Graphics & Web Designer Assistant

QP Code: MSME/MES/Q4601

Version: 1.0

NSQF Level: 4

MSME TECHNOLOGY CENTRE ||
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Contents

Qualification Pack

MSME/MES/Q4601: Graphics & Web Designer Assistant

Brief Job Description

Learners can perform Computer Generated Imagery,UI Design, UX Design,Website Designing,Front-End & Back-End Development.

Personal Attributes

Learners can perform Computer Generated Imagery,UI Design, UX Design,Website Designing,Front-End & Back-End Development..

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. MSME/MES/N4608: Mastering the fundamentals of Art and Illustration

2. MSME/MES/N4607: Mastering the fundamentals of Art and Illustration

3. MSME/MES/N4605: Understanding to Work with Figma & Adobe XD

4. MSME/MES/N4604: Understand and develop a website

5. MSME/MES/N4603: Acquire proficiency in Computer Graphics

6. MSME/MES/N4606: Employability Skills 09

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Media and Entertainment
Occupation	Graphic / web Design
Country	India
NSQF Level	4
Credits	20
Aligned to NCO/ISCO/ISIC Code	2166.0201

Minimum Educational Qualification & Experience	12th grade Pass with NA of experience OR Completed 2nd year of the 3-year diploma after 10 with NA of experience OR 10th grade pass and pursuing continuous schooling (10th grade pass and pursuing continuous schooling (for 2 year program)) with NA of experience OR 11th grade pass (11th Grade Pass and pursuing continuous schooling.) with NA of experience OR Previous relevant Qualification of NSQF Level (NSQF Level 3.0) with 3 Years of experience OR Previous relevant Qualification of NSQF Level (NSQF Level 3.5) with 1.5 years of experience
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	17 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-04-ME-02417-2024-V1-MSME
NQR Version	1.0

MSME/MES/N4608: Mastering the fundamentals of Art and Illustration

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/GWD/01 Mastering the fundamentals of Art and Illustration

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

PC1. • Learners should demonstrate proficiency in various art techniques,
• including drawing, painting, and digital media.

PC2. • Learners should have a strong command of technical aspects such as
• line, shape, color, texture, and composition in their chosen mediums.

PC3. • Learners should showcase their creativity and artistic expression in
• their work.

PC4. • They should be able to express their ideas, emotions, and concepts
• through their artwork effectively.

PC5. • Learners should effectively communicate their messages and concepts
• visually.

PC6. • They should be able to use visual language, symbols, and design
• principles to convey ideas and emotions clearly and engagingly.

PC7. • Learners should demonstrate the ability to develop and expand on
• creative concepts and ideas.

PC8. • They should be skilled in conceptual thinking and translating abstract
• ideas into visual artwork.

PC9. • Learners should incorporate research, reference materials, and
• inspiration into their work.

PC10. • They should be adept at researching historical, cultural, and
• contemporary influences in their art and illustration.

PC11. • Learners should exhibit effective problem-solving skills when faced with
• artistic challenges.

PC12. • They should develop the ability to find creative solutions to visual
• problems and obstacles.

PC13. • Learners should present their work professionally and effectively for
• exhibitions, portfolios, and client projects.

PC14. • They should be skilled in presenting their artwork in a manner that
• showcases professionalism and impact.

PC15. • Learners should actively participate in critiques and provide
• constructive feedback to peers.

PC16. • They should be able to critically evaluate their own work and the work
• of others, contributing to a constructive learning environment.

PC17. • Learners should demonstrate an understanding of cultural and ethical
• considerations in their work.

PC18. • They should be aware of cultural diversity, social issues, and ethical
• implications related to their art and illustration practice.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MSME/GWD/01 Mastering the fundamentals of Art and Illustration	-	**50**	-	-
PC1. • Learners should demonstrate proficiency in various art techniques, • including drawing, painting, and digital media.	-	-	-	-
PC2. • Learners should have a strong command of technical aspects such as • line, shape, color, texture, and composition in their chosen mediums.	-	-	-	-
PC3. • Learners should showcase their creativity and artistic expression in • their work.	-	-	-	-
PC4. • They should be able to express their ideas, emotions, and concepts • through their artwork effectively.	-	-	-	-
PC5. • Learners should effectively communicate their messages and concepts • visually.	-	-	-	-
PC6. • They should be able to use visual language, symbols, and design • principles to convey ideas and emotions clearly and engagingly.	-	-	-	-
PC7. • Learners should demonstrate the ability to develop and expand on • creative concepts and ideas.	-	-	-	-
PC8. • They should be skilled in conceptual thinking and translating abstract • ideas into visual artwork.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC9. • Learners should incorporate research, reference materials, and • inspiration into their work.	-	-	-	-
PC10. • They should be adept at researching historical, cultural, and • contemporary influences in their art and illustration.	-	-	-	-
PC11. • Learners should exhibit effective problem-solving skills when faced with • artistic challenges.	-	-	-	-
PC12. • They should develop the ability to find creative solutions to visual • problems and obstacles.	-	-	-	-
PC13. • Learners should present their work professionally and effectively for • exhibitions, portfolios, and client projects.	-	-	-	-
PC14. • They should be skilled in presenting their artwork in a manner that • showcases professionalism and impact.	-	-	-	-
PC15. • Learners should actively participate in critiques and provide • constructive feedback to peers.	-	-	-	-
PC16. • They should be able to critically evaluate their own work and the work • of others, contributing to a constructive learning environment.	-	-	-	-
PC17. • Learners should demonstrate an understanding of cultural and ethical • considerations in their work.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC18. • They should be aware of cultural diversity, social issues, and ethical • implications related to their art and illustration practice.	-	-	-	-
NOS Total	-	50	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N4608
NOS Name	Mastering the fundamentals of Art and Illustration
Sector	Media & Entertainment
Sub-Sector	
Occupation	Graphic / web Design
NSQF Level	4
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/N4607: Mastering the fundamentals of Art and Illustration

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/GWD/01 Mastering the fundamentals of Art and Illustration

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

PC1.
- Learners should demonstrate proficiency in various art techniques,
- including drawing, painting, and digital media.

PC2.
- Learners should have a strong command of technical aspects such as
- line, shape, color, texture, and composition in their chosen mediums.

PC3.
- Learners should showcase their creativity and artistic expression in
- their work.

PC4.
- They should be able to express their ideas, emotions, and concepts
- through their artwork effectively.

PC5.
- Learners should effectively communicate their messages and concepts
- visually.

PC6.
- They should be able to use visual language, symbols, and design
- principles to convey ideas and emotions clearly and engagingly.

PC7.
- Learners should demonstrate the ability to develop and expand on
- creative concepts and ideas.

PC8.
- They should be skilled in conceptual thinking and translating abstract
- ideas into visual artwork.

PC9.
- Learners should incorporate research, reference materials, and
- inspiration into their work.

PC10.
- They should be adept at researching historical, cultural, and
- contemporary influences in their art and illustration.

PC11.
- Learners should exhibit effective problem-solving skills when faced with
- artistic challenges.

PC12.
- They should develop the ability to find creative solutions to visual
- problems and obstacles.

PC13.
- Learners should present their work professionally and effectively for
- exhibitions, portfolios, and client projects.

PC14.
- They should be skilled in presenting their artwork in a manner that
- showcases professionalism and impact.

PC15. • Learners should actively participate in critiques and provide
• constructive feedback to peers.

PC16. • They should be able to critically evaluate their own work and the work
• of others, contributing to a constructive learning environment.

PC17. • Learners should demonstrate an understanding of cultural and ethical
• considerations in their work.

PC18. • They should be aware of cultural diversity, social issues, and ethical
• implications related to their art and illustration practice.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MSME/GWD/01 Mastering the fundamentals of Art and Illustration	**50**	-	-	-
PC1. • Learners should demonstrate proficiency in various art techniques, • including drawing, painting, and digital media.	-	-	-	-
PC2. • Learners should have a strong command of technical aspects such as • line, shape, color, texture, and composition in their chosen mediums.	-	-	-	-
PC3. • Learners should showcase their creativity and artistic expression in • their work.	-	-	-	-
PC4. • They should be able to express their ideas, emotions, and concepts • through their artwork effectively.	-	-	-	-
PC5. • Learners should effectively communicate their messages and concepts • visually.	-	-	-	-
PC6. • They should be able to use visual language, symbols, and design • principles to convey ideas and emotions clearly and engagingly.	-	-	-	-
PC7. • Learners should demonstrate the ability to develop and expand on • creative concepts and ideas.	-	-	-	-
PC8. • They should be skilled in conceptual thinking and translating abstract • ideas into visual artwork.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC9. • Learners should incorporate research, reference materials, and • inspiration into their work.	-	-	-	-
PC10. • They should be adept at researching historical, cultural, and • contemporary influences in their art and illustration.	-	-	-	-
PC11. • Learners should exhibit effective problem-solving skills when faced with • artistic challenges.	-	-	-	-
PC12. • They should develop the ability to find creative solutions to visual • problems and obstacles.	-	-	-	-
PC13. • Learners should present their work professionally and effectively for • exhibitions, portfolios, and client projects.	-	-	-	-
PC14. • They should be skilled in presenting their artwork in a manner that • showcases professionalism and impact.	-	-	-	-
PC15. • Learners should actively participate in critiques and provide • constructive feedback to peers.	-	-	-	-
PC16. • They should be able to critically evaluate their own work and the work • of others, contributing to a constructive learning environment.	-	-	-	-
PC17. • Learners should demonstrate an understanding of cultural and ethical • considerations in their work.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC18. • They should be aware of cultural diversity, social issues, and ethical • implications related to their art and illustration practice.	-	-	-	-
NOS Total	**50**	**-**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N4607
NOS Name	Mastering the fundamentals of Art and Illustration
Sector	Media & Entertainment
Sub-Sector	
Occupation	Graphic / web Design
NSQF Level	4
Credits	1
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024

MSME/MES/N4605: Understanding to Work with Figma & Adobe XD

Description

Understand User-Centered Design: Embrace the user-centered approach to design, putting user needs and preferences at the forefront of the design process.

Scope

The scope covers the following :

- Understand User-Centered Design: Embrace the user-centered approach to design,
- putting user needs and preferences at the forefront of the design process.

Elements and Performance Criteria

MSME/GWD/04 Understanding to Work with Figma & Adobe XD

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

PC1.
- Learners demonstrate proficiency in Figma and Adobe XD, using key
- features effectively.

PC2.
- Learners apply design principles like layout, typography, color theory, and
- visual hierarchy effectively.

PC3.
- Learners create aesthetically pleasing and intuitive user interfaces for
- web and mobile applications.

PC4.
- Learners design experiences that enhance user satisfaction,
- understanding UX principles and conducting user research.

PC5.
- Learners create interactive prototypes in Figma and Adobe XD to
- showcase functionality and user pathways.

PC6.
- Learners collaborate on design projects in real-time, utilizing version
- control features for consistency.

PC7.
- Learners prepare design documentation, including guidelines, style
- guides, and annotations effectively.

PC8.
- Learners develop effective communication and presentation skills to
- convey design decisions.

PC9.
- Learners analyze design problems, gather feedback, and iterate solutions
- based on user testing.

PC10.
- Learners conduct usability tests on designs, optimizing them based on
- findings

PC11.
- Learners are aware of ethical considerations like accessibility, inclusivity,
- and privacy in design.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MSME/GWD/04 Understanding to Work with Figma & Adobe XD	-	**100**	-	-
PC1. • Learners demonstrate proficiency in Figma and Adobe XD, using key • features effectively.	-	-	-	-
PC2. • Learners apply design principles like layout, typography, color theory, and • visual hierarchy effectively.	-	-	-	-
PC3. • Learners create aesthetically pleasing and intuitive user interfaces for • web and mobile applications.	-	-	-	-
PC4. • Learners design experiences that enhance user satisfaction, • understanding UX principles and conducting user research.	-	-	-	-
PC5. • Learners create interactive prototypes in Figma and Adobe XD to • showcase functionality and user pathways.	-	-	-	-
PC6. • Learners collaborate on design projects in real-time, utilizing version • control features for consistency.	-	-	-	-
PC7. • Learners prepare design documentation, including guidelines, style • guides, and annotations effectively.	-	-	-	-
PC8. • Learners develop effective communication and presentation skills to • convey design decisions.	-	-	-	-
PC9. • Learners analyze design problems, gather feedback, and iterate solutions • based on user testing.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. • Learners conduct usability tests on designs, optimizing them based on • findings	-	-	-	-
PC11. • Learners are aware of ethical considerations like accessibility, inclusivity, • and privacy in design.	-	-	-	-
NOS Total	**-**	**100**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N4605
NOS Name	Understanding to Work with Figma & Adobe XD
Sector	Media & Entertainment
Sub-Sector	
Occupation	Graphic / web Design
NSQF Level	4
Credits	6
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024

MSME/MES/N4604: Understand and develop a website

Description

Understand the basics of the web, including the Internet and URLs.

Scope

The scope covers the following :

- Understand the basics of the web, including the Internet and URLs.

Elements and Performance Criteria

MSME/GWD/03 Understand and Develop a Website

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

PC1. Learners grasp basic web concepts and page delivery processes.

PC2. • Learners effectively structure web pages with HTML and style them using • CSS.

PC3. Learners format text, insert images, and create hyperlinks appropriately

PC4. Learners understand copyright principles when using external content.

PC5. Learners apply advanced styling techniques using CSS selectors.

PC6. • Learners develop a personal homepage, showcasing creativity and practical • skills.

PC7. Learners evaluate and incorporate user interface design principles.

PC8. Learners ensure accessibility and readability in web design.

PC9. Learners efficiently create web pages using rapid prototyping methods

PC10. • Learners create a final project integrating course concepts and • demonstrating creativity.

PC11. • Learners implement responsive design principles using Bootstrap and • media queries.

PC12. Learners enhance interactivity with client-side scripting and jQuery

PC13. • Learners demonstrate proficiency in Adobe Flash/Animate for web • animation.

PC14. • Learners understand web hosting basics and manage email accounts and • website maintenance.

PC15. Learners design web pages adaptable to different screen sizes and devices

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MSME/GWD/03 Understand and Develop a Website	-	**100**	-	-
PC1. Learners grasp basic web concepts and page delivery processes.	-	-	-	-
PC2. • Learners effectively structure web pages with HTML and style them using • CSS.	-	-	-	-
PC3. Learners format text, insert images, and create hyperlinks appropriately	-	-	-	-
PC4. Learners understand copyright principles when using external content.	-	-	-	-
PC5. Learners apply advanced styling techniques using CSS selectors.	-	-	-	-
PC6. • Learners develop a personal homepage, showcasing creativity and practical • skills.	-	-	-	-
PC7. Learners evaluate and incorporate user interface design principles.	-	-	-	-
PC8. Learners ensure accessibility and readability in web design.	-	-	-	-
PC9. Learners efficiently create web pages using rapid prototyping methods	-	-	-	-
PC10. • Learners create a final project integrating course concepts and • demonstrating creativity.	-	-	-	-
PC11. • Learners implement responsive design principles using Bootstrap and • media queries.	-	-	-	-
PC12. Learners enhance interactivity with client-side scripting and jQuery	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. • Learners demonstrate proficiency in Adobe Flash/Animate for web • animation.	-	-	-	-
PC14. • Learners understand web hosting basics and manage email accounts and • website maintenance.	-	-	-	-
PC15. Learners design web pages adaptable to different screen sizes and devices	-	-	-	-
NOS Total	**-**	**100**	**-**	**-**

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N4604
NOS Name	Understand and develop a website
Sector	Media & Entertainment
Sub-Sector	
Occupation	Graphic / web Design
NSQF Level	4
Credits	7
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024

MSME/MES/N4603: Acquire proficiency in Computer Graphics

Description

Understand the fundamentals of computer graphics

Scope

The scope covers the following :

- Understand the fundamentals of computer graphics

Elements and Performance Criteria

MSME/GWD/02 Acquire proficiency in Computer Graphics

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

PC1. Learners can explain fundamental computer graphics concepts.

PC2. Learners successfully install relevant graphics software.

PC3. Learners create new documents efficiently using the start workspace

PC4. Learners effectively utilize panels and customize the interface.

PC5. Learners competently use keyboard shortcuts and menu commands.

PC6. Learners use workspaces effectively for different tasks.

PC7. Learners explain different file types and their appropriate usage

PC8. Learners handle image resizing, resolution, and color modes competently.

PC9. Learners use selection tools accurately and competently.

PC10. • Learners demonstrate knowledge of layers and apply manipulation techniques
• effectively.

PC11. Learners apply layer masks, blend modes, and gradient layer masks proficiently.

PC12. • Learners utilize adjustment layers and apply adjustments such as levels, curves,
• and hue/saturation proficiently.

PC13. • Learners effectively use photo retouching tools, content-aware fill, and
• sharpening techniques

PC14. • Learners skillfully use the type tool, guides, rulers, and smart guides for text
• manipulation and layout design.

PC15. • Learners save files in appropriate formats and utilize quick export features
• efficiently.

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MSME/GWD/02 Acquire proficiency in Computer Graphics	-	**100**	-	-
PC1. Learners can explain fundamental computer graphics concepts.	-	-	-	-
PC2. Learners successfully install relevant graphics software.	-	-	-	-
PC3. Learners create new documents efficiently using the start workspace	-	-	-	-
PC4. Learners effectively utilize panels and customize the interface.	-	-	-	-
PC5. Learners competently use keyboard shortcuts and menu commands.	-	-	-	-
PC6. Learners use workspaces effectively for different tasks.	-	-	-	-
PC7. Learners explain different file types and their appropriate usage	-	-	-	-
PC8. Learners handle image resizing, resolution, and color modes competently.	-	-	-	-
PC9. Learners use selection tools accurately and competently.	-	-	-	-
PC10. • Learners demonstrate knowledge of layers and apply manipulation techniques • effectively.	-	-	-	-
PC11. Learners apply layer masks, blend modes, and gradient layer masks proficiently.	-	-	-	-
PC12. • Learners utilize adjustment layers and apply adjustments such as levels, curves, • and hue/saturation proficiently.	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC13. • Learners effectively use photo retouching tools, content-aware fill, and • sharpening techniques	-	-	-	-
PC14. • Learners skillfully use the type tool, guides, rulers, and smart guides for text • manipulation and layout design.	-	-	-	-
PC15. • Learners save files in appropriate formats and utilize quick export features • efficiently.	-	-	-	-
NOS Total	**-**	**100**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N4603
NOS Name	Acquire proficiency in Computer Graphics
Sector	Media & Entertainment
Sub-Sector	
Occupation	Graphic / web Design
NSQF Level	4
Credits	3
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024

MSME/MES/N4606: Employability Skills 09

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/02 Employability Skills

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

PC1. Discuss the Employability Skills required for jobs in various industries

PC2. • List different learning and employability related GOI and private portals and
• their usage

PC3. • Explain the constitutional values, including civic rights and duties, citizenship,
• responsibility towards society and personal values and ethics such as
• honesty, integrity, caring and respecting others that are required to
• become a responsible citizen

PC4. Show how to practice different environmentally sustainable practices

PC5. Discuss importance of relevant 21st century skills.

PC6. • Exhibit 21st century skills like Self-Awareness, Behavior Skills, time
• management, critical and adaptive thinking, problem-solving, creative
• thinking, social and cultural awareness, emotional awareness, learning to
• learn etc. in personal or professional life.

PC7. Describe the benefits of continuous learning.

PC8. • Show how to use basic English sentences for everyday conversation in
• different contexts, in person and over the telephone

PC9. Read and interpret text written in basic English

PC10. Write a short note/paragraph / letter/e -mail using basic English

PC11. • Create a career development plan with well-defined short- and long-term
• goals

PC12. • Demonstrate how to communicate effectively using verbal and nonverbal
• communication etiquette.

PC13. Explain the importance of active listening for effective communication

PC14. Discuss the significance of working collaboratively with others in a team

PC15. • Demonstrate how to behave, communicate, and conduct oneself
• appropriately with all genders and PwD

PC16. • Discuss the significance of escalating sexual harassment issues as per
• POSH act.

PC17. • Outline the importance of selecting the right financial institution, product,
• and service

PC18. • Demonstrate how to carry out offline and online financial transactions,
• safely and securely

PC19. • List the common components of salary and compute income, expenditure,
• taxes, investments etc.

PC20. Discuss the legal rights, laws, and aids

PC21. Describe the role of digital technology in today's life

PC22. • Demonstrate how to operate digital devices and use the associated
• applications and features, safely and securely

PC23. • Discuss the significance of displaying responsible online behavior while
• browsing, using various socialmedia platforms, e-mails, etc., safely and
• securely

PC24. • Create sample word documents, excel sheets and presentations using
• basic features

PC25. Utilize virtual collaboration tools to work effectively

PC26. Explain the types of entrepreneurship and enterprises

PC27. • Discuss how to identify opportunities for potential business, sources of
• funding and associated financial and legal risks with its mitigation plan

PC28. • Describe the 4Ps of Marketing-Product, Price, Place and Promotion and
• apply them as per requirement

PC29. Create a sample business plan, for the selected business opportunity

PC30. • Describe the significance of analyzing different types and needs of
• customers

PC31. • Explain the significance of identifying customer needs and responding to
• them in a professional manner.

PC32. Discuss the significance of maintaining hygiene and dressing appropriately

PC33. Create a professional Curriculum Vitae (CV)

PC34. • Use various offline and online job search sources such as employment
• exchanges, recruitment agencies, and job portals respectively

PC35. • Discuss the significance of maintaining hygiene and confidence during an
• interview

PC36. Perform a mock interview

PC37. • List the steps for searching and registering for apprenticeship
• opportunities

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MSME/ES/02 Employability Skills	**100**	-	-	-
PC1. Discuss the Employability Skills required for jobs in various industries	-	-	-	-
PC2. • List different learning and employability related GOI and private portals and • their usage	-	-	-	-
PC3. • Explain the constitutional values, including civic rights and duties, citizenship, • responsibility towards society and personal values and ethics such as • honesty, integrity, caring and respecting others that are required to • become a responsible citizen	-	-	-	-
PC4. Show how to practice different environmentally sustainable practices	-	-	-	-
PC5. Discuss importance of relevant 21st century skills.	-	-	-	-
PC6. • Exhibit 21st century skills like Self-Awareness, Behavior Skills, time • management, critical and adaptive thinking, problem-solving, creative • thinking, social and cultural awareness, emotional awareness, learning to • learn etc. in personal or professional life.	-	-	-	-
PC7. Describe the benefits of continuous learning.	-	-	-	-
PC8. • Show how to use basic English sentences for everyday conversation in • different contexts, in person and over the telephone	-	-	-	-
PC9. Read and interpret text written in basic English	-	-	-	-
PC10. Write a short note/paragraph / letter/e - mail using basic English	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. • Create a career development plan with well-defined short- and long-term • goals	-	-	-	-
PC12. • Demonstrate how to communicate effectively using verbal and nonverbal • communication etiquette.	-	-	-	-
PC13. Explain the importance of active listening for effective communication	-	-	-	-
PC14. Discuss the significance of working collaboratively with others in a team	-	-	-	-
PC15. • Demonstrate how to behave, communicate, and conduct oneself • appropriately with all genders and PwD	-	-	-	-
PC16. • Discuss the significance of escalating sexual harassment issues as per • POSH act.	-	-	-	-
PC17. • Outline the importance of selecting the right financial institution, product, • and service	-	-	-	-
PC18. • Demonstrate how to carry out offline and online financial transactions, • safely and securely	-	-	-	-
PC19. • List the common components of salary and compute income, expenditure, • taxes, investments etc.	-	-	-	-
PC20. Discuss the legal rights, laws, and aids	-	-	-	-
PC21. Describe the role of digital technology in today's life	-	-	-	-
PC22. • Demonstrate how to operate digital devices and use the associated • applications and features, safely and securely	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC23. • Discuss the significance of displaying responsible online behavior while • browsing, using various socialmedia platforms, e-mails, etc., safely and • securely	-	-	-	-
PC24. • Create sample word documents, excel sheets and presentations using • basic features	-	-	-	-
PC25. Utilize virtual collaboration tools to work effectively	-	-	-	-
PC26. Explain the types of entrepreneurship and enterprises	-	-	-	-
PC27. • Discuss how to identify opportunities for potential business, sources of • funding and associated financial and legal risks with its mitigation plan	-	-	-	-
PC28. • Describe the 4Ps of Marketing-Product, Price, Place and Promotion and • apply them as per requirement	-	-	-	-
PC29. Create a sample business plan, for the selected business opportunity	-	-	-	-
PC30. • Describe the significance of analyzing different types and needs of • customers	-	-	-	-
PC31. • Explain the significance of identifying customer needs and responding to • them in a professional manner.	-	-	-	-
PC32. Discuss the significance of maintaining hygiene and dressing appropriately	-	-	-	-
PC33. Create a professional Curriculum Vitae (CV)	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC34. • Use various offline and online job search sources such as employment • exchanges, recruitment agencies, and job portals respectively	-	-	-	-
PC35. • Discuss the significance of maintaining hygiene and confidence during an • interview	-	-	-	-
PC36. Perform a mock interview	-	-	-	-
PC37. • List the steps for searching and registering for apprenticeship • opportunities	-	-	-	-
NOS Total	**100**	**-**	**-**	**-**

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N4606
NOS Name	Employability Skills 09
Sector	Media & Entertainment
Sub-Sector	
Occupation	Graphic / web Design
NSQF Level	4
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

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MSME/MES/N4608.Mastering the fundamentals of Art and Illustration	-	50	-	-	50	20
MSME/MES/N4607.Mastering the fundamentals of Art and Illustration	50	-	-	-	50	20
MSME/MES/N4605.Understanding to Work with Figma & Adobe XD	-	100	-	-	100	20
MSME/MES/N4604.Understand and develop a website	-	100	-	-	100	20
MSME/MES/N4603.Acquire proficiency in Computer Graphics	-	100	-	-	100	10
MSME/MES/N4606.Employability Skills 09	100	-	-	-	100	10
Total	**150**	**350**	**-**	**-**	**500**	**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.