



QUALIFICATION FILE

Set Plasterer

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☐ Upskilling ☐ Dual/Flexi Qualification ☒ For ToT ☒ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: **NSQF Level 3**

Submitted By:

Media & Entertainment Skills Council

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

110025

Table of Contents

Section 1: Basic Details	3
Section 2: Module Summary	4
NOS/s of Qualifications	4
Mandatory NOS/s	5
Elective NOS/s	5
Optional NOS/s	6
Assessment - Minimum Qualifying Percentage	6
Section 3: Training Related.....	6
Section 4: Assessment Related.....	7
Section 5: Evidence of the need for the Qualification.....	8
Section 6: Annexure & Supporting Documents Check List	8
Annexure: Evidence of Level	9
Annexure: Tools and Equipment (Lab Set-Up)	11
Annexure: Industry Validations Summary.....	12
Annexure: Training & Employment Details.....	12
Annexure: Blended Learning.....	13
Annexure: Detailed Assessment Criteria.....	14
Annexure: Assessment Strategy	17
Annexure: Acronym and Glossary	18

Section 1: Basic Details

1.	Qualification Name	Set Plasterer										
2.	Sector/s	Media and Entertainment										
3.	Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: 2022/ME/MESC/05221 V2.0	Qualification Name of existing/previous version:									
4.	a. OEM Name b. Qualification Name (Wherever applicable)											
5.	National Qualification Register (NQR) Code &Version (Will be issued after NSQC approval)	2022/ME/MESC/05221 V3.0	6. NCrf/NSQF Level: NSQF Level 3									
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate										
8.	Brief Description of the Qualification	Individuals in this job need to understand plastering requirements, plaster a variety of surfaces and produce plaster components.										
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Class X pass</td> <td>one year of relevant experience</td> </tr> <tr> <td>2</td> <td>Class 8th with ITI</td> <td>one year of relevant experience</td> </tr> </tbody> </table> b. Age: <Please specify age only in case of any legal restrictions>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Class X pass	one year of relevant experience	2	Class 8th with ITI	one year of relevant experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)										
1	Class X pass	one year of relevant experience										
2	Class 8th with ITI	one year of relevant experience										
10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	10	11. Common Cost Norm Category (I/II/III) (wherever applicable): II									
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA										

13.	Training Duration by Modes of Training Delivery <i>(Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</i>	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended					
		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)
		Classroom (offline)	75	165	60		300
		Online					
		<i>(Refer Blended Learning Annexure for details)</i>					
14.	Aligned to NCO/ISCO Code/s <i>(if no code is available mention the same)</i>	NCO 2015- 2166.0112					
15.	Progression path after attaining the qualification <i>(Please show Professional and Academic progression)</i>	<ul style="list-style-type: none"> Set Decorator 					
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi					
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:					
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:					
19.	How Participation of Women will be Encouraged	The Qualification is Agnostic of Gender					
20.	Are Greening/ Environment Sustainability Aspects Covered <i>(Specify the NOS/Module which covers it)</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
22.	Name and Contact Details of Submitting / Awarding Body SPOC <i>(In case of CS or MS, provide details of both Lead AB & Supporting ABs)</i>	Name: Mohit Soni Position in the organization: Chief Executive Officer Address if different from above: Tel number(s): 01149048335/ 49048336 E-mail address: ceo@mescindia.org					
23.	Final Approval Date by NSQC: 27/01/2022	24. Validity Duration: 5 Years			25. Next Review Date: 25/01/2027		

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

Th.-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Prepare Surfaces for Plastering	MES/N3121	Core	3	2	15	45			60	30	70			100	30
2.	Produce Solid Plaster Finishes	MES/N3122	Core	3	2	15	45			60	30	70			100	25
3.	Produce Plaster Components	MES/N3123	Core	3	2	15	45			60	30	70			100	25
4.	Maintain Workplace Health and Safety	MES/N0104	Non-Core	3	1	15	15			30	50	50			100	10
5.	Employability Skills	DGT/VSQ/N0101	Non-Core	3	1	15	15			30	20	30			50	10
Duration (in Hours) / Total Marks					8	75	165	60		300	160	290			450	100

Elective NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.																
2.																
Duration (in Hours) / Total Marks																

Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.																
2.																
Duration (in Hours) / Total Marks																

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 70 % (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	<p>Minimum Educational Qualifications: Preferable XII</p> <p>Domain Certification: Certified for Job Role: "Set Plasterer" mapped to QP: "MES/ Q 3106, v2.0". Minimum accepted score is 70%</p> <p>Platform Certification: Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MES/Q 3106". Minimum accepted % as per respective SSC guidelines is 60%</p> <p>Experience: 2 Years of work experience (Set Plasterer) 3 Years of work experience (Set Plastering Supervisor)</p>
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Minimum Educational Qualifications: Preferable XII

		<p>Domain Certification: Certified for Job Role: “Set Plasterer” mapped to QP: “MES/ Q 3106, v2.0”. Minimum accepted score is 70%</p> <p>Platform Certification: Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MES/Q 3106”. Minimum accepted % as per respective SSC guidelines is 60%</p> <p>Experience: 4 Years of work experience (Set Plasterer) 5 Years of work experience (Set Plastering Supervisor)</p>
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If “Yes”, details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	

Section 4: Assessment Related

	Assessor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<p>Minimum Educational Qualifications: Preferable XII</p> <p>Experience: 2 Years of work experience (Set Plasterer) 3 Years of work experience (Set Plastering Supervisor)</p>
	Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Graduate with 2 years of relevant experience
	Lead Assessor’s/Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Minimum Educational Qualifications: Preferable XII

		Experience: 4 Years of work experience (Set Plasterer) 5 Years of work experience (Set Plastering Supervisor)
	Assessment Mode <i>(Specify the assessment mode)</i>	Blended
	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No):
4.	Number of Industry validation provided:
5.	Estimated nos. of persons to be trained and employed:
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If "No", why:

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	<i>Annexure 1</i>
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	<i>Annexure 2</i>
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	<i>Annexure 4</i>
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	<i>Annexure 5</i>

5.	Annexure: Blended Learning (<i>Mandatory, in case selected Mode of delivery is "Blended Learning"</i>)	<i>Annexure 3</i>
6.	Annexure: Multiple Entry-Exit Details (<i>Mandatory, in case qualification has multiple Entry-Exit</i>)	
7.	Annexure: Acronym and Glossary (<i>Optional</i>)	<i>Annexure 6</i>
8.	Supporting Document: Model Curriculum (<i>Mandatory – Public view</i>)	<i>Model Curriculum</i>
9.	Supporting Document: Career Progression (<i>Mandatory - Public view</i>)	
10.	Supporting Document: Occupational Map (<i>Mandatory</i>)	
11.	Supporting Document: Assessment SOP (<i>Mandatory</i>)	
12.	Any other document you wish to submit:	

Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	1. Develop Set Design 2. Prepare a Set Construction Plan 3. Commission and Supervise Set Construction 4. Check Set Completion prior to Shoot 5. Wrap-up Set and Return/ Dispose of Items 6. Maintain workplace health and safety Description	Job holder Is expected to apply plaster on different surfaces of the set as per the script requirements, needs to understand the script. Considering the core skills like understand plastering requirements, plaster a variety of surfaces and produce plaster components an individual should be technically qualified and/ or have an understanding of the technical aspects of the set outcome is pegged at Level 3.	Level 3
Professional and Technical Skills/ Expertise/ Professional Knowledge	1. Develop Set Design 2. Prepare a Set Construction Plan 3. Commission and Supervise Set Construction	Job holder is expected to have knowledge of the script understanding. The fundamentals and principles of film-making and creating a set and Jobholder is need to have knowledge about key	Level 3

	4. Check Set Completion prior to Shoot 5. Wrap-up Set and Return/ Dispose of Items 6. Maintain workplace health and safety Description	elements of the set under construction and the reasons why the identified finish/ effect is required for the surface. Materials and tools would be best suited to achieve the desired results and how to apply/ operate them. Materials for plasterwork could include cement, lime, sand, plaster of Paris, mixers, colours and solvents. Tools for plasterwork could include trowels, hawks, plasterboards, other cutting and mixing tools and machine tools all needs to meet creative vision and elements of production also technical, generic, professional and organizational specific knowledge of set-up and take down working platforms required to complete the job pegged at Level 3.	
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	1. Develop Set Design 2. Prepare a Set Construction Plan 3. Commission and Supervise Set Construction 4. Check Set Completion prior to Shoot 5. Wrap-up Set and Return/ Dispose of Items 6. Maintain workplace health and safety Description	Set Plasterer has to actively engage with the production team and also actively engage with Art Director, Job holder is expected to plan, organize and work according to the requirements and agreed timeline, identify any problems with successful execution of the task, the jobholder needs to communicate with his design team and get a solution. Hence Outcome is pegged at Level 3. Generic	Level 3
Broad Learning Outcomes/Core Skill	1. Develop Set Design 2. Prepare a Set Construction Plan 3. Commission and Supervise Set Construction 4. Check Set Completion prior to Shoot 5. Wrap-up Set and Return/ Dispose of Items	The job holder is needs to have Generic Skills of Writing, Reading, and Oral Skills. Job role needs to identify plaster, cement, mixers and other materials Like brand, shade/ colour, composition. Also understand the requirements of the production teams. The Job Holder needs to have understanding of the technical drawings and correctly identify the size and type of plaster components.	Level 3

	6. Maintain workplace health and safety Description	Job holder needs to understand creative requirements from the designers and Art Director, this is pegged at level 3	
Responsibility	1. Develop Set Design 2. Prepare a Set Construction Plan 3. Commission and Supervise Set Construction 4. Check Set Completion prior to Shoot 5. Wrap-up Set and Return/ Dispose of Items 6. Maintain workplace health and safety Description	Set Plasterer carries out his job role by Understanding the script, Understanding the type of plaster to be applied. Estimating materials and tools. Treating surfaces before plaster is applied also. Producing plaster components. Responsible for carrying out his/her job, some of which will require them to make choices about the approaches they adopt. They also require to constantly improvising their approach based on their experience. Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing also Ensure that the work products meet quality standards. Therefore, this is pegged at level3.	Level 3

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Fire Extinguisher		1
2	Bucket Trowel		15
3	Inside and Outside Corner Trowels		15
4	First Aid Box (Health and Safety Signs and policy etc)		1
5	Projector/Screen		1
6	Notebooks		30
7	Electricity Tester		1
8	Computer/Laptop		1
9	Cleaning Tools		1
10	Window Trowel		15

11	Safety and ergonomics chart		1
12	Snips		15
13	Hawk		15
14	Plasterers Float		15
15	Dairy		30
16	Finishing Trowel		15
17	Mixing Bucket		15
18	Mortar Stand		15
19	Pens		30
20	Scarifier		15

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptops
2. Whiteboards and markers
3. Projector
4. Screen
5. Stationery

Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)

Annexure: Training & Employment Details**Training and Employment Projections:**

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities

--	--	--	--	--	--	--

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

- 1.
- 2.

Content availability for previous versions of qualifications:

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

Languages in which Content is available:

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	LCD, Projector, Laptop, MSOffice Suite, Flipchart, whiteboard, Markers, wi-fi connectivity	50:50
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	LCD, Projector, Laptop, MSOffice Suite, various tools and software, computer camera, computer speakers, wi-fi connectivity	50:50
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	Computer systems for all students, printers, wi-fi connectivity	50:50
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	Learning management system	0:100
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	Online assessment portals, tablet for each student	0:100
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	Access to industry partner in relevant field	100:0

Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Prepare Surfaces for Painting	PC1. Correctly understand the brief provided by the Production Designer/ Art Director and the desired end objective (e.g.: type of plastered surface, moulds or effects required etc.)	5	20		
	PC2. Correctly estimate the material/ tool requirements and minimize wastage, which may include: cement, lime, plaster of Paris, solvents, thinning agents and other materials, hand and machine tools, access and working platforms (e.g. ladders, stools, custombuilt platforms etc.) Identify plastering techniques appropriate for the task	5	20		
	PC3. Identify plastering techniques appropriate for the task	10	15		
	PC4. Treat surfaces and prepare them for plastering, as per the brief and within the required timeframe	10	15		
	Total Marks	30	70		
Produce Solid Plaster Finishes	PC1. Correctly understand the brief provided by the Production Designer/ Art Director and the desired finish/ effect	5	20		
	PC2. Use different techniques for plaster application, including: Use of gypsum boards (drywall technique) Applying wet plaster directly to the surface	5	20		
	PC3. Apply the plaster using the identified technique to achieve the desired finish / effect, which can include: smooth/polished plaster (1, 2 or 3 coat finishes) Terrazzo /Mosaic effects (using marble chips) Stucco effects (typically used for outdoor surfaces)	10	15		
	PC4. Complete the task within the required timeframe and minimize wastage of materials	10	15		
	Total Marks	30	70		
Produce Plaster Components	PC1. Correctly understand the brief provided by the Production Designer/ Art Director and the desired finish/ effect	6	14		
	PC2. Identify appropriate techniques to produce plaster components	6	14		

	PC3. Produce casts, moulds and other plaster components, which may include: corners, skirtings, panels, arches, beams, customized designs	6	14		
	PC4. Correctly place and fix plaster components	6	14		
	PC5. Complete the task within the required timeframe and minimize wastage of materials	6	14		
	Total Marks	30	70		
Maintain workplace health and safety	PC1. maintain one's posture and position to minimize fatigue and the risk of injury	5	5		
	PC2. maintain first aid kit and keep oneself updated on the first aid procedures	5	5		
	PC3. identify and document potential risks like sitting postures while using computer, eye fatigues and other hazards in the workplace	3	2		
	PC4. accurately maintain accident reports	3	2		
	PC5. report health and safety risks/ hazards to concerned personnel	5	5		
	PC6. participate in organization health and safety knowledge sessions and drills	5	5		
	PC7. identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	5	5		
	PC8. identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	5	5		
	PC9. identify aspects of workplace that could cause potential risk to own and others health and safety	3	2		
	PC10. ensure own personal health and safety, and that of others in the workplace through precautionary measures	3	2		
	PC11. identify and recommend opportunities for improving health, safety, and security to the designated person	2	3		
	PC12. report any hazards outside the individual's authority to the relevant person in line with organizational procedures and warn other people who may be affected	2	3		
	PC13. follow organization's emergency procedures for accidents, fires or any other natural calamity in case of a hazard	2	3		
	PC14. identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority	2	3		
	Total Marks	50	50		

Employability Skills	<i>Introduction to Employability Skills</i>	1	1		
	PC1. understand the significance of employability skills in meeting the job requirements	-	-		
	<i>Constitutional values – Citizenship</i>	1	1		
	PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-		
	<i>Becoming a Professional in the 21st Century</i>	1	3		
	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	-	-		
	<i>Basic English Skills</i>	2	3		
	PC4. speak with others using some basic English phrases or sentences	-	-		
	<i>Communication Skills</i>	1	1		
	PC5. follow good manners while communicating with others	-	-		
	PC6. work with others in a team	-	-		
	<i>Diversity & Inclusion</i>	1	1		
	PC7. communicate and behave appropriately with all genders and PwD	-	-		
	PC8. report any issues related to sexual harassment	-	-		
	<i>Financial and Legal Literacy</i>	3	4		
	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	-	-		
	<i>Essential Digital Skills</i>	4	6		
	PC12. operate digital devices and use its features and applications securely and safely	-	-		
	PC13. use internet and social media platforms securely and safely	-	-		
	<i>Entrepreneurship</i>	3	5		
	PC14. identify and assess opportunities for potential business	-	-		

	PC15. identify sources for arranging money and associated financial and legal challenges	-	-		
	Customer Service	2	2		
	PC16. identify different types of customers	-	-		
	PC17. identify customer needs and address them appropriately	-	-		
	PC18. follow appropriate hygiene and grooming standards	-	-		
	Getting ready for apprenticeship & Jobs	1	3		
	PC19. create a basic biodata	-	-		
	PC20. search for suitable jobs and apply	-	-		
	PC21. identify and register apprenticeship opportunities as per requirement	-	-		
	Total Marks	20	30		

Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

Mention the detailed assessment strategy in the provided template.

<1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT
 -
4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment
 ->

Annexure: Acronym and Glossary**Acronym**

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

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf