



## QUALIFICATION FILE

# Clean-up Artist

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>	Clean-up Artist										
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> 2022/ME/MESC/05199 V2.0	<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)	2022/ME/MESC/05199 V3.0	6. <b>NCrF/NSQF Level:</b> NSQF Level 3									
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other)</b> (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate										
8.	<b>Brief Description of the Qualification</b>	Individuals at this job need to clean-up/ detail-out the designs of the Character designers/ Layout designers and keep them ready for production										
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>Class X pass</td> <td>one-year relevant experience</td> </tr> <tr> <td>2</td> <td>Class 8<sup>th</sup> with ITI</td> <td>one-year 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 X pass	one-year relevant experience	2	Class 8 <sup>th</sup> with ITI	one-year relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)										
1	Class X pass	one-year relevant experience										
2	Class 8 <sup>th</sup> with ITI	one-year relevant experience										
10.	<b>Credits Assigned to this Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))	10	11. <b>Common Cost Norm Category (I/II/III)</b> (wherever applicable): II									
12.	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> (wherever applicable)	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)	105	135	60		300
		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- 2166.0511					
15.	<b>Progression path after attaining the qualification</b> ( <i>Please show Professional and Academic progression</i> )	<ul style="list-style-type: none"> <li>Character Designer</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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability: LD					
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: 27/01/2022</b>	24. Validity Duration: 5 years			25. Next Review Date: 28/01/2027		

## 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.	Introduction	Intro	Core	NA	1	15	15			30						NA
2.	Understanding the script	MES/N0501	Core	3	1	15	15			30	50	50			100	30
3.	Ensuring consistency across all scenes	MES/N0502	Core	3	2	15	45			60	50	50			100	25
4.	Clean Art Work	MES/N0506	Core	3	1	15	15			30	50	50			100	25
5.	Maintain Workplace Health and Safety	MES/N0104	Non-Core	3	2	30	30			60	50	50			100	10
6.	Employability Skills	DGT/VSQ/N0101	Non-Core	3	1	15	15			30	20	30			50	10
<b>Duration (in Hours) / Total Marks</b>					<b>8</b>	<b>105</b>	<b>135</b>	<b>60</b>		<b>300</b>	<b>220</b>	<b>230</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/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.																
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> Preferable Class X</p> <p><b>Domain Certification:</b> Certified for Job Role: "Clean-up Artist" mapped to QP: "MES/ Q 0506, v1.0". Minimum accepted score is 70%</p> <p><b>Platform Certification:</b> Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MES/Q 0506". Minimum accepted % as per respective SSC guidelines is 60%.</p> <p><b>Experience:</b> Minimum 3 years of experience as Clean-up Artist.</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> Preferable Class X</p> <p><b>Domain Certification:</b> Certified for Job Role: "Clean-up Artist" mapped to QP: "MES/ Q 0506, v1.0". Minimum accepted score is 70%</p>

		<p><b>Platform Certification:</b> Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MES/Q 0506”. Minimum accepted % as per respective SSC guidelines is 60%.</p> <p><b>Experience:</b> Minimum 5 years of experience as Clean-up Artist.</p>
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>	<p><b>Minimum Educational Qualifications:</b> Preferable Class X</p> <p><b>Experience:</b> Minimum 3 years of experience as Clean-up Artist.</p>
2.	<b>Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>	Class XII 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>	<p><b>Minimum Educational Qualifications:</b> Preferable Class X</p> <p><b>Experience:</b> Minimum 5 years of experience as Clean-up Artist.</p>
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
<b>Professional Theoretical Knowledge/Process</b>	1. Understanding the script 2. Conceptualize color keys 3. Ensuring that the color keys are consistent across all sequences 4. Maintain workplace health and safety Description	Job holder is expected to understand the script and the Storyboard in brief, by application of basic creative principles and processes for digital asset creation by interpreting script Considering the core skills, clean-up artist possesses in terms to creative style properties to this outcome is pegged at Level 3.	Level 3
<b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>	1. Understand the artistic and communication goals of the script, brief or storyboard with respect to the individual's role 2. Be aware of the intended medium and target audience, and how this may affect animation processes	Jobholder is expected to have knowledge of the script and Storyboard understanding needs to meet creative vision and elements, the color effects and the final outcome of production.	Level 3

	<p>3. Understand the aspects related to the design brief (appearance, complexion, dressing, moods, personalities, expressions etc.)</p> <p>4. Understand the requirements according to the scripts (number, types, duplicates etc.) based on the individual's role and its requirements</p> <p>5. Understand the specifications for the background and other aspects (dimensions, operating parameters etc.) based on the individual's role and its requirements</p> <p>6. Understand the technical needs of the project with respect to the job role (Television, Film, Gaming, Internet, DVD etc.)</p> <p>7. Understand the of the concept, which maybe self-created, provided in a brief, or arrived at via discussions with relevant personnel (Director, Executive Producer etc.</p> <p>8. Liaise with relevant personnel (Art Director, Producers, Animation Supervisor etc.) to better understand script elements, as appropriate</p>	<p>The job holder needs to understand Color theory, light and shadows to apply color effects such as color tones, textures, matte, Job Holder needs to have understood of visualizing scene under different lighting conditions. Considering the in depth professional and factual knowledge which Colour Key Artist outcome is pegged at Level 3.</p>	
<p><b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b></p>	<p>1. Record continuity-related details e.g. position, placement, color etc. as required</p> <p>2. Ensure that the final look is consistent with the creative requirements agreed upon, and continuity is maintained throughout the production</p> <p>3. Ensure that designs, layouts and templates are uniform across the production, as required Ensure that lighting, color formats and effects are consistent across the production.</p> <p>4. Check the resolution of scenes to ensure that they match the production requirements</p> <p>5. Alert relevant personnel (Art Director, Animation Supervisor, Producer) if continuity is not being maintained, and rectify the situation as appropriate</p>	<p>The clean-up Artist has to actively engage with Script and Storyboard, also actively engage with Art Director, Jobholder is expected to conduct themselves in <sup>[1]</sup><sub>[SEP]</sub>ways, where they plan individual timelines and deliver on schedule. Identify any creative problems that may arise during the production and find Solutions to address them. Hence Outcome is pegged at Level 3</p>	<p>Level 3</p>
<p><b>Broad Learning Outcomes/Core Skill</b></p>	<p>1. Ensure that the drawings and associated material are complete, accurate and comply with the design information and industry technical conventions</p> <p>2. Ensure that the drawings clearly show the visual effect at key stages intended by the decision makers for the production</p>	<p>The jobholder is needs to have Generic Skills of Writing, Reading, and Oral Skills. Job role needs to apply color theory to create images and use for all elements within a frame also the color keys selected match the production needs. An Jobholder needs to understand the color</p>	<p>Level 3</p>

	3. Select methods, media and relevant scale for the drawings 4. Make sure there is consistency amongst all the drawings in the sequence 5. Make sure there is consistency amongst all the drawings in the sequence	palette and requirements from the Art Director this outcome this is pegged at level 3	
<b>Responsibility</b>	1. Understanding the script 2. Conceptualize color keys 3. Ensuring that the color keys are consistent across all sequences 4. Maintain workplace health and safety Description	An Clean-up Artist carries out his assigned functions like Conceptualizing color keys which include Character color keys, Background color keys, Lighting keys, Shadow keys, Adding color to line drawings Responsible for carrying out his/her job, some of which will require them to make choices about the approaches they adopt. They also require to constantly improvising their approach based on their experience. Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing also Ensure that the workproducts meet quality standards Therefore this is pegged at level 3	Level 3

### 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	Notepads, Pencils/Pens		30
3	Sketchbook		30
4	Drawing Material	Pencils + Color pencils (For creating plans/Sketches/Flowcharts/Storyboarding	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
Understanding the script	<ul style="list-style-type: none"> <li>PC1. Understand the artistic and communication goals of the script, brief or storyboard with respect to the individual’s role</li> </ul>	10	5		
	<ul style="list-style-type: none"> <li>PC2. Be aware of the intended medium and target audience, and how this may affect animation processes</li> </ul>	5	10		
	<ul style="list-style-type: none"> <li>PC3. Understand the aspects related to the design brief (appearance, complexion, dressing, moods, personalities, expressions etc.)</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC4. Understand the requirements according to the scripts (number, types, duplicates etc.) based on the individual’s role and its requirements</li> </ul>	5	5		

	<ul style="list-style-type: none"> <li>PC5. Understand the specifications for the background and other aspects (dimensions, operating parameters etc.) based on the individual's role and its requirements</li> </ul>	10	5		
	<ul style="list-style-type: none"> <li>PC6. Understand the technical needs of the project with respect to the job role (Television, Film, Gaming, Internet, DVD etc.)</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC7. Understand the of the concept, which may be selfcreated, provided in a brief, or arrived at via discussions with relevant personnel (Director, Executive Producer etc</li> </ul>	5	10		
	<ul style="list-style-type: none"> <li>PC8. Liaise with relevant personnel (Art Director, Producers, Animation Supervisor etc.) to better understand script elements, as appropriate</li> </ul>	5	5		
	<b>Total Marks</b>	<b>50</b>	<b>50</b>		
<b>Ensuring consistency across all scenes</b>	<ul style="list-style-type: none"> <li>PC1. Record continuity-related details e.g. position, placement, color etc. as required</li> </ul>	15	10		
	<ul style="list-style-type: none"> <li>PC2. Ensure that the final look is consistent with the creative requirements agreed upon, and continuity is maintained throughout the production</li> </ul>	10	10		
	<ul style="list-style-type: none"> <li>PC3. Ensure that designs, layouts and templates are uniform across the production, as required</li> </ul>	5	10		
	<ul style="list-style-type: none"> <li>PC4. Ensure that lighting, color formats and effects are consistent across the production</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC5. Check the resolution of scenes to ensure that they match the production requirements</li> </ul>	10	10		
	<ul style="list-style-type: none"> <li>PC6. Alert relevant personnel (Art Director, Animation Supervisor, Producer) if continuity is not being maintained, and rectify the situation as appropriate</li> </ul>	5	5		
	<b>Total Marks</b>	<b>50</b>	<b>50</b>		
<b>Clean artwork</b>	<ul style="list-style-type: none"> <li>PC1. Ensure that the drawings and associated material are complete, accurate and comply with the design information and industry technical conventions the production</li> </ul>	10	10		
	<ul style="list-style-type: none"> <li>PC2. Ensure that the drawings clearly show the visual effect at key stages intended by the decision makers for</li> </ul>	10	10		
	<ul style="list-style-type: none"> <li>PC3. Select methods, media and relevant scale for the drawings</li> </ul>	10	10		
	<ul style="list-style-type: none"> <li>PC4. Make sure there is consistency amongst all the drawings in the sequence</li> </ul>	20	20		
	<b>Total Marks</b>	<b>50</b>	<b>50</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>	3	2		
	<ul style="list-style-type: none"> <li>PC4. accurately maintain accident reports</li> </ul>	3	2		
	<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>	3	2		
	<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>	3	2		
	<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>		<b>50</b>	<b>50</b>		
<b>Employability Skills</b>	<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		
	<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 cultural awareness, 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 basic English 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 communicating with 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 appropriately with all genders and PwD</li> </ul>	-	-		
<ul style="list-style-type: none"> <li>• PC8. report any issues related to sexual harassment</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 services safely 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>• <i>Essential Digital Skills</i></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>• <i>Entrepreneurship</i></li> </ul>	3	5		
<ul style="list-style-type: none"> <li>• PC14. identify and assess opportunities for potential business</li> </ul>	-	-		
<ul style="list-style-type: none"> <li>• PC15. identify sources for arranging money and associated financial and legal challenges</li> </ul>	-	-		
<ul style="list-style-type: none"> <li>• <i>Customer Service</i></li> </ul>	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>	<b>20</b>	<b>30</b>		

### 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>