Qualification Pack

Graphic Designer Assistant

QP Code: MSME/MES/Q4501

Version: 1.0

NSQF Level: 3

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Contents

MSME/MES/Q4501: Graphic Designer Assistant

Brief Job Description

Using the Illustrator software create a graphics & Modify according to creative head. Qualified leaner to get a job in Photo studio, advertising/media company or become an entrepreneur.

Personal Attributes

Using the Illustrator software create a graphics & Modify according to creative head. Qualified leaner to get a job in Photo studio, advertising/media company or become an entrepreneur.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. MSME/MES/N4503: Gain insight into Computer Graphics

2. MSME/MES/N4502: Attain knowledge of Computer Illustrations

3. MSME/MES/N4501: Basic Understanding of Concept Art

4. MSME/MES/N4504: Employability skills

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Media and Entertainment
Occupation	Graphic Design
Country	India
NSQF Level	3
Credits	13
Aligned to NCO/ISCO/ISIC Code	Graphic Designer
Minimum Educational Qualification & Experience	10th grade pass (10th Pass or Equivalent) with NA of experience

Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	15 Years
Last Reviewed On	NA
Next Review Date	30/04/2027
NSQC Approval Date	30/04/2024
Version	1.0
Reference code on NQR	NCVET-QG-03-ME-02415-2024-V1-MSME
NQR Version	1.0

MSME/MES/N4503: Gain insight into Computer Graphics

Description

Beginner Level: Graphic Design Intern Junior Graphic Designer Production Assistant

Scope

The scope covers the following :

- Beginner Level:
- Graphic Design Intern
- Junior Graphic Designer
- Production Assistant

Elements and Performance Criteria

MSME/GDA/03 Gain insight into Computer Graphics

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

PC1. Learners should know the basics of computer graphics.
PC2. Learners should be able to use software for creating graphics.
PC3. Learners should be able to install relevant software.
PC4. Learners should know how to set up the software on their computer.
PC5. Learners should be able to navigate the workspace easily.
PC6. Learners should know how to create new documents accurately.
PC7. Learners should know the differences between Mac and Windows platforms.
PC8. Learners should be comfortable working on both platforms.
PC9. Learners should be proficient in using artboards.
PC10. Learners should know how to manage multiple artboards effectively.
PC11. Learners should customize panels and toolbar for better workflow.
PC12. Learners should master keyboard shortcuts for quicker work.
PC13. Learners should efficiently use different workspaces.
PC14. Learners should adjust interface settings according to their preferences.
PC15. Learners should manage multiple documents at once.
PC16. Learners should configure tab preferences for convenience.
PC17. Learners should know about various file types used in graphics.
PC18. Learners should review different image formats like RAW.
PC19. Learners should effectively use selection tools.
PC20. Learners should know how to modify and scale selections accurately.
PC21. Learners should use advanced selection tools effectively.
PC22. • Learners should be able to use features like Select Subject and Select and Mask
  • proficiently.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MSME/GDA/03 Gain insight into Computer Graphics	-	**100**	-	-
PC1. Learners should know the basics of computer graphics.	-	-	-	-
PC2. Learners should be able to use software for creating graphics.	-	-	-	-
PC3. Learners should be able to install relevant software.	-	-	-	-
PC4. Learners should know how to set up the software on their computer.	-	-	-	-
PC5. Learners should be able to navigate the workspace easily.	-	-	-	-
PC6. Learners should know how to create new documents accurately.	-	-	-	-
PC7. Learners should know the differences between Mac and Windows platforms.	-	-	-	-
PC8. Learners should be comfortable working on both platforms.	-	-	-	-
PC9. Learners should be proficient in using artboards.	-	-	-	-
PC10. Learners should know how to manage multiple artboards effectively.	-	-	-	-
PC11. Learners should customize panels and toolbar for better workflow.	-	-	-	-
PC12. Learners should master keyboard shortcuts for quicker work.	-	-	-	-
PC13. Learners should efficiently use different workspaces.	-	-	-	-
PC14. Learners should adjust interface settings according to their preferences.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. Learners should manage multiple documents at once.	-	-	-	-
PC16. Learners should configure tab preferences for convenience.	-	-	-	-
PC17. Learners should know about various file types used in graphics.	-	-	-	-
PC18. Learners should review different image formats like RAW.	-	-	-	-
PC19. Learners should effectively use selection tools.	-	-	-	-
PC20. Learners should know how to modify and scale selections accurately.	-	-	-	-
PC21. Learners should use advanced selection tools effectively.	-	-	-	-
PC22. • Learners should be able to use features like Select Subject and Select and Mask • proficiently.	-	-	-	-
NOS Total	-	**100**	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N4503
NOS Name	Gain insight into Computer Graphics
Sector	Media & Entertainment
Sub-Sector	
Occupation	Graphic Design
NSQF Level	3
Credits	5
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024

MSME/MES/N4502: Attain knowledge of Computer Illustrations

Description

Upon successful completion of the Art and Illustration course, students will emerge as proficient artists with a focused expertise in the field of illustration.

Scope

The scope covers the following :

- Upon successful completion of the Art and Illustration course, students will emerge as proficient artists with
- a focused expertise in the field of illustration.

Elements and Performance Criteria

MSME/GDA/02 Attain knowledge of Computer Illustrations

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

PC1. Learners should be good at drawing, painting, and using digital tools.

PC2. Learners should understand basic art elements like lines, shapes, and colors.

PC3. Learners should express their ideas and feelings in their art.

PC4. Learners should use their imagination to create unique artwork.

PC5. Learners should share their ideas visually.

PC6. • Learners should make their artwork easy to understand using symbols and simple • designs.

PC7. Learners should come up with creative ideas for their art.

PC8. Learners should turn their ideas into pictures or sculptures.

PC9. Learners should get ideas from different places like books or nature.

PC10. Learners should learn about different cultures to inspire their artwork.

PC11. Learners should find creative solutions to artistic problems.

PC12. Learners should learn from mistakes and improve their art.

PC13. Learners should present their artwork neatly.

PC14. Learners should know how to display their art in different settings.

PC15. • Learners should think about what they did well and what they could improve in their • art.

PC16. Learners should be open to feedback from others.

PC17. Learners should understand how culture influences art.

PC18. Learners should think about fairness and honesty in their art.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MSME/GDA/02 Attain knowledge of Computer Illustrations	-	**100**	-	-
PC1. Learners should be good at drawing, painting, and using digital tools.	-	-	-	-
PC2. Learners should understand basic art elements like lines, shapes, and colors.	-	-	-	-
PC3. Learners should express their ideas and feelings in their art.	-	-	-	-
PC4. Learners should use their imagination to create unique artwork.	-	-	-	-
PC5. Learners should share their ideas visually.	-	-	-	-
PC6. • Learners should make their artwork easy to understand using symbols and simple • designs.	-	-	-	-
PC7. Learners should come up with creative ideas for their art.	-	-	-	-
PC8. Learners should turn their ideas into pictures or sculptures.	-	-	-	-
PC9. Learners should get ideas from different places like books or nature.	-	-	-	-
PC10. Learners should learn about different cultures to inspire their artwork.	-	-	-	-
PC11. Learners should find creative solutions to artistic problems.	-	-	-	-
PC12. Learners should learn from mistakes and improve their art.	-	-	-	-
PC13. Learners should present their artwork neatly.	-	-	-	-
PC14. Learners should know how to display their art in different settings.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. • Learners should think about what they did well and what they could improve in their • art.	-	-	-	-
PC16. Learners should be open to feedback from others.	-	-	-	-
PC17. Learners should understand how culture influences art.	-	-	-	-
PC18. Learners should think about fairness and honesty in their art.	-	-	-	-
NOS Total	**-**	**100**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N4502
NOS Name	Attain knowledge of Computer Illustrations
Sector	Media & Entertainment
Sub-Sector	
Occupation	Graphic Design
NSQF Level	3
Credits	5
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024

MSME/MES/N4501: Basic Understanding of Concept Art

Description

Upon successfully completing the Art Foundation course, students will emerge with a well-rounded and versatile foundation in the world of visual arts.

Scope

The scope covers the following :

- Upon successfully completing the Art Foundation course, students will emerge with a well-rounded and
- versatile foundation in the world of visual arts.

Elements and Performance Criteria

MSME/GDA/01 Basic Understanding of Concept Art

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

PC1. Learners should come up with original ideas.

PC2. Learners should try to think differently to solve artistic and design problems.

PC3. Learners should be good at using art and design tools.

PC4. Learners should be comfortable with drawing, painting, and using digital media.

PC5. Learners should be able to express their ideas through visuals.

PC6. • Learners should use colors, shapes, and composition to share their thoughts
• effectively.

PC7. Learners should develop their ideas into clear concepts for their artworks.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MSME/GDA/01 Basic Understanding of Concept Art	**100**	-	-	-
PC1. Learners should come up with original ideas.	-	-	-	-
PC2. Learners should try to think differently to solve artistic and design problems.	-	-	-	-
PC3. Learners should be good at using art and design tools.	-	-	-	-
PC4. Learners should be comfortable with drawing, painting, and using digital media.	-	-	-	-
PC5. Learners should be able to express their ideas through visuals.	-	-	-	-
PC6. • Learners should use colors, shapes, and composition to share their thoughts • effectively.	-	-	-	-
PC7. Learners should develop their ideas into clear concepts for their artworks.	-	-	-	-
NOS Total	**100**	-	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N4501
NOS Name	Basic Understanding of Concept Art
Sector	Media & Entertainment
Sub-Sector	
Occupation	Graphic Design
NSQF Level	3
Credits	2
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024

MSME/MES/N4504: Employability skills

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 getting ready for jobs and apprenticeship.

Scope

The scope covers the following :

- 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 getting ready for jobs and apprenticeship.

Elements and Performance Criteria

MSME/ES/01 Employability Skills

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

PC1. Discuss the importance of Employability Skills in meeting the job requirements.

PC2. • Explain constitutional values, civic rights, duties, citizenship, responsibility towards • society etc. that are required to be followed to become a responsible citizen.

PC3. Show how to practice different environmentally sustainable practices.

PC4. Discuss 21st century skills.

PC5. • Display positive attitude, self -motivation, problem solving, time management skills • and continuous learning mindset in different situations.

PC6. Use appropriate basic English sentences/phrases while speaking.

PC7. Demonstrate how to communicate in a well -mannered way with others.

PC8. Demonstrate working with others in a team.

PC9. Show how to conduct oneself appropriately with all genders and PwD

PC10. Discuss the significance of reporting sexual harassment issues in time

PC11. Discuss the significance of using financial products and services safely and securely

PC12. Explain the importance of managing expenses, income, and savings.

PC13. • Explain the significance of approaching the concerned authorities in time for any • exploitation as per legal rights and laws.

PC14. • Show how to operate digital devices and use the associated applications and • features, safely and securely.

PC15. • Discuss the significance of using internet for browsing, accessing social media • platforms, safely and Securely

PC16. • Discuss the need for identifying opportunities for potential business, sources for • arranging money and potential legal and financial challenges.

PC17. Differentiate between types of customers

PC18. Explain the significance of identifying customer needs and addressing them.

PC19. Discuss the significance of maintaining hygiene and dressing appropriately.

PC20. Create a biodata

PC21. Use various sources to search and apply for jobs

PC22. • Discuss the significance of dressing up neatly and maintaining hygiene for an
• interview

PC23. Discuss how to search and register for apprenticeship opportunities

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MSME/ES/01 Employability Skills	**100**	-	-	-
PC1. Discuss the importance of Employability Skills in meeting the job requirements.	-	-	-	-
PC2. • Explain constitutional values, civic rights, duties, citizenship, responsibility towards • society etc. that are required to be followed to become a responsible citizen.	-	-	-	-
PC3. Show how to practice different environmentally sustainable practices.	-	-	-	-
PC4. Discuss 21st century skills.	-	-	-	-
PC5. • Display positive attitude, self -motivation, problem solving, time management skills • and continuous learning mindset in different situations.	-	-	-	-
PC6. Use appropriate basic English sentences/phrases while speaking.	-	-	-	-
PC7. Demonstrate how to communicate in a well -mannered way with others.	-	-	-	-
PC8. Demonstrate working with others in a team.	-	-	-	-
PC9. Show how to conduct oneself appropriately with all genders and PwD	-	-	-	-
PC10. Discuss the significance of reporting sexual harassment issues in time	-	-	-	-
PC11. Discuss the significance of using financial products and services safely and securely	-	-	-	-
PC12. Explain the importance of managing expenses, income, and savings.	-	-	-	-
PC13. • Explain the significance of approaching the concerned authorities in time for any • exploitation as per legal rights and laws.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC14. • Show how to operate digital devices and use the associated applications and • features, safely and securely.	-	-	-	-
PC15. • Discuss the significance of using internet for browsing, accessing social media • platforms, safely and Securely	-	-	-	-
PC16. • Discuss the need for identifying opportunities for potential business, sources for • arranging money and potential legal and financial challenges.	-	-	-	-
PC17. Differentiate between types of customers	-	-	-	-
PC18. Explain the significance of identifying customer needs and addressing them.	-	-	-	-
PC19. Discuss the significance of maintaining hygiene and dressing appropriately.	-	-	-	-
PC20. Create a biodata	-	-	-	-
PC21. Use various sources to search and apply for jobs	-	-	-	-
PC22. • Discuss the significance of dressing up neatly and maintaining hygiene for an • interview	-	-	-	-
PC23. Discuss how to search and register for apprenticeship opportunities	-	-	-	-
NOS Total	**100**	-	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N4504
NOS Name	Employability skills
Sector	Media & Entertainment
Sub-Sector	
Occupation	Graphic Design
NSQF Level	3
Credits	1
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

As per QP

Minimum Aggregate Passing % at QP Level : 40

(**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

Qualification Pack

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MSME/MES/N4503.Gain insight into Computer Graphics	-	100	-	-	100	20
MSME/MES/N4502.Attain knowledge of Computer Illustrations	-	100	-	-	100	20
MSME/MES/N4501.Basic Understanding of Concept Art	100	-	-	-	100	20
MSME/MES/N4504.Employability skills	100	-	-	-	100	40
Total	**200**	**200**	**-**	**-**	**400**	**100**

Acronyms

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

Glossary

Sector	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.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	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.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	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.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	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.
Scope	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.

Knowledge and Understanding (KU)	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.
Organisational Context	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.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	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.
Electives	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.
Options	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.