



## QUALIFICATION FILE

# Still Photographer

- Short Term Training (STT)  Long Term Training (LTT)  Apprenticeship  
 Upskilling  Dual/Flexi Qualification  For ToT  For ToA
- General  Multi-skill (MS)  Cross Sectoral (CS)  Future Skills  OEM

NCrF/NSQF Level: **NSQF Level 4**

Submitted By:

**Media & Entertainment Skills Council**

**522-524, DLF Tower-A, Jasola, New Delhi**

**110025**

## Table of Contents

Section 1: Basic Details .....	3
Section 2: Module Summary .....	5
NOS/s of Qualifications.....	5
Mandatory NOS/s: .....	5
Elective NOS/s: .....	5
Optional NOS/s:.....	6
Assessment - Minimum Qualifying Percentage .....	6
Section 3: Training Related .....	6
Section 4: Assessment Related.....	7
Section 5: Evidence of the need for the Qualification .....	8
Section 6: Annexure & Supporting Documents Check List .....	8
Annexure: Evidence of Level .....	9
Annexure: Tools and Equipment (Lab Set-Up) .....	11
Annexure: Industry Validations Summary .....	12
Annexure: Training & Employment Details .....	12
Annexure: Blended Learning .....	14
Annexure: Detailed Assessment Criteria .....	14
Annexure: Assessment Strategy.....	21
Annexure: Acronym and Glossary .....	22

## Section 1: Basic Details

1.	<b>Qualification Name</b>	<b>Still Photographer</b>										
2.	<b>Sector/s</b>	<b>Media and Entertainment</b>										
3.	<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> 2021/ME/MESC/04867 V1.0	<b>Qualification Name of existing/previous version:</b>									
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> (Wherever applicable)											
5.	<b>National Qualification Register (NQR) Code &amp;Version</b> (Will be issued after NSQC approval)	2021/ME/MESC/04867 V2.0	<b>6. NCrF/NSQF Level:</b> NSQF Level 4									
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</b>	<b>Certificate</b>										
8.	<b>Brief Description of the Qualification</b>	A Still photographer, is an artist with the camera using a blend of technical skills and an artistic eye to take pictures, who creates film stills, still photographic images specifically intended for use in the marketing and publicity of feature films. Photographers can work as fine artists, wedding and event photographers, or sell their photos to commercial clients.										
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Class XII Pass</td> <td>one year of relevant experience</td> </tr> <tr> <td>2</td> <td>NSQF Level-3 Certification as Assistant Cameraman</td> <td>one year of relevant experience</td> </tr> </tbody> </table> <b>b. Age:</b> <Please specify age only in case of any legal restrictions>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Class XII Pass	one year of relevant experience	2	NSQF Level-3 Certification as Assistant Cameraman	one year of relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)										
1	Class XII Pass	one year of relevant experience										
2	NSQF Level-3 Certification as Assistant Cameraman	one year of relevant experience										
10.	<b>Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))</b>	17	<b>11. Common Cost Norm Category (I/II/III) (wherever applicable):</b> I									
12.	<b>Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)</b>	NA										

13.	<b>Training Duration by Modes of Training Delivery</b> ( <i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i> )	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended					
		<b>Training Delivery Modes</b>	<b>Theory (Hours)</b>	<b>Practical (Hours)</b>	<b>OJT Mandatory (Hours)</b>	<b>OJT Recommended (Hours)</b>	<b>Total (Hours)</b>
		Classroom (offline)	210	240	60		510
		Online					
		<i>(Refer Blended Learning Annexure for details)</i>					
14.	<b>Aligned to NCO/ISCO Code/s</b> ( <i>if no code is available mention the same</i> )	NCO-2015/7321.1200					
15.	<b>Progression path after attaining the qualification</b> ( <i>Please show Professional and Academic progression</i> )	<ul style="list-style-type: none"> <li>• Videographer</li> <li>• Cinematographer</li> <li>• Director of Photography</li> </ul>					
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi					
17.	<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:					
18.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:					
19.	<b>How Participation of Women will be Encouraged</b>	The Qualification is Agnostic of Gender					
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> ( <i>Specify the NOS/Module which covers it</i> )	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> ( <i>In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs</i> )	<b>Name: Mohit Soni</b> <b>Position in the organization: Chief Executive Officer</b> <b>Address if different from above:</b> <b>Tel number(s): 01149048335/ 49048336</b> <b>E-mail address: ceo@mescindia.org</b>					
23.	<b>Final Approval Date by NSQC:</b> 30/12/2021	<b>24. Validity Duration:</b> 4 Years			<b>25. Next Review Date:</b> 29/12/2025		

## Section 2: Module Summary

### NOS/s of Qualifications

(In exceptional cases these could be described as components)

### Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.**-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core / Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Use of photographic equipment, technology, camera techniques.	MES/N0909	Core	4	2	30	30			60	24	76			100	10
2.	Produce still Images	MES/N0910	Core	4	2	30	30			60	26	74			100	10
3.	Apply drone techniques for still photography	MES/N0911	Core	4	2	30	30			60	34	66			100	25
4.	Handle digital image	MES/N0912	Core	4	2	30	30			60	25	75			100	20
5.	Develop and maintain portfolio	MES/N0107	Core	4	3	30	60			90	26	74			100	15
6.	Maintain Workplace Health and Safety	MES/N0104	Non-Core	4	2	30	30			60	46	54			100	10
7.	Employability Skills	DGT/VSQ/N0102	Non-Core	4	2	30	30			60	20	30			50	10
<b>Duration (in Hours) / Total Marks</b>					<b>15</b>	<b>210</b>	<b>240</b>	<b>60</b>		<b>510</b>	<b>201</b>	<b>449</b>			<b>650</b>	<b>100</b>

### Elective NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.																

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
2.																
<b>Duration (in Hours) / Total Marks</b>																

### Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.																
2.																
<b>Duration (in Hours) / Total Marks</b>																

### Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

**Minimum Pass Percentage – Aggregate at qualification level: 70 %** (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

**Minimum Pass Percentage – NOS/Module-wise: 70 %** (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

### Section 3: Training Related

1.	<b>Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	<p><b>Minimum Educational Qualifications:</b> ITI from any other polytechnic/reputed institute in the core subject</p> <p><b>Domain Certification:</b> Certified for Job Role: "Still Photographer" mapped to QP: "MES/Q0904", version 1.0. Minimum accepted score as per SSC guidelines is 80%.</p> <p><b>Platform Certification:</b> Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601, v1.0 Trainer" with the scoring of a minimum of 80%.</p> <p><b>Experience:</b> 3 Years of Relevant Industry Experience</p>
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2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>	<p><b>Minimum Educational Qualifications:</b> ITI from any other polytechnic/reputed institute in the core subject</p> <p><b>Domain Certification:</b> Certified for Job Role: "Still Photographer" mapped to QP: "MES/Q0904", version 1.0. Minimum accepted score as per SSC guidelines is 80%.</p> <p><b>Platform Certification:</b> Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MEP/Q2601, v1.0 Trainer" with the scoring of a minimum of 80%.</p> <p><b>Experience:</b> 5 Years of Relevant Industry Experience</p>
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(If "Yes", details to be provided in Annexure)</i>
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	

### Section 4: Assessment Related

1.	<b>Assessor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>	<p><b>Minimum Educational Qualifications:</b> Class XII</p> <p><b>Experience:</b> 5 Years of Relevant Industry Experience</p>
2.	<b>Proctor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>	Graduate with 3 years of relevant experience
3.	<b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>	<p><b>Minimum Educational Qualifications:</b> Class XII</p> <p><b>Experience:</b> 7 Years of Relevant Industry Experience</p>
4.	<b>Assessment Mode</b> <i>(Specify the assessment mode)</i>	<b>Blended</b>

5.	<b>Tools and Equipment Required for Assessment</b>	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i>
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## Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	<b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Yes
2.	<b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> Yes
3.	<b>Government /Industry initiatives/ requirement (Yes/No):</b>
4.	<b>Number of Industry validation provided:</b>
5.	<b>Estimated nos. of persons to be trained and employed:</b>
6.	<b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> If "No", why:

## Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	<b>Annexure:</b> NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	<i>Annexure 1</i>
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	<i>Annexure 2</i>
3.	<b>Annexure:</b> Detailed Assessment Criteria <i>(Mandatory)</i>	<i>Annexure 4</i>
4.	<b>Annexure:</b> Assessment Strategy <i>(Mandatory)</i>	<i>Annexure 5</i>
5.	<b>Annexure:</b> Blended Learning <i>(Mandatory, in case selected Mode of delivery is "Blended Learning")</i>	<i>Annexure 3</i>
6.	<b>Annexure:</b> Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	
7.	<b>Annexure:</b> Acronym and Glossary <i>(Optional)</i>	<i>Annexure 6</i>
8.	<b>Supporting Document:</b> Model Curriculum <i>(Mandatory – Public view)</i>	<i>Model Curriculum</i>
9.	<b>Supporting Document:</b> Career Progression <i>(Mandatory - Public view)</i>	
10.	<b>Supporting Document:</b> Occupational Map <i>(Mandatory)</i>	
11.	<b>Supporting Document:</b> Assessment SOP <i>(Mandatory)</i>	
12.	<b>Any other document you wish to submit:</b>	

## Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	<ul style="list-style-type: none"> <li>• <u>Use of photographic equipment, technology, camera techniques.</u></li> <li>• Produce still Images</li> <li>• Apply drone techniques for still photography</li> <li>• <u>Handle digital image</u></li> <li>• Develop and maintain portfolio</li> <li>• <u>Maintain workplace health and safety</u></li> <li>• <b>Employability Skills</b></li> </ul>	<p>Still Photographer take the vitally important photographs of film sets or studio shoots that are used to create the press and publicity for feature films. An artist with the camera using a blend of technical skills and an artistic eye to take pictures, who creates film stills, still photographic images specifically intended for use in the marketing and publicity of feature films. Photographers can work as fine artists, wedding, and event photographers, or sell their photos to commercial clients.</p> <p>The individual must have the basic knowledge on the process of photography, use of camera like DSLR, analyse right scene to capture etc. The person should also monitor and optimize the photography needs which improves their performance.</p>	<b>Level 4</b>
Professional and Technical Skills/ Expertise/ Professional Knowledge	<ul style="list-style-type: none"> <li>• Important awareness aspect of photographers often include artistic vision, technical knowledge of cameras and an understanding of light and shade</li> <li>• Know the legal provision like use of drone camera heights, local permissions etc.</li> <li>• Analyse the resolution, camera angle, distance from object etc. to capture image</li> </ul>	<p>The individual in this role uses high-quality cameras on smartphones, it may seem that paying for photographers is a thing of the past. However, as photography has become more popular, demand has also risen for better quality photography and for those that shoot professionally. Weddings, engagements, newborn photography, family lifestyle shoots, and even military homecomings have breathed new life into the professional photography industry.</p> <p>Knowledge to use hardware, in this case, refers to cameras, lenses, tripods, lights, and all the other physical equipment a photographer might use. Some of the equipments are extremely complicated to use until mastered. Professional cameras have unique pros and cons, as well as variations in which optics are best used with a specific camera or location.</p>	<b>Level 4</b>

		They are required to adapt to the changing digital camera methodologies and stay up-to-date with the latest trends and best practices.	
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	<ul style="list-style-type: none"> <li>The job holder must be capable to describe the technical and creative skill sets</li> <li>Demonstrate vision and skills of photography as per event requirements using camera, drone etc.</li> <li>Analyse the importance of stages/sequences of the photographs</li> </ul>	The individual must be familiar with visual editing software. Now that still photography has become standard, the work that used to be done in the darkroom is typically accomplished on the computer. There are many different software packages to choose from. Learn enough to pick favorite, and then master its options. Maintain health & safety hygiene and proper distance while in shooting or capturing other pictures.	<b>Level 4</b>
<b>Broad Learning Outcomes/Core Skill</b>	<ul style="list-style-type: none"> <li>The job holder must possess the technical knowledge to operate various equipments, sequences of incidents/ events/ rituals etc.</li> <li>Operate camera and other photographic equipments to capture perfect image in sequence and image of importance</li> </ul>	<p>The job holder needs to use various equipments like Digital Imaging, Editing Software, DSLR Cameras, Electronic Image Handling, Film Development, High-resolution imaging, Image manipulation, ISO Speeds, Lenses, Printing, Resizing, Shooting Film and analyse proper sequence of incident.</p> <p>Possess good technical knowledge on how to operate latest cameras and capture photographs which can be used as poster of films or advertisement, wedding and other events to make them memorable. There must be ample awareness on the safety and health standards that should be met while doing the operations. Also maintaining good peer group relation and learning from their technical and behavioral experiences is a much-needed quality.</p>	<b>Level 4</b>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>uses a high definition camera to create images that the film production company can employ for publicity or promotional purposes.</li> </ul>	He/she must create film stills, still photographic images specifically intended to be used in the <u>marketing</u> and publicity of feature films and the motion picture industry in network television productions. Besides creating photographs for the promotion of a film, the still photographer contributes daily to the filming process by creating such stills. With these the photographer is careful to record all the details of cast wardrobe, subtle appearance and background. The director and the	<b>Level 4</b>

		<p>assistant review these images frequently for continuity and matching of all stage aspects.</p> <p>bear the responsibility of ensuring personal and Equipment safety procedures in all the operations and activities. It is also important to keep the wastage of battery, charger and other materials to the minimum and thus obtaining outputs which meet the desired quality standards and customer requirements.</p>	
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### Annexure: Tools and Equipment (Lab Set-Up)

#### List of Tools and Equipment

Batch Size: **30**

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Camera cleaning kit		5
2	Digital camera accessories (USB drive, connecting cable, battery recharger)		5
3	Studio Light Modifier		2
4	Lens Pen		5
5	Air Blower Cleaner		5
6	Memory card reader		5
7	Memory Card		15
8	Polarizing filters		5
9	Prime Lenses / DSLR Lenses and external flash		5
10	Projection facilities and equipment		1
11	First Aid Box - Fire Extinguishers (water, powder and CO2), Personal protective equipment (Hard hat, Boots, Gloves, Apron)		15
12	Basic photo editing software (e.g. Adobe Lightroom, GIMP)		15
13	Camera bag		15
14	Lighting /Studio lights		15
15	Computer/Laptop		15
16	Reflectors		15
17	External Harddrive		15
18	Speedlight		15

19	Tripod		15
20	DSLR Cameras		15
21	Camera batteries		30

#### Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptops
2. Whiteboards and markers
3. Projector
4. Screen
5. Stationery

### Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)

### Annexure: Training & Employment Details

#### Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities

Data to be provided year-wise for next 3 years

#### Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

**List Schemes in which the previous version of Qualification was implemented:**

- 1.
- 2.

**Content availability for previous versions of qualifications:**

Participant Handbook  Facilitator Guide  Digital Content  Qualification Handbook  Any Other:

**Languages in which Content is available:**

## Annexure: Blended Learning

### Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	LCD, Projector, Laptop, MSOffice Suite, Flipchart, whiteboard, Markers, wi-fi connectivity	50:50
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	LCD, Projector, Laptop, MSOffice Suite, various tools and software, computer camera, computer speakers, wi-fi connectivity	50:50
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	Computer systems for all students, printers, wi-fi connectivity	50:50
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	Learning management system	0:100
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	Online assessment portals, tablet for each student	0:100
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	Access to industry partner in relevant field	100:0

### Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>MES/N0910 Use of photographic equipment, camera technique</b>	<ul style="list-style-type: none"> <li>PC1. identify the right kind of camera for the photography uses such as for film, marriage, or other event.</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC2. handle camera menus and settings to set relevant camera functions such as shutter speeds, aperture, white balance and focus.</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC3. handle lens types like Prime vs. zoom, wide angle, standard, telephoto, angle of view, covering power, focal length, format, Lens features, Changing lenses, Focal length.</li> </ul>	2	8		

	<ul style="list-style-type: none"> <li>PC4. use of camera accessories eg. tripod, remote release, cable release, lens hood, filters digital (flash cards, hard drives), digital file formats (RAW, JPEG, TIFF) film (monochrome, colour, negative, transparency) film characteristics (speed, contrast, grain, resolution, colour balance, spectral sensitivity)</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC5. use exposure measurement devices eg. TTL, hand held; lighting eg. wavelength, colour temperature, reflection, refraction, absorption</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC6. use of lighting equipment eg. flash, continuous, fluorescent, reflectors, diffusers, screens, fill-in flash, motion blur, freezing movement, camera movements, panning, differential focus, depth of field etc.</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC7. recognise anatomy of a compact /DSLR / and mobile device camera</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC8. recognise visual language eg. composition, scale, framing, contrast, colour, shape, line, texture</li> </ul>	3	7		
	<ul style="list-style-type: none"> <li>PC9. use exposure measurement methods eg. reflective, incident, subject brightness range, spot and centre weighted, matrix, multi-zone, compensation</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC10. analyses different camera framing methods: Extreme long shot, Long shot, Full shot, Medium shot, Close-up shot, Extreme close up, etc.</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC11. recognise different camera angles : High-angle shot, Low-angle shot, Eye-level shot, Bird's eye view, Canted shot, Tilt Shot, Three-quarter shot, Over-the-shoulder shot, etc. as per the requirement of the scene, shot, location, performers expression, etc.</li> </ul>	3	7		
	<b>Total Marks</b>	24	76		
<b>MES/N0911 Produce still images</b>	<ul style="list-style-type: none"> <li>PC1. produces still images for different purpose like wedding ceremony, film shoots, and other events of importance</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC2. produce still images to be used for Hair/Make up and Costume Continuity, Continuity by script supervisor, art department, cinematographer, Dance, Stunt and Direction department.</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC3. capturing series of still images used as visual account reflecting the progression of the work used as</li> </ul>	2	8		

	Pre-checks for Heads of Department to conclude for opinions on works in progress for later filming.				
	<ul style="list-style-type: none"> <li>PC4. capture series of exploratory images used by visual effects department to establish look and feel reference.</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC5. capture the Character shot which is going to be central to the marketing campaign and central to recognition of the project's "brand".</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC6. produce character shots through which audience can develop an attachment to the story and/or character and/or the supporting characters.</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC7. ensemble Shot of two characters or majority of the project's cast which can/must establish for the audience the relationships that exist between the characters.</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC8. capture episodic Shot that alludes to the drama, the comedy, the action of the show.</li> </ul>	3	7		
	<ul style="list-style-type: none"> <li>PC9. still images which are used for publicity in the Electronic Publicity Kit, as well as on web sites, in TV and festival guides, on posters, and as cover art for a whole range of film merchandising.</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC10. still images which are used for publicity by the production company, publicity designers, the distributors and the broadcasters.</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC11. production stills which are key to the successful marketing of films, television shows, and factual media.</li> </ul>	3	7		
	<ul style="list-style-type: none"> <li>PC12. capture images which reflects lead performer/s attitude, body language,</li> </ul>	2	3		
	Total Marks	26	74		
<b>MES/N0918 Apply drone techniques for still photography</b>	<ul style="list-style-type: none"> <li>PC1. describe drone technology and its uses</li> </ul>	1	2		
	<ul style="list-style-type: none"> <li>PC2. analyse scope for its uses including legal provisions</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC3. prepare pre-fly checklist like flyzone, weather, surroundings, etc.</li> </ul>	1	2		
	<ul style="list-style-type: none"> <li>PC4. demonstrate its resolution, scale and applicable projection</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC5. confirm location for photography and discuss barriers</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC6. plan in line with the requirement of the events like launch session, weddings, conferences, meeting etc.</li> </ul>	1	2		

	<ul style="list-style-type: none"> <li>PC7. oversees the security, operation and maintenance of equipment utilized for photography</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC8. Discuss features available in drone and required drone</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC9. Demonstrate drive of drone and its stationary (motionless) position and angles to capture image and necessary tools requirements including lightings</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC10. interpret safe operation of drone and its legal measures/restrictions</li> </ul>	2	5		
	<ul style="list-style-type: none"> <li>PC11. ensure drone settings like camera, battery, firmware, analyse difference between copyrighted material, fair use, intellectual property, and derivative works</li> </ul>	2	5		
	<ul style="list-style-type: none"> <li>PC12. investigate whether need of permission to use any of their digital assets</li> </ul>	2	5		
	<ul style="list-style-type: none"> <li>PC13. define range of shooting area and plan of sequences as well as suitable landing pad</li> </ul>	2	5		
	<ul style="list-style-type: none"> <li>PC14. interpret instructions given by the clients for the required mood, theme and feel</li> </ul>	2	5		
	<ul style="list-style-type: none"> <li>PC15. drive drone slowly to take photographs in sequence and in stationary need, motion control</li> </ul>	2	5		
	<ul style="list-style-type: none"> <li>PC16. use the FPV to frame up the shot</li> </ul>	1	3		
	<ul style="list-style-type: none"> <li>PC17. capture images which reflects lead performer/s attitude, body language,</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC18. style, expression, movement, performance, timing, etc.</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC19. produce a series of exploratory images which will be used during production, postproduction of the film by various departments.</li> </ul>	2	3		
	<b>Total Marks</b>	34	66		
<b>MES/N0912 Handle digital Image</b>	<ul style="list-style-type: none"> <li>PC1. plan, set-up and control digital workflow to maximise effectiveness and efficiency.</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC2. import digital images from a camera to a digital workstation and make basic technical adjustments or corrections like adjusting or correcting exposure, colour balance, brightness and contrast, sharpening the image.</li> </ul>	2	8		

	<ul style="list-style-type: none"> <li>PC3. make minor repairs to images or dealing with unwanted effects to the imported images to optimise them for future use.</li> </ul>	5	10		
	<ul style="list-style-type: none"> <li>PC4. assess individual images for their visual and aesthetic qualities, composition and impact in relation to their likely or intended use, for their ability to tell a</li> </ul>	5	10		
	<ul style="list-style-type: none"> <li>PC5. story or complement each other, when they are intended to be used together as a picture feature or montage.</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC6. implement, use and maintain digital colour management procedures to maintain colour accuracy from image capture to output.</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC7. add key metadata including copyright and other crucial information such as picture number, caption and credit in image files.</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC8. prepare image output and transmission of digital files</li> </ul>	3	7		
	<ul style="list-style-type: none"> <li>PC9. store, conserve and preserve images by using different types of image asset management systems.</li> </ul>	2	8		
	<b>Total Marks</b>		<b>25</b>	<b>75</b>	
<b>MES/N0107 Develop and maintain portfolio</b>	<ul style="list-style-type: none"> <li>PC1. prepare portfolio, recording, show reel, etc.,</li> </ul>	2	6		
	<ul style="list-style-type: none"> <li>PC2. choose best headshots and performance shots to showcase</li> </ul>	2	6		
	<ul style="list-style-type: none"> <li>PC3. create unique portfolio which speaks to a range of audiences</li> </ul>	2	6		
	<ul style="list-style-type: none"> <li>PC4. apply social media network like YouTube / LinkedIn for promotional purposes</li> </ul>	2	6		
	<ul style="list-style-type: none"> <li>PC5. promote themselves through networking</li> </ul>	2	6		
	<ul style="list-style-type: none"> <li>PC6. approach associations for becoming a member</li> </ul>	2	6		
	<ul style="list-style-type: none"> <li>PC7. approach clients (producers /casting directors / dance director etc.) in a professional manner</li> </ul>	2	6		
	<ul style="list-style-type: none"> <li>PC8. be on time and in suggested dress for audition / presentation</li> </ul>	2	6		
	<ul style="list-style-type: none"> <li>PC9. be ready to cold-read as per project requirement(s) in line with the expertise</li> </ul>	2	6		
	<ul style="list-style-type: none"> <li>PC10. be ready for presentation /screen test, voice test etc., wherever required during audition/interviewing</li> </ul>	2	6		
	<ul style="list-style-type: none"> <li>PC11. negotiate for remuneration of contract / work order aligned with the assignments</li> </ul>	2	4		

	<ul style="list-style-type: none"> <li>PC12. recognize common components of an assignment contract including term and duration of project</li> </ul>	2	6		
	<ul style="list-style-type: none"> <li>PC13. collaborate with others to determine technical details of production</li> </ul>	2	4		
	<b>Total Marks</b>	<b>26</b>	<b>74</b>		
<b>Maintain workplace health and safety</b>	<ul style="list-style-type: none"> <li>PC1. maintain one's posture and position to minimize fatigue and the risk of injury</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC2. maintain first aid kit and keep oneself updated on the first aid procedures</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC3. identify and document potential risks like sitting postures while using computer, eye fatigues and other hazards at the workplace</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC4. accurately maintain accident reports</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC5. report health and safety risks/ hazards to concerned personnel</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC6. participate in organization's health and safety knowledge sessions and drills</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC7. identify the people, responsible for health and safety at the workplace, including those to contact in case of an emergency</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC8. identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC9. identify aspects of workplace that could cause potential risk to own and others health and safety</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC10. ensure own personal health and safety, and that of others in the workplace through precautionary measures</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC11. identify and recommend opportunities for improving health, safety, and security to the designated person</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC12. report any hazards outside the individual's authority to the relevant person in line with organizational procedures and warn other people who may be affected</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC13. follow organisation's emergency procedures for accidents, fire or any other natural calamity in case of a hazard</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC14. identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority</li> </ul>	2	3		

	Total Marks	46	54		
Employability Skills	• <i>Introduction to Employability Skills</i>	1	1		
	• PC1. understand the significance of employability skills in meeting the job requirements	-	-		
	• <i>Constitutional values – Citizenship</i>	1	1		
	• PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-		
	• <i>Becoming a Professional in the 21st Century</i>	1	3		
	• PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc	-	-		
	• <i>Basic English Skills</i>	2	3		
	• PC4. speak with others using some basic English phrases or sentences	-	-		
	• <i>Communication Skills</i>	1	1		
	• PC5. follow good manners while communicating with others	-	-		
	• PC6. work with others in a team	-	-		
	• <i>Diversity &amp; Inclusion</i>	1	1		
	• PC7. communicate and behave appropriately with all genders and PwD	-	-		
	• PC8. report any issues related to sexual harassment	-	-		
	• <i>Financial and Legal Literacy</i>	3	4		
	• PC9. use various financial products and services safely and securely	-	-		
	• PC10. calculate income, expenses, savings etc.	-	-		
• PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-			
• <i>Essential Digital Skills</i>	4	6			

• PC12. operate digital devices and use its features and applications securely and safely	-	-		
• PC13. use internet and social media platforms securely and safely	-	-		
• Entrepreneurship	3	5		
• PC14. identify and assess opportunities for potential business	-	-		
• PC15. identify sources for arranging money and associated financial and legal challenges	-	-		
• Customer Service	2	2		
• PC16. identify different types of customers	-	-		
• PC17. identify customer needs and address them appropriately	-	-		
• PC18. follow appropriate hygiene and grooming standards	-	-		
• Getting ready for apprenticeship & Jobs	1	3		
• PC19. create a basic biodata	-	-		
• PC20. search for suitable jobs and apply	-	-		
• PC21. identify and register apprenticeship opportunities as per requirement	-	-		
Total Marks	20	30		

### Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

*Mention the detailed assessment strategy in the provided template.*

#### <1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

#### 2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.

- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
3. Assessment Quality Assurance levels/Framework:
- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
  - Questions are mapped to the specified assessment criteria
  - Assessor must be ToA certified & trainer must be ToT Certified
4. Types of evidence or evidence-gathering protocol:
- Time-stamped & geotagged reporting of the assessor from assessment location
  - Centre photographs with signboards and scheme specific branding
5. Method of verification or validation:
- Surprise visit to the assessment location
6. Method for assessment documentation, archiving, and access
- Hard copies of the documents are stored

**On the Job:**

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
  - Videos of Trainees during OJT
  -
4. Assessment of each Module will ensure that the candidate is able to:
  - Effective engagement with the customers
  - Understand the working of various tools and equipment
  - .....>

**Annexure: Acronym and Glossary****Acronym**

<b>Acronym</b>	<b>Description</b>
<b>AA</b>	Assessment Agency
<b>AB</b>	Awarding Body
<b>ISCO</b>	International Standard Classification of Occupations
<b>NCO</b>	National Classification of Occupations
<b>NCrF</b>	National Credit Framework
<b>NOS</b>	National Occupational Standard(s)
<b>NQR</b>	National Qualification Register
<b>NSQF</b>	National Skills Qualifications Framework
<b>OJT</b>	On the Job Training

## Glossary

Term	Description
<b>National Occupational Standards (NOS)</b>	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
<b>Qualification</b>	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
<b>Qualification File</b>	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
<b>Sector</b>	A grouping of professional activities on the basis of their main economic function, product, service or technology.
<b>Long Term Training</b>	Long-term skilling means any vocational training program undertaken for a year and above. <a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>