



# Drawing & Painting Artist

QP Code: MES/Q0515

Version: 1.0

NSQF Level: 3

Media & Entertainment Skills Council || Commercial premises No Ja522, 5th Floor, DLF Tower A, Jasola,  
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## Qualification Pack

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## Qualification Pack

### MES/Q0515: Drawing & Painting Artist

#### Brief Job Description

A drawing and painting artist sketches fluid poses to master facial expressions draw characters, and Communicate story, emotion, and movement with ease.

#### Personal Attributes

The ability to communicate ideas creatively, flexibility and adaptability, organizational skills and the ability to work in groups or independently are also skills a sculptor needs to have to succeed. The ability to make keep observations, sometimes quick decisions, and accept criticism are also essential skills.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [MES/N0541: Use techniques such as knitting, weaving, glassblowing, painting, drawing, and sculpting](#)
2. [MES/N0542: Create sketches, templates, or models to guide their work](#)
3. [MES/N0543: Select which materials to use on the basis of color, texture, strength, and other criteria](#)
4. [MES/N0544: Shape, join, or cut materials for a final product](#)
5. [MES/N0107: Develop and maintain portfolio](#)
6. [MES/N0104: Maintain Workplace Health & Safety](#)
7. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Art and Design
<b>Country</b>	India
<b>NSQF Level</b>	3

## Qualification Pack

<b>Credits</b>	13
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO 2015- 2651.0100 / Art & Design
<b>Minimum Educational Qualification &amp; Experience</b>	
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	16 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	24/02/2027
<b>NSQC Approval Date</b>	24/02/2022
<b>Version</b>	1.0
<b>Reference code on NQR</b>	2022/ME/MESC/06896
<b>NQR Version</b>	1.0

### Remarks:

This QP was approved in 2015 and NSQC Extended it in 2019 without any change in QP. Therefore, NQR code used is of 2019.

## Qualification Pack

# MES/N0541: Use techniques such as knitting, weaving, glassblowing, painting, drawing, and sculpting

## Description

This NOS covers the knowledge and skills required to produce creative works by using techniques such as knitting, weaving, glassblowing, painting, drawing, and sculpting, and create various types of art works .

## Scope

The scope covers the following :

- Generate and conceptualize artistic ideas and work
- Refine and complete artistic work
- Apply criteria to evaluate artistic work

## Elements and Performance Criteria

### *Apply criteria to evaluate artistic work.*

To be competent, the user/individual on the job must be able to:

- PC1.** identify and describe the elements of art and principles of design
- PC2.** experiment with forms, structures, materials, concepts, media, and art-making approaches.
- PC3.** individually or collaboratively formulate new creative problems based on existing artwork.
- PC4.** visualize and hypothesize to generate plans for ideas and directions for creating art that can affect social change

### *Refine and complete artistic work*

To be competent, the user/individual on the job must be able to:

- PC5.** demonstrate different techniques and media to develop art works
- PC6.** apply drawing and painting media using appropriate processes and techniques to create an original image.
- PC7.** apply contextual elements from history, cultures, artistic movements, and society in creating the artwork
- PC8.** develop and refine artistic work for presentation
- PC9.** care for and maintain materials, tools, and equipment

### *Apply criteria to evaluate artistic work*

To be competent, the user/individual on the job must be able to:

- PC10.** gain insights into the meanings of artworks by engaging in the process of art criticism
- PC11.** evaluate own and others' art based on established criteria
- PC12.** develop ideas and understandings of society, culture, and history through their interactions with and analyses of art

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

## Qualification Pack

- KU1.** use various building techniques through experimentation and trial and error.
- KU2.** basic principles of design and color, concepts, media and formats
- KU3.** properties of metals, common kinds and shape
- KU4.** the relationship between art and other disciplines
- KU5.** use sheet metal machines, such as forming rolls, bar folder
- KU6.** how to create original objects of art in any specific medium
- KU7.** use of materials, tools and processes from a variety of media (printmaking, painting, sculpture, ceramic, photography)
- KU8.** knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning
- KU9.** solutions to aesthetic and design problems
- KU10.** use of basic tools, techniques, and processes sufficient to work from concept to finished product
- KU11.** how to carry out planning, and maintain inventory levels
- KU12.** principles and characteristics of heat treatment
- KU13.** alternative approaches to the making of traditional or innovative two- and, at times, three-dimensional images.
- KU14.** how to select appropriate media relative to concepts and forms of art
- KU15.** the principles of design are used in various works of art.
- KU16.** working vocabulary associated with the analysis and interpretation of works and architecture
- KU17.** key theoretical debates within the discipline of contemporary art practice
- KU18.** how to defend visual projects through individual and group critiques
- KU19.** best practice on health, safety, well-being and environmental management as they relate to the work environment
- KU20.** assemble fittings and clean solder surface
- KU21.** use of cutting, layout, shaping, scrapping, and measuring tool
- KU22.** determining choices of media, technique, and composition for creating own work
- KU23.** how to source raw materials
- KU24.** create an assemblage from deconstructing and organizing found objects and other materials

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** plan and organize the art lessons to achieve targets and deadlines
- GS2.** create art using various mediums, the types of structures/functions involved
- GS3.** explain how colors, shapes, emotions, ideas and techniques
- GS4.** analyze needs, requirements and dependencies of the learners
- GS5.** maintain files art records, artworks and art portfolios of learners
- GS6.** assigning and grading projects and examinations.
- GS7.** communicate clearly and respectfully
- GS8.** recording and reporting on learners' progress



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- GS9.** plan and prioritise tasks for effective time-management
- GS10.** provide art supplies and materials to students
- GS11.** monitoring inventory and sourcing art supplies, as needed
- GS12.** contribute to teaching, research, and learning activities in artistic fields
- GS13.** ability to explore the expressive possibilities of various media, and the diverse conceptual modes available to the painter
- GS14.** be attentive and responsive to themes in the learners' art that suggest distress in their personal lives
- GS15.** plan and present art contests, displays and exhibitions
- GS16.** organise field trips to museums and art galleries
- GS17.** arrange exhibitions of student artwork for a school or the local community.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Apply criteria to evaluate artistic work.</i>	<b>12</b>	<b>64</b>	-	-
<b>PC1.</b> identify and describe the elements of art and principles of design	3	-	-	-
<b>PC2.</b> experiment with forms, structures, materials, concepts, media, and art-making approaches.	3	-	-	-
<b>PC3.</b> individually or collaboratively formulate new creative problems based on existing artwork.	3	-	-	-
<b>PC4.</b> visualize and hypothesize to generate plans for ideas and directions for creating art that can affect social change	3	-	-	-
<i>Refine and complete artistic work</i>	<b>15</b>	-	-	-
<b>PC5.</b> demonstrate different techniques and media to develop art works	3	-	-	-
<b>PC6.</b> apply drawing and painting media using appropriate processes and techniques to create an original image.	3	-	-	-
<b>PC7.</b> apply contextual elements from history, cultures, artistic movements, and society in creating the artwork	3	-	-	-
<b>PC8.</b> develop and refine artistic work for presentation	3	-	-	-
<b>PC9.</b> care for and maintain materials, tools, and equipment	3	-	-	-
<i>Apply criteria to evaluate artistic work</i>	<b>9</b>	-	-	-
<b>PC10.</b> gain insights into the meanings of artworks by engaging in the process of art criticism	3	-	-	-
<b>PC11.</b> evaluate own and others' art based on established criteria	3	-	-	-



### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> develop ideas and understandings of society, culture, and history through their interactions with and analyses of art	3	-	-	-
<b>NOS Total</b>	<b>36</b>	<b>64</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0541
<b>NOS Name</b>	Use techniques such as knitting, weaving, glassblowing, painting, drawing, and sculpting
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Film, Television, Radio, Advertising, Media and Entertainment
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	24/02/2027
<b>NSQF Clearance Date</b>	24/02/2022

## Qualification Pack

### MES/N0542: Create sketches, templates, or models to guide their work

#### Description

This NOS covers the knowledge and skills required to produce sketches of objects and life forms using basic shapes and understanding proportions

#### Scope

The scope covers the following :

- Work with basic shapes to sketch
- Apply techniques to build with appropriate proportions
- Apply shading to enhance the sketches

#### Elements and Performance Criteria

##### *Work with basic shapes to sketch*

To be competent, the user/individual on the job must be able to:

- PC1.** explain and demonstrate free style drawing of basic shapes
- PC2.** break down the shapes into simple basic figures
- PC3.** apply techniques to refine and finalise shapes to build a figure
- PC4.** practice with still life and models using shapes to create a figure

##### *Apply techniques to build with appropriate proportions*

To be competent, the user/individual on the job must be able to:

- PC5.** apply various measuring techniques to measure in proportions (e.g Pencil and thumb, angles etc. )
- PC6.** verify the measurements (horizontal and vertical) after the sketch
- PC7.** use different mediums and define the shape in to a figure

##### *Apply shading to enhance the sketches*

To be competent, the user/individual on the job must be able to:

- PC8.** explain and demonstrate power of lines and strokes
- PC9.** explain and demonstrate the difference between dark and light strokes
- PC10.** apply techniques of shading to create depth and spatial structure in the sketches.

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** use various building techniques through experimentation and trial and error.
- KU2.** basic principles of design and color, concepts, media and formats
- KU3.** properties of metals, common kinds and shape
- KU4.** the relationship between art and other disciplines
- KU5.** use sheet metal machines, such as forming rolls, bar folder

## Qualification Pack

- KU6.** how to create original objects of art in any specific medium
- KU7.** use of materials, tools and processes from a variety of media (printmaking, painting, sculpture, ceramic, photography)
- KU8.** knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning
- KU9.** solutions to aesthetic and design problems
- KU10.** use of basic tools, techniques, and processes sufficient to work from concept to finished product
- KU11.** how to carry out planning, and maintain inventory levels
- KU12.** principles and characteristics of heat treatment
- KU13.** alternative approaches to the making of traditional or innovative two- and, at times, three-dimensional images.
- KU14.** how to select appropriate media relative to concepts and forms of art
- KU15.** the principles of design are used in various works of art.
- KU16.** working vocabulary associated with the analysis and interpretation of works and architecture
- KU17.** key theoretical debates within the discipline of contemporary art practice
- KU18.** how to defend visual projects through individual and group critiques
- KU19.** best practice on health, safety, well-being and environmental management as they relate to the work environment
- KU20.** assemble fittings and clean solder surface
- KU21.** use of cutting, layout, shaping , scrapping, and measuring tool
- KU22.** determining choices of media, technique, and composition for creating own work
- KU23.** how to source raw materials
- KU24.** create an assemblage from deconstructing and organizing found objects and other materials

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** plan and organize the art lessons to achieve targets and deadlines
- GS2.** create art using various mediums, the types of structures/functions involved
- GS3.** explain how colors, shapes, emotions, ideas and techniques
- GS4.** analyze needs, requirements and dependencies of the learners
- GS5.** maintain files art records, artworks and art portfolios of learners
- GS6.** assigning and grading projects and examinations.
- GS7.** communicate clearly and respectfully
- GS8.** recording and reporting on learners' progress
- GS9.** plan and prioritise tasks for effective time-management
- GS10.** provide art supplies and materials to students
- GS11.** monitoring inventory and sourcing art supplies, as needed
- GS12.** contribute to teaching, research, and learning activities in artistic fields



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- GS13.** ability to explore the expressive possibilities of various media, and the diverse conceptual modes available to the painter
- GS14.** be attentive and responsive to themes in the learners' art that suggest distress in their personal lives
- GS15.** plan and present art contests, displays and exhibitions
- GS16.** organise field trips to museums and art galleries
- GS17.** arrange exhibitions of student artwork for a school or the local community.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Work with basic shapes to sketch</i>	<b>12</b>	<b>70</b>	-	-
<b>PC1.</b> explain and demonstrate free style drawing of basic shapes	3	-	-	-
<b>PC2.</b> break down the shapes into simple basic figures	3	-	-	-
<b>PC3.</b> apply techniques to refine and finalise shapes to build a figure	3	-	-	-
<b>PC4.</b> practice with still life and models using shapes to create a figure	3	-	-	-
<i>Apply techniques to build with appropriate proportions</i>	<b>9</b>	-	-	-
<b>PC5.</b> apply various measuring techniques to measure in proportions (e.g Pencil and thumb, angles etc. )	3	-	-	-
<b>PC6.</b> verify the measurements (horizontal and vertical) after the sketch	3	-	-	-
<b>PC7.</b> use different mediums and define the shape in to a figure	3	-	-	-
<i>Apply shading to enhance the sketches</i>	<b>9</b>	-	-	-
<b>PC8.</b> explain and demonstrate power of lines and strokes	3	-	-	-
<b>PC9.</b> explain and demonstrate the difference between dark and light strokes	3	-	-	-
<b>PC10.</b> apply techniques of shading to create depth and spatial structure in the sketches.	3	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0542
<b>NOS Name</b>	Create sketches, templates, or models to guide their work
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Film, Television, Radio, Advertising, Media and Entertainment
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	24/02/2027
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

# MES/N0543: Select which materials to use on the basis of color, texture, strength, and other criteria

## Description

This NOS covers the knowledge and skills required to select appropriate tools to create sketches, drawings, and paintings as per the surface on which art is to be created and the medium available.

## Scope

The scope covers the following :

- Select the right tools to create artwork
- Pick the right blending tools and erasers

## Elements and Performance Criteria

### *Select the right tools to create art work*

To be competent, the user/individual on the job must be able to:

- PC1.** experiment with various surfaces
- PC2.** explore a wide variety of strokes and mark-making using different qualities of materials
- PC3.** explain different qualities and selection of materials based on different surfaces

### *Pick the right blending tools and erasers*

To be competent, the user/individual on the job must be able to:

- PC4.** identify and select the right tools for blending the work as per the medium selected
- PC5.** identify and apply a different kinds of erasers as per the surface selected
- PC6.** justify the choice of technique on various surfaces
- PC7.** analyse the work of different artists and their choice of medium to create art
- PC8.** apply the basics of colors blending and creation techniques in creating art work

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** use various building techniques through experimentation and trial and error.
- KU2.** basic principles of design and color, concepts, media and formats
- KU3.** properties of metals, common kinds and shape
- KU4.** the relationship between art and other disciplines
- KU5.** use sheet metal machines, such as forming rolls, bar folder
- KU6.** how to create original objects of art in any specific medium
- KU7.** use of materials, tools and processes from a variety of media (printmaking, painting, sculpture, ceramic, photography)
- KU8.** knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning



## Qualification Pack

- KU9.** solutions to aesthetic and design problems
- KU10.** use of basic tools, techniques, and processes sufficient to work from concept to finished product
- KU11.** how to carry out planning, and maintain inventory levels
- KU12.** principles and characteristics of heat treatment
- KU13.** alternative approaches to the making of traditional or innovative two- and, at times, three-dimensional images.
- KU14.** how to select appropriate media relative to concepts and forms of art
- KU15.** the principles of design are used in various works of art.
- KU16.** working vocabulary associated with the analysis and interpretation of works and architecture
- KU17.** key theoretical debates within the discipline of contemporary art practice
- KU18.** how to defend visual projects through individual and group critiques
- KU19.** best practice on health, safety, well-being and environmental management as they relate to the work environment
- KU20.** assemble fittings and clean solder surface
- KU21.** use of cutting, layout, shaping , scrapping, and measuring tool
- KU22.** determining choices of media, technique, and composition for creating own work
- KU23.** how to source raw materials
- KU24.** create an assemblage from deconstructing and organizing found objects and other materials

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** plan and organize the art lessons to achieve targets and deadlines
- GS2.** create art using various mediums, the types of structures/functions involved
- GS3.** explain how colors, shapes, emotions, ideas and techniques
- GS4.** analyze needs, requirements and dependencies of the learners
- GS5.** maintain files art records, artworks and art portfolios of learners
- GS6.** assigning and grading projects and examinations.
- GS7.** communicate clearly and respectfully
- GS8.** recording and reporting on learners' progress
- GS9.** plan and prioritise tasks for effective time-management
- GS10.** provide art supplies and materials to students
- GS11.** monitoring inventory and sourcing art supplies, as needed
- GS12.** contribute to teaching, research, and learning activities in artistic fields
- GS13.** ability to explore the expressive possibilities of various media, and the diverse conceptual modes available to the painter
- GS14.** be attentive and responsive to themes in the learners' art that suggest distress in their personal lives
- GS15.** plan and present art contests, displays and exhibitions
- GS16.** organise field trips to museums and art galleries



## Qualification Pack

**GS17.** arrange exhibitions of student artwork for a school or the local community.

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Select the right tools to create art work</i>	<b>12</b>	<b>70</b>	-	-
<b>PC1.</b> experiment with various surfaces	4	-	-	-
<b>PC2.</b> explore a wide variety of strokes and mark-making using different qualities of materials	4	-	-	-
<b>PC3.</b> explain different qualities and selection of materials based on different surfaces	4	-	-	-
<i>Pick the right blending tools and erasers</i>	<b>18</b>	-	-	-
<b>PC4.</b> identify and select the right tools for blending the work as per the medium selected	4	-	-	-
<b>PC5.</b> identify and apply a different kinds of erasers as per the surface selected	4	-	-	-
<b>PC6.</b> justify the choice of technique on various surfaces	4	-	-	-
<b>PC7.</b> analyse the work of different artists and their choice of medium to create art	3	-	-	-
<b>PC8.</b> apply the basics of colors blending and creation techniques in creating art work	3	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0543
<b>NOS Name</b>	Select which materials to use on the basis of color, texture, strength, and other criteria
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Film, Television, Radio, Advertising, Media and Entertainment
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	24/02/2027
<b>NSQF Clearance Date</b>	24/02/2022

## Qualification Pack

### MES/N0544: Shape, join, or cut materials for a final product

#### Description

This NOS covers the knowledge and skills required to shape, join, or cut materials for a final artwork using various mediums and techniques. It covers the comprehension of materials and the kind of moulds or casts which need to be prepared to enable the artists to mould them aesthetically

#### Scope

The scope covers the following :

- Processing materials
- Make master dyes and moulds

#### Elements and Performance Criteria

##### *Processing materials*

To be competent, the user/individual on the job must be able to:

- PC1.** demonstrate correct techniques for shaping, cutting and joining different materials
- PC2.** apply design elements and safety procedures while working with different materials
- PC3.** explain different properties of materials used to make art work
- PC4.** employ finishing processes to modify the surfaces of materials

##### *Make Master Dyes and Moulds*

To be competent, the user/individual on the job must be able to:

- PC5.** identify and describe types of molds and dies for selected materials.
- PC6.** demonstrate various techniques to create casts, molds and dies.
- PC7.** execute the selected design on the raw material from the range of materials available
- PC8.** prepare individual design pieces and solder them onto the main framework.

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** use various building techniques through experimentation and trial and error.
- KU2.** basic principles of design and color, concepts, media and formats
- KU3.** properties of metals, common kinds and shape
- KU4.** the relationship between art and other disciplines
- KU5.** use sheet metal machines, such as forming rolls, bar folder
- KU6.** how to create original objects of art in any specific medium
- KU7.** use of materials, tools and processes from a variety of media (printmaking, painting, sculpture, ceramic, photography)
- KU8.** knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning

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- KU9.** solutions to aesthetic and design problems
- KU10.** use of basic tools, techniques, and processes sufficient to work from concept to finished product
- KU11.** how to carry out planning, and maintain inventory levels
- KU12.** principles and characteristics of heat treatment
- KU13.** alternative approaches to the making of traditional or innovative two- and, at times, three-dimensional images.
- KU14.** how to select appropriate media relative to concepts and forms of art
- KU15.** the principles of design are used in various works of art.
- KU16.** working vocabulary associated with the analysis and interpretation of works and architecture
- KU17.** key theoretical debates within the discipline of contemporary art practice
- KU18.** how to defend visual projects through individual and group critiques
- KU19.** best practice on health, safety, well-being and environmental management as they relate to the work environment
- KU20.** assemble fittings and clean solder surface
- KU21.** use of cutting, layout, shaping , scrapping, and measuring tool
- KU22.** determining choices of media, technique, and composition for creating own work
- KU23.** how to source raw materials
- KU24.** create an assemblage from deconstructing and organizing found objects and other materials

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** plan and organize the art lessons to achieve targets and deadlines
- GS2.** create art using various mediums, the types of structures/functions involved
- GS3.** explain how colors, shapes, emotions, ideas and techniques
- GS4.** analyze needs, requirements and dependencies of the learners
- GS5.** maintain files art records, artworks and art portfolios of learners
- GS6.** assigning and grading projects and examinations.
- GS7.** communicate clearly and respectfully
- GS8.** recording and reporting on learners' progress
- GS9.** plan and prioritise tasks for effective time-management
- GS10.** provide art supplies and materials to students
- GS11.** monitoring inventory and sourcing art supplies, as needed
- GS12.** contribute to teaching, research, and learning activities in artistic fields
- GS13.** ability to explore the expressive possibilities of various media, and the diverse conceptual modes available to the painter
- GS14.** be attentive and responsive to themes in the learners' art that suggest distress in their personal lives
- GS15.** plan and present art contests, displays and exhibitions
- GS16.** organise field trips to museums and art galleries



## Qualification Pack

**GS17.** arrange exhibitions of student artwork for a school or the local community.

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Processing materials</i>	<b>14</b>	<b>70</b>	-	-
<b>PC1.</b> demonstrate correct techniques for shaping, cutting and joining different materials	3	-	-	-
<b>PC2.</b> apply design elements and safety procedures while working with different materials	4	-	-	-
<b>PC3.</b> explain different properties of materials used to make art work	4	-	-	-
<b>PC4.</b> employ finishing processes to modify the surfaces of materials	3	-	-	-
<i>Make Master Dies and Moulds</i>	<b>16</b>	-	-	-
<b>PC5.</b> identify and describe types of molds and dies for selected materials.	4	-	-	-
<b>PC6.</b> demonstrate various techniques to create casts, molds and dies.	4	-	-	-
<b>PC7.</b> execute the selected design on the raw material from the range of materials available	4	-	-	-
<b>PC8.</b> prepare individual design pieces and solder them onto the main framework.	4	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0544
<b>NOS Name</b>	Shape, join, or cut materials for a final product
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Film, Television, Radio, Advertising, Media and Entertainment
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	24/02/2027
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### MES/N0107: Develop and maintain portfolio

#### Description

This unit is about exploring the opportunity to work in media & entertainment industry as artistic professional.

#### Elements and Performance Criteria

##### *Create portfolio*

To be competent, the user/individual on the job must be able to:

- PC1.** prepare portfolio, recording, show reel, etc.,
- PC2.** choose best headshots and performance shots to showcase
- PC3.** create unique portfolio which speaks to a range of audiences
- PC4.** apply social media network like youtube / linkedin for promotional purposes

##### *Approach industry to avail opportunities*

To be competent, the user/individual on the job must be able to:

- PC5.** promote themselves through networking
- PC6.** approach associations for becoming a member
- PC7.** approach clients (producers /casting directors / dance director etc.) in a professional manner
- PC8.** be on time and in suggested dress for audition / presentation
- PC9.** be ready to cold-read as per project requirement(s) in line with the expertise
- PC10.** be ready for presentation /screen test, voice test etc., wherever required during audition/interviewing
- PC11.** negotiate for remuneration of contract / work order aligned with the assignments
- PC12.** recognize common components of an assignment contract including term and duration of project
- PC13.** collaborate with others to determine technical details of production

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** brand value of the business /production houses
- KU2.** relevant designing / distribution policy of India
- KU3.** relevant guidelines defined by Government like broadcasting guideline of Ministry of Information and Broadcasting
- KU4.** legal framework pertaining to design, film, television etc.
- KU5.** how to familiarize with the content of the assignments (design /script etc.)
- KU6.** industry personnel and terminology, interview, audition and screen test processes and the role of agents, contracts, payments, insurance.
- KU7.** how to negotiate a professional contract for his services, including an understanding of payments, taxation, convergence rate and other legal matters

## Qualification Pack

- KU8.** about the risk involved in getting work orders in case of freelancing
- KU9.** how to update of portfolio in line with change in technology vs increase in experience.
- KU10.** relevant industry association / forum whom individual will approach while in professional trouble
- KU11.** role of marketing and distribution in ensuring the chances of commercial success, including the role of individuals involvement
- KU12.** principles and methods for showing, promoting, and selling products or services, including, marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- KU13.** arrangements and equipment for a design / shoot, whether lab or studio set or location, indoors or outdoors, with regard to set, premises, cameras, lighting, set furniture and props, costumes and makeup.
- KU14.** business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources
- KU15.** media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain via written, oral, and visual media.
- KU16.** principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- KU17.** responsibility of each person on the production floor as they affect the individual performance.
- KU18.** process of dubbing and voice-over work etc. wherever applicable
- KU19.** performance in a local language when required

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and study the assignments and remember lines and actions of the task performed / character portrayed
- GS2.** be patient while designing / costuming, makeup and other preparatory work suited the profile for the test
- GS3.** take suggestions from the client to effectively perform the task / portray the character.
- GS4.** respect and consult with other associates on the production floor to ensure each is helping to create their best performances according to the clients vision
- GS5.** developing constructive and cooperative working relationships with others, and maintaining them
- GS6.** understand the creative vision of the clients (Director/ Script writer and Producer) as appropriate
- GS7.** improvise speech and activity when necessary during performance
- GS8.** ability to communicate information and ideas in speaking so others will understand
- GS9.** ability to communicate information and ideas in speaking so others will understand
- GS10.** ability to listen to and understand information and ideas presented through spoken words and sentences



## Qualification Pack

- GS11.** decide on whether to opt for work order or not
- GS12.** plan, prepare and practice performance in accordance to the role being assigned for
- GS13.** work on the areas of improvement identified/highlighted in line with the contract / assignments
- GS14.** assess if the role meets his/her capabilities and skill-sets
- GS15.** critically appraise quality of own performance to identify issues
- GS16.** check that your own work meets customer/project requirements

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Create portfolio</i>	<b>8</b>	<b>24</b>	-	-
<b>PC1.</b> prepare portfolio, recording, show reel, etc.,	2	6	-	-
<b>PC2.</b> choose best headshots and performance shots to showcase	2	6	-	-
<b>PC3.</b> create unique portfolio which speaks to a range of audiences	2	6	-	-
<b>PC4.</b> apply social media network like youtube / linkedin for promotional purposes	2	6	-	-
<i>Approach industry to avail opportunities</i>	<b>18</b>	<b>50</b>	-	-
<b>PC5.</b> promote themselves through networking	2	6	-	-
<b>PC6.</b> approach associations for becoming a member	2	6	-	-
<b>PC7.</b> approach clients (producers /casting directors / dance director etc.) in a professional manner	2	6	-	-
<b>PC8.</b> be on time and in suggested dress for audition / presentation	2	6	-	-
<b>PC9.</b> be ready to cold-read as per project requirement(s) in line with the expertise	2	6	-	-
<b>PC10.</b> be ready for presentation /screen test, voice test etc., wherever required during audition/interviewing	2	6	-	-
<b>PC11.</b> negotiate for remuneration of contract / work order aligned with the assignments	2	4	-	-
<b>PC12.</b> recognize common components of an assignment contract including term and duration of project	2	6	-	-
<b>PC13.</b> collaborate with others to determine technical details of production	2	4	-	-
<b>NOS Total</b>	<b>26</b>	<b>74</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0107
<b>NOS Name</b>	Develop and maintain portfolio
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Radio, Advertising
<b>Occupation</b>	Acting
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/12/2021
<b>Next Review Date</b>	24/02/2027
<b>NSQ Clearance Date</b>	24/02/2022

## Qualification Pack

### MES/N0104: Maintain Workplace Health & Safety

#### Description

This OS unit is about contributing towards maintaining a healthy, safe and secure working environment

#### Elements and Performance Criteria

##### *Understanding the health, safety and security risks prevalent in the workplace*

To be competent, the user/individual on the job must be able to:

- PC1.** understand and comply with the organizations current health, safety and security policies and procedures
- PC2.** understand the safe working practices pertaining to own occupation
- PC3.** understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises
- PC4.** participate in organization health and safety knowledge sessions and drills

##### *Knowing the people responsible for health and safety and the resources available*

To be competent, the user/individual on the job must be able to:

- PC5.** identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency
- PC6.** identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms

##### *Identifying and reporting risks*

To be competent, the user/individual on the job must be able to:

- PC7.** identify aspects of your workplace that could cause potential risk to own and others health and safety
- PC8.** ensure own personal health and safety, and that of others in the workplace through precautionary measures
- PC9.** identify and recommend opportunities for improving health, safety, and security to the designated person
- PC10.** report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected

##### *Complying with procedures in the event of an emergency*

To be competent, the user/individual on the job must be able to:

- PC11.** follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard
- PC12.** identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

## Qualification Pack

- KU1.** Organizations norms and policies relating to health and safety
- KU2.** Government norms and policies regarding health and safety and related emergency procedures
- KU3.** Limits of authority while dealing with risks/ hazards
- KU4.** The importance of maintaining high standards of health and safety at a workplace
- KU5.** The different types of health and safety hazards in a workplace
- KU6.** Safe working practices for own job role
- KU7.** Evacuation procedures and other arrangements for handling risks
- KU8.** Names and contact numbers of people responsible for health and safety in a workplace
- KU9.** How to summon medical assistance and the emergency services, where necessary
- KU10.** Vendors or manufacturers instructions for maintaining health and safety while using equipment, systems and/or machines

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** how to write and provide feedback regarding health and safety to the concerned people
- GS2.** how to write and highlight potential risks or report a hazard to the concerned people
- GS3.** read instructions, policies, procedures and norms relating to health and safety
- GS4.** highlight potential risks and report hazards to the designated people
- GS5.** listen and communicate information with all anyone concerned or affected
- GS6.** make decisions on a suitable course of action or plan
- GS7.** plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS8.** apply problem solving approaches in different situations
- GS9.** understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority
- GS10.** apply balanced judgments in different situations
- GS11.** How to write and provide feedback regarding health and safety to the concerned people
- GS12.** How to write and highlight potential risks or report a hazard to the concerned people
- GS13.** Read instructions, policies, procedures and norms relating to health and safety
- GS14.** Highlight potential risks and report hazards to the designated people
- GS15.** Listen and communicate information with all anyone concerned or affected
- GS16.** Make decisions on a suitable course of action or plan
- GS17.** Plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS18.** Apply problem solving approaches in different situations
- GS19.** build and maintain positive and effective relationships with colleges and customers
- GS20.** analyze data and activities
- GS21.** Understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority





**GS22.** Apply balanced judgments in different situations

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding the health, safety and security risks prevalent in the workplace</i>	<b>15</b>	<b>15</b>	-	-
<b>PC1.</b> understand and comply with the organizations current health, safety and security policies and procedures	5	5	-	-
<b>PC2.</b> understand the safe working practices pertaining to own occupation	5	5	-	-
<b>PC3.</b> understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises	3	2	-	-
<b>PC4.</b> participate in organization health and safety knowledge sessions and drills	2	3	-	-
<i>Knowing the people responsible for health and safety and the resources available</i>	<b>10</b>	<b>10</b>	-	-
<b>PC5.</b> identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	5	5	-	-
<b>PC6.</b> identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	5	5	-	-
<i>Identifying and reporting risks</i>	<b>18</b>	<b>17</b>	-	-
<b>PC7.</b> identify aspects of your workplace that could cause potential risk to own and others health and safety	5	5	-	-
<b>PC8.</b> ensure own personal health and safety, and that of others in the workplace through precautionary measures	5	5	-	-
<b>PC9.</b> identify and recommend opportunities for improving health, safety, and security to the designated person	3	2	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected	5	5	-	-
<i>Complying with procedures in the event of an emergency</i>	<b>7</b>	<b>8</b>	-	-
<b>PC11.</b> follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard	5	5	-	-
<b>PC12.</b> identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority	2	3	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0104
<b>NOS Name</b>	Maintain Workplace Health & Safety
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Animation, Gaming, Radio, Advertising
<b>Occupation</b>	Ad sales/Account Management/Scheduling/Traffic
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/12/2021
<b>Next Review Date</b>	24/02/2027
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### DGT/VSQ/N0101: Employability Skills (30 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

**PC1.** understand the significance of employability skills in meeting the job requirements

##### *Constitutional values - Citizenship*

To be competent, the user/individual on the job must be able to:

**PC2.** identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

**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.

##### *Basic English Skills*

To be competent, the user/individual on the job must be able to:

**PC4.** speak with others using some basic English phrases or sentences

##### *Communication Skills*

To be competent, the user/individual on the job must be able to:

**PC5.** follow good manners while communicating with others

**PC6.** work with others in a team

## Qualification Pack

### *Diversity & Inclusion*

To be competent, the user/individual on the job must be able to:

**PC7.** communicate and behave appropriately with all genders and PwD

**PC8.** report any issues related to sexual harassment

### *Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

**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

### *Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

**PC12.** operate digital devices and use its features and applications securely and safely

**PC13.** use internet and social media platforms securely and safely

### *Entrepreneurship*

To be competent, the user/individual on the job must be able to:

**PC14.** identify and assess opportunities for potential business

**PC15.** identify sources for arranging money and associated financial and legal challenges

### *Customer Service*

To be competent, the user/individual on the job must be able to:

**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*

To be competent, the user/individual on the job must be able to:

**PC19.** create a basic biodata

**PC20.** search for suitable jobs and apply

**PC21.** identify and register apprenticeship opportunities as per requirement

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use basic spoken English language

**KU6.** Do and dont of effective communication

**KU7.** inclusivity and its importance

**KU8.** different types of disabilities and appropriate communication and behaviour towards PwD

**KU9.** different types of financial products and services

## Qualification Pack

- KU10.** how to compute income and expenses
- KU11.** importance of maintaining safety and security in financial transactions
- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC2.</b> identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC3.</b> 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>	<b>2</b>	<b>3</b>	-	-
<b>PC4.</b> speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC5.</b> follow good manners while communicating with others	-	-	-	-
<b>PC6.</b> work with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC7.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC8.</b> report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use various financial products and services safely and securely	-	-	-	-



## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> calculate income, expenses, savings etc.	-	-	-	-
<b>PC11.</b> approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	<b>4</b>	<b>6</b>	-	-
<b>PC12.</b> operate digital devices and use its features and applications securely and safely	-	-	-	-
<b>PC13.</b> use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	<b>3</b>	<b>5</b>	-	-
<b>PC14.</b> identify and assess opportunities for potential business	-	-	-	-
<b>PC15.</b> identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	<b>2</b>	<b>2</b>	-	-
<b>PC16.</b> identify different types of customers	-	-	-	-
<b>PC17.</b> identify customer needs and address them appropriately	-	-	-	-
<b>PC18.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>1</b>	<b>3</b>	-	-
<b>PC19.</b> create a basic biodata	-	-	-	-
<b>PC20.</b> search for suitable jobs and apply	-	-	-	-
<b>PC21.</b> identify and register apprenticeship opportunities as per requirement	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0101
<b>NOS Name</b>	Employability Skills (30 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	2
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/09/2024
<b>NSQC Clearance Date</b>	30/09/2021

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

## Qualification Pack

### Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

### Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MES/N0541. Use techniques such as knitting, weaving, glassblowing, painting, drawing, and sculpting	36	64	0	0	100	20
MES/N0542. Create sketches, templates, or models to guide their work	30	70	0	0	100	15
MES/N0543. Select which materials to use on the basis of color, texture, strength, and other criteria	30	70	0	0	100	20
MES/N0544. Shape, join, or cut materials for a final product	30	70	0	0	100	15
MES/N0107. Develop and maintain portfolio	26	74	-	-	100	10
MES/N0104. Maintain Workplace Health & Safety	50	50	-	-	100	10
DGT/VSQ/N0101. Employability Skills (30 Hours)	20	30	0	0	50	10
<b>Total</b>	<b>222</b>	<b>428</b>	<b>0</b>	<b>0</b>	<b>650</b>	<b>100</b>



## Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.