is able to create a bulleted list using special characters (e.g., ®, ©, TM, opening and closing quotation marks	3	NIL	3

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sources (e.g., software -specific library, other applications, Internet)	PC19 - Is able to Import graphics from various sources (e.g., software -specific library, other applications, Internet)	3	NIL	3
17. Manipulate graphics (e.g., resizing, cropping, scaling, rotating)	PC20 - Is able to create original drawings in illustration through software	3	NIL	3
18. Edit graphics (e.g., color, filters, tints) and Create scanned files	PC21 - Is able to create multi-page, multicolumn documents (e.g., newsletters, magazines)	3	NIL	3
19. Create files from a digital camera and Determine appropriate file formats (e.g., BMP, TIFF, JPEG, GIF, PICT, EPS)	PC22 - Is able to create brochures (single or multiple pages)	3	NIL	3
20. Download graphic files from Internet	PC23 - Is able to create mailing pieces (e.g., product labels, business reply cards)	3	NIL	3
21. Create original drawings in illustration software	PC24 - Is able to establish competence in creating artwork for digital mediums	3	NIL	3
22. Create business forms (e.g., business cards, letterhead, desk notes)	PC25 - Is able to creating three Dimensional effects using Layers	3	NIL	3
23. Create a resume	PC26 - Is able to creating images using Symbol Sprayer Tool	5	NIL	5
24. Create multi-page, multicolumn documents (e.g., newsletters, magazines)	PC27 - Is able to Creating images and giving special effects using Filters	5	NIL	5
25. Create brochures (single or multiple pages)	PC28 - Is able to establish competence in the basic creative and technical aspects of image editing and manipulation	5	NIL	5
26. Create mailing pieces (e.g., product labels, business reply cards)	PC29 - Is able to design professional looking material using industry leading software	5	NIL	5
	PC30 - Is capable of Designing for different visual medium and create professional images especially for Print Advertising media	5	NIL	5
TOTAL		100	NIL	100
GRAND TOTAL		300	160	140
Means of assessment 1: Physical Test				
Means of assessment 2: Written Test & Viva Voce.				
Pass : Overall 50 % and above				

SECTION 2 - EVIDENCE OF LEVEL

Option B: Key Requirements of the Job Role

Title of the Qualification: Entrepreneurship in Desk Top Publishing				
NSQF LEVEL - 4				
Process Required	Professional Knowledge	Professional Skills	Core Skills	Responsibility
Work in familiar predictable, routine, situation of clear choice	Factual knowledge of field of knowledge or study.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application using appropriate rule and tool, using quality concepts.	Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment	Responsibility for own work and learning
He/she is responsible for providing access to publications stored in the organization's evaluate the ability to demonstrate the specified terms; the use of appropriate desktop publishing layout and design with text, graphics, columns, and gutters effectively manipulated	Factual knowledge of equipment and basic knowledge of latest technologies in Printing and Advertising& understand different types of support people may need to access publications and how to provide this support, how to deal with problems or potential conflicts with access to publications	Ability to create different kinds of publicity materials and knowledge on various graphical software.	Enterprise launching and business management skills to a limited scale. This can be imparted through training.	Since this training leads to entrepreneurial outcome responsibility for own work and learning is to be present and demonstrated.

SECTION 3 - EVIDENCE OF NEED

What evidence is there that the qualification is needed?

Entrepreneurship has been embedded in the Indian genius and is a part of its tradition. India traditionally has been an entrepreneurial society. Traditionally, the entrepreneurship of many communities has been facilitated principally by the successful use of informal 'entrepreneurial ecosystems' and interdependent business networks. Further, there is also a rich tradition within the Indian Diaspora, spanning the past several hundred years, whose spirit of enterprise is legion.

Entrepreneurship in India occurs in 'far more encompassing and far reaching ways than in developed countries', and could therefore be far more complex, for there is so much more that needs to be done. Commentators today celebrate the ubiquitous Indian attitude of '*Jugaad*' (a Hindi word roughly translated as 'creative improvisation) tool to somehow find a solution based on a refusal to accept defeat, and calling on initiative, quick thinking, cunning and resolve to quickly fulfill market demands at the lowest possible prices) as an entrepreneurial trait that has been as much a part of everyday Indian living as its rich tradition of philosophy and speculation.

The development and impact of entrepreneurship in India has intensified in recent times, particularly with the rise in knowledge-intensive services. New entrepreneurs who do not belong to traditional business communities have begun to emerge in large numbers. Entrepreneurship has grown rapidly, visibly so, creating wealth and generating employment, especially in the past twenty years. Crucial efforts initiated after economic liberalization – including systematic attempts to reduce the 'license raj', greater efforts to make finance more easily accessible to entrepreneurs and other institutional support to 'techno-preneurs' – have helped improve the climate for Entrepreneurship.

Thus, the opportunities created by today's global knowledge economy coupled with the 'unshackling of indigenous enterprise', have continued to making India a 'fertile ground' for Entrepreneurship. Recent surveys, such as those undertaken by Goldman Sachs and Pricewaterhouse Coopers, have estimated that India has the potential to be among the world's leading economies by 2050. Further India's economy can potentially gain significantly from the country's characteristic features – a democratic open society, a strong technology base (with capacity for leapfrogging), unparalleled diversity, vibrant capital markets (including growing private equity and venture capital markets), an increasingly youthful population (50% of India is 25 years and younger), a sizeable market of a large number of customer with vast unmet needs as well as an environment of full and free competition in the private sector.

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

The RUDSETI model of developing rural entrepreneurs has been now well researched and documented (please see Annexure VI). These studies have highlighted the following highlights and good practices of the RUDSETI model:

- 1. Training is need and demand based**
- 2. Training is conducted in local language**
- 3. Faculty is drawn from veterans from the industry**
- 4. Training duration is relatively short – enabling the poor to participate actively in the training**
- 5. Training is followed by long duration (2 years) handholding (escort services) for enabling the trained entrepreneur to establish his enterprise**
- 6. Commercial Banks are actively involved in training and settlement of the trainee and assist in availing of credit from the Bank for setting up the enterprise**
- 7. Many of the trainings are linked to Government schemes for promotion of self-employment/entrepreneurship**
- 8. In recent years replication of the RUDSETI model through the RSETIs in every district of India has led to the establishment of a vast network of around 600 training centre.**
- 9. The annual training capacity is 4.00 lakhs of which current capacity utilization is more 80%.**
- 10. Enterprises established by trained candidates have created further wage employment opportunities for thousands of rural poor in the rural areas thereby arresting migration to urban areas.**

Today's technology allows anyone with a computer and some software to call her or him a desktop publisher. This qualification has been through workshops and consultations. The DTP system is simple - a software package that combines phototypesetting and design, operated through a personal computer and a high resolution laser printer, DTP has many advantages. In a conventional system, artwork for printing is created by manually assembling different typeset elements on a page and then laying it out with pictures and diagrams. DTP has become the rage because it is also affordable. The DTP market is now estimated at Rs 20 crore and business is booming because DTP has cut customer costs anyone with an eye for design and an entrepreneurial edge can learn how to succeed in this competitive, thriving business, manage the business profitably and develop a niche market.

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 Desk Top Publishing 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 585+ Rural Self Employment Training Institutes (RSETIs) across the country sponsored by various Banks. National Academy of RUDSETI is the anchoring Institution which designs and approves the training programmes being conducted by these RSETIs. The Training Modules are demand driven and are vetted by National Academy of RUDSETI, having experience of running similar programmes by the RUDSETIs since over three decades. Desktop publishing Business is one of the most popular need based training programmes conducted by these Institutes. These programmes are having very good settlement rate. The number of trainees under this qualification during the past three years is as under:

FY	No. of Training Programmes	Number of Candidates
2013-14	126	3323
2014-15	89	2244
2015-16	65	1634

So far, more than 16,000 rural youth have been imparted training under this Qualification. Cumulative settlement is hovering around 45%. Observing the market trend the above trend, the number of candidates to be trained in the next three years is estimated at around 10,000.

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?

The qualification is unique because it develops the capabilities of a youth to start their own DTP unit and also simultaneously develop their entrepreneurial knowledge and skills. Such a qualification is currently not offered by NCVT or any of Sector Skill Council. Hence, the activities are unique and the Qualification does not get duplicated.

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 Entrepreneurship in Desktop Publishing Business may attend Skill up gradation Programme for the subject qualification, where in specialized inputs are given for enabling the candidates for technology up gradation by going in for specialized Advance Printing Technology. The Candidates are also eligible for attending the growth Programmes in RSETIs which will help them draw a growth plan for their business and go in for expansion and diversification in the related field of activity. For example, as a progression of the above qualification, the candidates may go for training on Advance Printing Technology and Visual Effects in Advertising filed to develop more graphical things in Publicity and Advertisement sector