



## QUALIFICATION FILE

# Assistant Costume Designer

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 3**

Submitted By:

**Media & Entertainment Skills Council**

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

**110025**

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## Section 1: Basic Details

1.	<b>Qualification Name</b>	Assistant Costume Designer											
2.	<b>Sector/s</b>	Media and Entertainment											
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/04864 V1.0		<b>Qualification Name of existing/previous version:</b>									
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> <i>(Wherever applicable)</i>												
5.	<b>National Qualification Register (NQR) Code &amp;Version</b> <i>(Will be issued after NSQC approval)</i>	2021/ME/MESC/04864 V2.0	<b>6. NCrF/NSQF Level:</b> : NSQF Level 3										
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other</b> <i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i>	Certificate											
8.	<b>Brief Description of the Qualification</b>	Assistant Costume Designer assists the Costume designer who designs costumes for a film, stage, production or television shout. The assistant costume designer is to make the characters' outfits/costumes as per the direction of Costume designer.											
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: 40px;"> <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>10th Class</td> <td>No experience</td> </tr> <tr> <td>2</td> <td>8th Class (ITI)</td> <td>No 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	10th Class	No experience	2	8th Class (ITI)	No experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)											
1	10th Class	No experience											
2	8th Class (ITI)	No experience											
10.	<b>Credits Assigned to this Qualification, Subject to Assessment</b> <i>(as per National Credit Framework (NCrF))</i>	20	<b>11. Common Cost Norm Category (I/II/III)</b> <i>(wherever applicable):</i> I										
12.	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> <i>(wherever applicable)</i>												

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 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)	195	315	90		600
		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-2015/5142.0500					
15.	<b>Progression path after attaining the qualification</b> ( <i>Please show Professional and Academic progression</i> )	<ul style="list-style-type: none"> <li>• Costume Designer at NSQF level 4</li> <li>• Costume Supervisor at NSQF Level 5</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> )	Name: Mohit Soni Position in the organization: Chief Executive Officer Address if different from above: Tel number(s): 01149048335/ 49048336 E-mail address: ceo@mescindia.org					
23.	<b>Final Approval Date by NSQC:</b> 30/12/2021	24. Validity Duration: 4 Years			25. Next Review Date: 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/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.	Costume design and construction	MES/N0515	Core	3	5	60	90			150	32	68			100	30
2.	Costume maintenance and storage	MES/N0516	Core	3	4	30	90			120	24	76			100	25
3.	Scene continuity and follow up	MES/N0517	Core	3	5	60	90			150	28	72			100	25
4.	Maintain Workplace Health and Safety	MES/N0104	Non-Core	3	2	30	30			60	46	54			100	10
5.	Employability Skills	DGT/VSQ/N0101	Non-Core	3	1	15	15			30	20	30			50	10
<b>Duration (in Hours) / Total Marks</b>					<b>17</b>	<b>195</b>	<b>315</b>	<b>90</b>		<b>600</b>	<b>150</b>	<b>300</b>			<b>450</b>	<b>100</b>

#### Elective 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>																

## 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.																
Duration (in Hours) / Total Marks																

## 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: "Assistant costume designer" mapped to QP: "MES/Q1102", 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 experience</p>
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	<p><b>Minimum Educational Qualifications:</b> Graduate from any other polytechnic/ reputed institute in the core subject</p> <p><b>Domain Certification:</b> Certified for Job Role: "Assistant costume designer" mapped to QP: "MES/Q1102", version 1.0. Minimum accepted score as per SSC guidelines is 80%.</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%.  <b>Experience:</b> 5 years of relevant experience
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If “Yes”, details to be provided in Annexure)
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) (as per NCVET guidelines)</b>	<b>Minimum Educational Qualifications:</b> Diploma in Costume Designing  <b>Experience:</b> 4 years of relevant experience
2.	<b>Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	Post Graduate with 2 years of relevant experience
3.	<b>Lead Assessor’s/Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	<b>Minimum Educational Qualifications:</b> Graduation  <b>Experience:</b> 4 years of relevant experience
4.	<b>Assessment Mode (Specify the assessment mode)</b>	<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 (details to be provided in Annexure-if it is different for Assessment)

### 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 (Mandatory)	Annexure 1
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Annexure 2
3.	<b>Annexure:</b> Detailed Assessment Criteria (Mandatory)	Annexure 4
4.	<b>Annexure:</b> Assessment Strategy (Mandatory)	Annexure 5
5.	<b>Annexure:</b> Blended Learning (Mandatory, in case selected Mode of delivery is "Blended Learning")	Annexure 3
6.	<b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	
7.	<b>Annexure:</b> Acronym and Glossary (Optional)	Annexure 6
8.	<b>Supporting Document:</b> Model Curriculum (Mandatory – Public view)	Model Curriculum
9.	<b>Supporting Document:</b> Career Progression (Mandatory - Public view)	
10.	<b>Supporting Document:</b> Occupational Map (Mandatory)	
11.	<b>Supporting Document:</b> Assessment SOP (Mandatory)	
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	1. Costume design and construction 2. Costume maintenance and storage 3. Scene continuity and follow up 4. Maintain workplace health and safety	The job holder needs to assist costume designer in designing, measuring, and conduct costume design based on script/scene demand. Attentive and ready to take instructions from costume designer about the costume and scene preparation. Learn to analyse need of costume with scene continuity. Various aspect of costume requirement its alignment, colour scheme etc. The individual acquire knowledge in line with progressive responsibilities which cater to the need of future growth of the assistant costume designer.	Level 3

<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	1. The job holder must have adequate exposure to the equipment / machines used to design costumes and its components through role by which he/she will be able to assist the costume designer.	The individual in this role will be operating the stitching machine, there should be enough knowledge to differentiate wearing, background of the scene which match the designing aspect as well as components by means of their functions and thus, in the event of a malfunction, he/she must be able to identify the issue. They are required to adapt to the changing the fashion with respect to historical, traditional and latest trends which helps in assisting / analysing the requirement displayed by Costume Designer	<b>Level 3</b>
<b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b>	2. The job holder must be capable to prepare/stitch and fittings of the costumes and ready to prepare the costumes for all participating performers for the film/Stage/ Drama/live performance etc.  3. Maintain hygiene and healthy workplace, conduct proper sanitization of workplace and materials.	The individual in this job profile must be able to apply the professional skill by aiding the superior. They must be able to carry out the proper designing, stitching of the costumes so that fittings are suitable for the participant performers. The person is required to maintain hygiene and healthy workplace by proper keeping and cleaning of materials being used.	<b>Level 3</b>
<b>Broad Learning Outcomes/Core Skill</b>	4. Designer must display enthused to facilitate / assist the costume designer. Learn and provide solutions against costume designing part in line with the scene requirement.	The job holder needs to possess good core skills on how to design/stitches costume as in line with the requirements. Also maintaining good peer group relation and learning from their technical and behavioural experiences is a much-needed quality. It is also important to keep the wastage of cloths / materials to the minimum and thus obtaining outputs which meet the desired quality standards and customer requirements.	<b>Level 3</b>
<b>Responsibility</b>	5. The Assistant Costume Designer is liable to provide all necessary assistance to the superior/Costume Designer.	Individual in this role will have limited responsibility rather more learning prospective to assist the superior / Costume Designer as in line with the costume requirements. He/she must always bear the responsibility of ensuring Personal and Equipment safety procedures in all the operations and activities.	<b>Level 3</b>

### 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	Teaching-Aides	Presentation tools ( Laptop/PC + Projector & Screen, Speakers/Microphones etc.)	1
2	Computer with internet and Graphics and illustration software like Adobe Photoshop, GIMP and Adobe Illustrator		30
3	Tape measure, Scissors, Tailor's chalk, Pearl headpins, A dressmaker dummy, A sewing machine, Hand and machine sewing needles, Dress Form Fit, Adjustment Kit, Tabletop Ironing Board. Iron, Pencil 2HB. Clear Plastic		15

### 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>Costume design and construction</b>	<ul style="list-style-type: none"> <li>PC1. break down scripts scene by scene to work out how many characters are involved and what costumes are required</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC2. interpret the brief or detailed drawings and specifications given by the Costume Designer</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC3. use own design skills to interpret Designers' rough basic sketch</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC4. support with the design of, and research into costumes and helping to make and adapt them</li> </ul>	2	3		

	<ul style="list-style-type: none"> <li>PC5. carry out research into period costumes to correctly reproduce the detail of the garment and to consider whether traditional or alternative fabrics and methods of construction should be used</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC6. design costumes for a character as costumes define the attitude and feel which may change according to the scenes, setting or development</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC7. ensure final designs are done in desired color and they show the style, silhouette, textures, accessories and unique features of each costume</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC8. elaborate sourcing and buying costumes and accessories</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC9. networking with Costumiers about costume hire and prepare inventory</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC10 support costume designer in managing the wardrobe budget to buy costumes, clothing rails, washing machines, etc</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC11. take artists' measurements</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC12. demonstrate expertise in fabric qualities and clothing cuts and fits</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC13. assist in making costumes, including pattern cutting, ageing and distressing, etc.</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC14. ensure readiness (making, fitting and altering) of all costumes that cannot be bought or hired</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC15. assist in conducting the Costume workshops, Pattern cutters and costume makers</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC16. participate in rehearsals to understand how the garment will be used and to ensure that stylistic choices made in initial discussions will still work as the production develops</li> </ul>	2	3		
	<b>Total Marks</b>	<b>32</b>	<b>68</b>		
<b>Costume maintenance and storage</b>	<ul style="list-style-type: none"> <li>PC1. ensure that all clothes are labelled and laid out for dressing and that accurate lists are kept of costume accessories such as jewelry, hats, gloves, etc.</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC2. ensure packing of costumes for overseas shipment to other locations or units, when applicable</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC3. ensure continuity, keeping up to date with any last -minute changes in schedules or scripts</li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC4. follow overall production schedules, as well as directing the day - to -day breakdowns of responsibilities</li> </ul>	2	8		

	<ul style="list-style-type: none"> <li>PC5. ensuring that the right outfits are ready for the characters throughout the shooting day</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC6. maintain wardrobe of all shooting units</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC7. ensure fittings are proper and helping on set when costumes are first worn</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC8. manage crowd fittings, dancers, Stunt and dressing performers and any other standby work</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC9. ensure accessories such as hats and gloves are properly kept, and keep a record of all jewelry used by Actors/performers</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC10. coordinate with supporting artist to find the right costumes to suit particular faces or physiques</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC11. ensure proper maintenance and cleaning of costumes during breaks and between shooting days</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC12. Conduct laundry, ironing, steaming, adapting garments, dyeing, hand and machine wash, alterations, etc</li> </ul>	2	3		
	<b>Total Marks</b>		<b>24</b>	<b>76</b>	
<b>Scene Continuity and follow up</b>	<ul style="list-style-type: none"> <li>PC1. ensure availability of appropriate outfits are ready for all the Actors and performers during the shoot</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC2. . assign lockers and dressing rooms to performers, and ensure all costumes are in the dressing rooms before show time with every piece accounted for</li> </ul>	5	10		
	<ul style="list-style-type: none"> <li>PC3. keep detailed records that state where wardrobe pieces are at all times and hand out costumes and props to each performer</li> </ul>	5	10		
	<ul style="list-style-type: none"> <li>PC4. ensure costumes are ready for changes during the filming of scene/show</li> </ul>	5	10		
	<ul style="list-style-type: none"> <li>PC5. ensure that costumes have all of their necessary pieces to make them authentic to the time period they represent while shooting</li> </ul>	5	10		
	<ul style="list-style-type: none"> <li>PC6. analyse requirements for day-to-day use of the wardrobe on set (the 'running wardrobe')</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC7. arrange all costumes in the order they will be worn to facilitate fast, flawless costume changes for upcoming scene</li> </ul>	2	8		
	<ul style="list-style-type: none"> <li>PC8. ensure changes of clothes available in case of wet weather on locations.</li> </ul>	2	8		
	<b>Total Marks</b>		<b>28</b>	<b>72</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		
	<b>Total Marks</b>	46	54		
	<ul style="list-style-type: none"> <li><i>Introduction to Employability Skills</i></li> </ul>	1	1		
	<ul style="list-style-type: none"> <li>PC1. understand the significance of employability skills in meeting the job requirements</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li><i>Constitutional values – Citizenship</i></li> </ul>	1	1		

Employability Skills	<ul style="list-style-type: none"> <li>PC2. identify constitutional values, civic rights,duties, personal values and ethics and environmentally sustainable practices</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li><i>Becoming a Professional in the 21st Century</i></li> </ul>	1	3		
	<ul style="list-style-type: none"> <li>PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and culturalawareness, emotional awareness, continuous learning mindset etc</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li><i>Basic English Skills</i></li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC4. speak with others using some basicEnglish phrases or sentences</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li><i>Communication Skills</i></li> </ul>	1	1		
	<ul style="list-style-type: none"> <li>PC5. follow good manners while communicatingwith others</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li>PC6. work with others in a team</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li><i>Diversity &amp; Inclusion</i></li> </ul>	1	1		
	<ul style="list-style-type: none"> <li>PC7. communicate and behave appropriatelywith all genders and PwD</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li>PC8. report any issues related to sexualharassment</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li><i>Financial and Legal Literacy</i></li> </ul>	3	4		
	<ul style="list-style-type: none"> <li>PC9. use various financial products and servicessafely and securely</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li>PC10. calculate income, expenses, savings etc.</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li>PC11. approach the concerned authorities for any exploitation as per legal rights and laws</li> </ul>	-	-		
<ul style="list-style-type: none"> <li>Essential Digital Skills</li> </ul>	4	6			
<ul style="list-style-type: none"> <li>PC12. operate digital devices and use its features and applications securely and safely</li> </ul>	-	-			
<ul style="list-style-type: none"> <li>PC13. use internet and social media platforms securely and safely</li> </ul>	-	-			
<ul style="list-style-type: none"> <li>Entrepreneurship</li> </ul>	3	5			
<ul style="list-style-type: none"> <li>PC14. identify and assess opportunities for potential business</li> </ul>	-	-			

	• 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	-	-		
	<b>Total Marks</b>	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**

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