



सूक्ष्म, लघु एवं मध्यम उद्यम मंत्रालय  
**DEVELOPMENT COMMISSIONER**  
MINISTRY OF MICRO, SMALL & MEDIUM  
ENTERPRISES

**MSME TECHNOLOGY CENTRE**



**Skill India**  
कौशल भारत - कुशल भारत

[Please refer Guidelines for STT/LTT/Apprenticeship/OEM Qualification File](#)

## QUALIFICATION FILE

### 3D Animator Assistant

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

Upskilling  Dual/Flexi Qualification  For To T  For To A

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

NCrF/NSQF Level: 3.0

Submitted By:

MSME TECHNOLOGY CENTRE

O/o DC MSME, Ministry of Micro, Small and Medium Enterprises

Govt. of India

A-Wing, 7<sup>th</sup> Floor, Nirman Bhawan, Maulana Azad Road

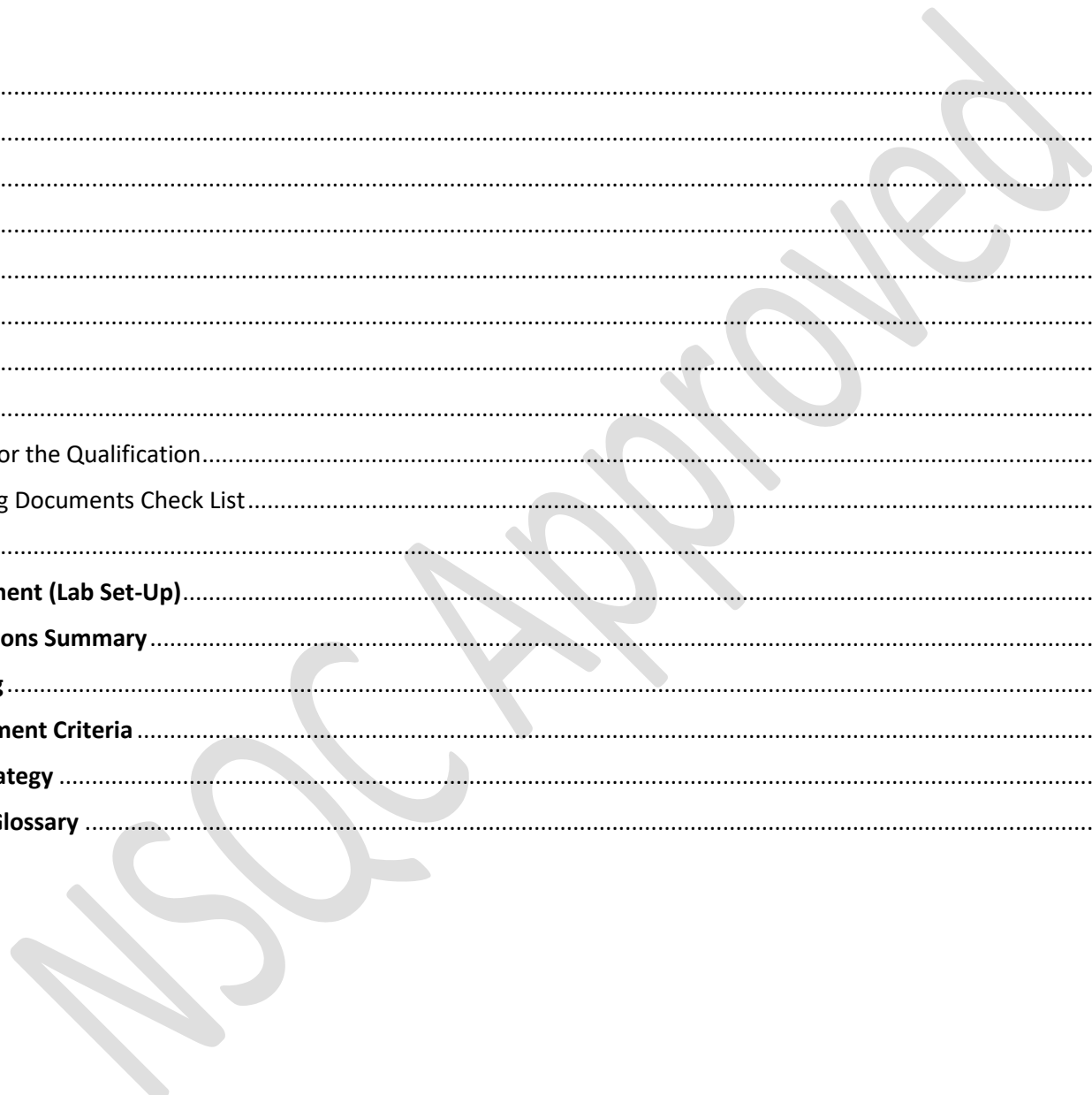
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### Section 1: Basic Details

|    |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                           |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 1. | <b>Qualification Name</b>                                                                                                                                                                 | <b>3D Animator Assistant</b>                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                           |
| 2. | <b>Sector/s</b>                                                                                                                                                                           | <b>Media &amp; Entertainment</b>                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                           |
| 3. | <b>Type of Qualification:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options<br><br><input type="checkbox"/> OEM | <b>NQR Code &amp; version of existing/previous qualification:</b> MSME / MAYA / 59                                                                                                                                                                                                                                                                                                                                                        | <b>Qualification Name of existing/previous version:</b><br><br><b>3D ANIMATION (MAYA)</b> |
| 4. | a. <b>OEM Name</b><br><br>b. <b>Qualification Name, (Wherever applicable)</b>                                                                                                             | NA<br><br>-                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                           |
| 5. | <b>National Qualification Register (NQR) Code &amp; Version, (Will be issued after NSQC approval)</b>                                                                                     | QG-03-ME-02418-2024-V1-MSME                                                                                                                                                                                                                                                                                                                                                                                                               | <b>6. NCrF/NSQF Level: 3.0</b>                                                            |
| 7. | <b>Award (Certificate/Diploma/Advance Diploma/Any Other (Wherever applicable specify multiple entry/exits also &amp; provide details in annexure))</b>                                    | <b>Certificate</b>                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                           |
| 8. | <b>Brief Description of the Qualification</b>                                                                                                                                             | Learners who attain this qualification are competent in the following area,<br><ul style="list-style-type: none"> <li>● Create Visual Design in 3D software,</li> <li>● Add Texturing, Lighting &amp; Rendering process in created models,</li> <li>● Create Character Animation, Edit the created animation video clip</li> </ul> , Qualified learner to get a job in Photo studio, advertising/media company or become an entrepreneur. |                                                                                           |



| 9.                      | <b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>                                                                                          | <p>a. Entry Qualification &amp; Relevant Experience:</p> <table border="1" data-bbox="981 225 2119 424"> <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>Grade 10 pass</td> <td>No Experience Required</td> </tr> <tr> <td>2</td> <td>Previous relevant Qualification of NSQF Level 2.5</td> <td>1.5 year relevant experience</td> </tr> </tbody> </table> <p>b. Age:-</p>                                                                                                                                                                                                 |                                                                          |                         |               |                         | S. No.         | Academic/Skill Qualification (with Specialization - if applicable) | Required Experience (with Specialization - if applicable) | 1                       | Grade 10 pass | No Experience Required | 2  | Previous relevant Qualification of NSQF Level 2.5 | 1.5 year relevant experience |   |     |        |    |     |   |   |     |              |     |     |    |  |     |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------|---------------|-------------------------|----------------|--------------------------------------------------------------------|-----------------------------------------------------------|-------------------------|---------------|------------------------|----|---------------------------------------------------|------------------------------|---|-----|--------|----|-----|---|---|-----|--------------|-----|-----|----|--|-----|
| S. No.                  | Academic/Skill Qualification (with Specialization - if applicable)                                                                                                  | Required Experience (with Specialization - if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                          |                         |               |                         |                |                                                                    |                                                           |                         |               |                        |    |                                                   |                              |   |     |        |    |     |   |   |     |              |     |     |    |  |     |
| 1                       | Grade 10 pass                                                                                                                                                       | No Experience Required                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                          |                         |               |                         |                |                                                                    |                                                           |                         |               |                        |    |                                                   |                              |   |     |        |    |     |   |   |     |              |     |     |    |  |     |
| 2                       | Previous relevant Qualification of NSQF Level 2.5                                                                                                                   | 1.5 year relevant experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                          |                         |               |                         |                |                                                                    |                                                           |                         |               |                        |    |                                                   |                              |   |     |        |    |     |   |   |     |              |     |     |    |  |     |
| 10                      | <b>Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))</b>                                                      | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>10. Common Cost Norm Category (I/II/III) (wherever applicable): I</b> |                         |               |                         |                |                                                                    |                                                           |                         |               |                        |    |                                                   |                              |   |     |        |    |     |   |   |     |              |     |     |    |  |     |
| 11.                     | <b>Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)</b>                                                              | NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                          |                         |               |                         |                |                                                                    |                                                           |                         |               |                        |    |                                                   |                              |   |     |        |    |     |   |   |     |              |     |     |    |  |     |
| 12.                     | <b>Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)</b> | <p><input type="checkbox"/>Offline <input type="checkbox"/>Online <input checked="" type="checkbox"/>Blended</p> <table border="1" data-bbox="981 914 2101 1254"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>90</td> <td>240</td> <td>60</td> <td>-</td> <td>390</td> </tr> <tr> <td>Online</td> <td>90</td> <td>120</td> <td>-</td> <td>-</td> <td>210</td> </tr> <tr> <td><b>Total</b></td> <td>180</td> <td>360</td> <td>60</td> <td></td> <td>600</td> </tr> </tbody> </table> <p>(Refer Blended Learning Annexure for details)</p> |                                                                          |                         |               | Training Delivery Modes | Theory (Hours) | Practical (Hours)                                                  | OJT Mandatory (Hours)                                     | OJT Recommended (Hours) | Total (Hours) | Classroom (offline)    | 90 | 240                                               | 60                           | - | 390 | Online | 90 | 120 | - | - | 210 | <b>Total</b> | 180 | 360 | 60 |  | 600 |
| Training Delivery Modes | Theory (Hours)                                                                                                                                                      | Practical (Hours)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | OJT Mandatory (Hours)                                                    | OJT Recommended (Hours) | Total (Hours) |                         |                |                                                                    |                                                           |                         |               |                        |    |                                                   |                              |   |     |        |    |     |   |   |     |              |     |     |    |  |     |
| Classroom (offline)     | 90                                                                                                                                                                  | 240                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 60                                                                       | -                       | 390           |                         |                |                                                                    |                                                           |                         |               |                        |    |                                                   |                              |   |     |        |    |     |   |   |     |              |     |     |    |  |     |
| Online                  | 90                                                                                                                                                                  | 120                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -                                                                        | -                       | 210           |                         |                |                                                                    |                                                           |                         |               |                        |    |                                                   |                              |   |     |        |    |     |   |   |     |              |     |     |    |  |     |
| <b>Total</b>            | 180                                                                                                                                                                 | 360                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 60                                                                       |                         | 600           |                         |                |                                                                    |                                                           |                         |               |                        |    |                                                   |                              |   |     |        |    |     |   |   |     |              |     |     |    |  |     |
| 13.                     | <b>Aligned to NCO/ISCO Code/s (if no code is available mention the same)</b>                                                                                        | <b>3521.03( Animation)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                          |                         |               |                         |                |                                                                    |                                                           |                         |               |                        |    |                                                   |                              |   |     |        |    |     |   |   |     |              |     |     |    |  |     |

|     |                                                                                                                                            |                                                                                                                                                    |                                   |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 14. | Progression path after attaining the qualification (Please show Professional and Academic progression)                                     | <b>Professional Progress: 3D Animator</b><br><br><b>Academic Progression: -</b>                                                                    |                                   |
| 15. | Other Indian languages in which the Qualification & Model Curriculum are being submitted                                                   | Hindi                                                                                                                                              |                                   |
| 16. | 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:                                                |                                   |
| 17. | Is the Job Role Amenable to Persons with Disability                                                                                        | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>If "Yes", specify applicable type of Disability: As per the govt.Norms. |                                   |
| 18. | How Participation of Women will be Encouraged                                                                                              | Seats are reserved as per government Norms.                                                                                                        |                                   |
| 19. | Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)                                          | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>The said aspect is covered in the module name Employability Skill           |                                   |
| 20. | Is Qualification Suitable to be Offered in Schools/Colleges                                                                                | Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No    Colleges <input type="checkbox"/> Yes <input type="checkbox"/> No   |                                   |
| 21. | Name and Contact Details of Submitting / Awarding Body SPOC<br><br>(In case of CS or MS, provide details of both Lead AB & Supporting ABs) | Name: Sh. Vijay Mahipatrao Bankar<br>Contact No. +0755 3501078<br>Email-msmetcab@gmail.com                                                         |                                   |
| 22. | Final Approval Date by NSQC: 30.042024                                                                                                     | 23. Validity Duration: 3 Years                                                                                                                     | 24. Next Review Date : 30.04.2027 |

## 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 |
| 1.                                       | Understand concepts to create Computer Graphics          | MSME/3DANI/01                             | Core           | 3               | 3                   | 30                        | 60  | -        | -        | 90    | 100              | -   | -     | 100  |       |
| 2.                                       | Gain in-depth knowledge to create 3D Models              | MSME/3DANI/02                             | Core           | 3               | 3                   | 30                        | 60  | -        | -        | 90    | -                | 100 | -     | -    | 100   |
| 3.                                       | Gain Knowledge to Texture, add Lights and Render 3D file | MSME/3DANI/03                             | Core           | 3               | 3                   | 30                        | 60  | -        | -        | 90    | 100              | -   | -     | 100  |       |
| 4.                                       | Gain In-depth knowledge to Animate a 3D Character        | MSME/3DANI/04                             | Core           | 3               | 7                   | 30                        | 120 | 60       | -        | 210   | 100              | -   | -     | 100  |       |
| 5.                                       | Understand the Fundamentals of Video Editing             | MSME/3DANI/05                             | Core           | 3               | 3                   | 30                        | 60  | -        | -        | 90    | 100              | -   | -     | 100  |       |
| 6.                                       | Employability Skill                                      | MSME/ES/01                                | Non-Core       | 3               | 1                   | 30                        | -   | -        | -        | 30    | 100              | -   | -     | 100  |       |
| <b>Duration (in Hours) / Total Marks</b> |                                                          |                                           |                |                 |                     | 20                        | 180 | 360      | 60       | -     | 600              | 150 | 450   | 600  | -     |

**Elective NOS/s:**

| S. No                                    | NOS/Module Name | NOS/Module Code & Version<br><i>(if applicable)</i> | 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 (%)<br><i>(if applicable)</i> |
| 1.                                       | -               | -                                                   | -             | -               | -                   | -                         | -   | -        | -        | -     | -                | -   | -     | -    | -     | -                                       |
| <b>Duration (in Hours) / Total Marks</b> |                 |                                                     |               |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                                         |

**Optional NOS/s:**

| S. No                                    | NOS/Module Name | NOS/Module Code & Version<br><i>(if applicable)</i> | 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 (%)<br><i>(if applicable)</i> |
| 1.                                       | -               | -                                                   | -             | -               | -                   | -                         | -   | -        | -        | -     | -                | -   | -     | -    | -     | -                                       |
| <b>Duration (in Hours) / Total Marks</b> |                 |                                                     |               |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                                         |

**Assessment - Minimum Qualifying Percentage**

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

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

*Minimum marks to pass theory exam: 40%*

*Minimum marks to pass Practical exam: 60%*

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

*Minimum marks to pass theory exam: 40%*

Minimum marks to pass Practical exam: 60%

### Section 3: Training Related

|    |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Trainer’s Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>        | Diploma/ Degree in Arts/ Fine Arts/ Design/Computer Science Engineering or Equivalent with Practical skills and knowledge required in the relevant job role at least one level higher i.e., level 3.5 and above in related field and minimum 2 years of experience in Production Environment in the Media & Entertainment organization will become a trainer, (Preferably TOT/ Certified from reputed agency to be deployed for the training) |
| 2. | <b>Master Trainer’s Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b> | Degree in Engineering (Computer Science, Arts, Fine Arts, Design, Animation) or equivalent with 3 to 5 years of experience in Production/ Training from any Media & Entertainment organization will become as a Master Trainer.                                                                                                                                                                                                               |
| 3. | <b>Tools and Equipment Required for Training</b>                                                                 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If “Yes”, details to be provided in Annexure)                                                                                                                                                                                                                                                                                                                            |
| 4. | <b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>                          | Yes                                                                                                                                                                                                                                                                                                                                                                                                                                           |

### Section 4: Assessment Related

|    |                                                                                                        |                                                                                                                                                                                                                                                                                             |
|----|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Assessor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b> | Diploma / Degree in Engineering (Computer Science, Arts, Fine Arts, Design, Animation) or equivalent with 3 years of experience in Production/ Training from any reputed Media & Entertainment organization.<br><br>Only (TOA) certified assessors will be able to conduct the assessments. |
| 2. | <b>Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>  | Degree in Engineering (Computer Science, Arts, Fine Arts, Design, Animation) or equivalent with 5 years of experience in Production/ Training from any reputed Media & Entertainment organization.                                                                                          |

|    |                                                                                                                       |                                                                                                                                                                                                                              |
|----|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | <b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b> | Post Graduate Diploma/Advanced Diploma / Diploma / ITI Certificate / in the relevant discipline with minimum 5 years of experience in their professional fields (including minimum 3 years of relevant industry experience). |
| 4. | <b>Assessment Mode (Specify the assessment mode)</b>                                                                  | <b>Blended Type (Online + Offline)</b>                                                                                                                                                                                       |
| 5. | <b>Tools and Equipment Required for Assessment</b>                                                                    | <input checked="" type="checkbox"/> Same as for training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)                          |

### Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <p><b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b>Yes</p> <p><b>Human Resource and Skill Requirement in the Media Entertainment Sector (2020-25) Jan 2022 v7</b></p> <p>SKILLS GAP STUDY FOR THE MEDIA &amp; ENTERTAINMENT SECTOR(Media &amp; Entertainment Skills Council (MESCC))</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 2. | <p><b>Latest Market Research Reports or any other source (not older than 2years) (Yes/No):</b> Yes</p> <ul style="list-style-type: none"> <li>Global 3D Animation Market Size, Share &amp; Trends Analysis Report by Technique (3D Modeling, Visual Effects), by Component, by Deployment (On-premise, On-demand), by End Use, and Segment Forecasts, 2021-2028<br/>Link to Research Report: <a href="https://www.researchandmarkets.com/reports/4452097/global-3d-animation-market-size-share-and-trends">https://www.researchandmarkets.com/reports/4452097/global-3d-animation-market-size-share-and-trends</a>.</li> <li>Global 3D Animation Market Size &amp; Growth Report, 2030 - Grand View Research.<br/>Link to Research Report: <a href="https://www.grandviewresearch.com/industry-analysis/3d-animation-market">https://www.grandviewresearch.com/industry-analysis/3d-animation-market</a>.</li> <li>Global 3D Animation Market Research Report (2021 to 2026) - GlobeNewswire.<br/>Link to Research Report: <a href="https://www.globenewswire.com/news-release/2022/01/04/2360496/28124/en/Global-3D-Animation-Market-Research-Report-2021-to-2026-by-Animation-Technique-Component-Deployment-End-user-and-Region.html">https://www.globenewswire.com/news-release/2022/01/04/2360496/28124/en/Global-3D-Animation-Market-Research-Report-2021-to-2026-by-Animation-Technique-Component-Deployment-End-user-and-Region.html</a></li> </ul> |
| 3. | <p><b>Government /Industry initiatives/ requirement (Yes/No):</b>Yes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4. | <p><b>Number of Industry validation provided:</b>30</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|    |                                                                                                        |
|----|--------------------------------------------------------------------------------------------------------|
| 5. | <b>Estimated nos. of persons to be trained and employed:</b> 1000 Per Year                             |
| 6. | <b>Evidence of Concurrence/Consultation with Line Ministry/State Departments:</b> Yes<br>If “No”, why: |

Provide Annexure/Supporting documents name.

## Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

|     |                                                                                                                             |                                        |
|-----|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 1.  | <b>Annexure:</b> NCrF/NSQF level justification based on NCrF level/NSQF descriptors <i>(Mandatory)</i>                      | Annexure-I                             |
| 2.  | <b>Annexure:</b> List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i> | Annexure-II                            |
| 3.  | <b>Annexure:</b> Industry Validation Summary                                                                                | Annexure-III                           |
| 4.  | <b>Annexure:</b> Training & Employment Related                                                                              | Annexure IV                            |
| 5.  | <b>Annexure:</b> Blended Learning <i>(Mandatory, in case selected Mode of delivery is “Blended Learning”)</i>               | Annexure V                             |
| 6.  | <b>Annexure:</b> Detailed Assessment Criteria <i>(Mandatory)</i>                                                            | Annexure-VI                            |
| 7.  | <b>Annexure:</b> Assessment Strategy <i>(Mandatory)</i>                                                                     | Annexure-VII                           |
| 8.  | <b>Annexure:</b> Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>              | NA                                     |
| 9.  | <b>Annexure:</b> Acronym and Glossary <i>(Optional)</i>                                                                     | Annexure VIII                          |
| 10. | <b>Supporting Document:</b> Model Curriculum <i>(Mandatory – Public view)</i>                                               | Annexure IX                            |
| 11. | <b>Supporting Document:</b> Career Progression <i>(Mandatory - Public view)</i>                                             | This aspect is mention in point no 15. |

|     |                                                                   |             |
|-----|-------------------------------------------------------------------|-------------|
| 12. | <b>Supporting Document:</b> Occupational Map ( <i>Mandatory</i> ) | Annexure-X  |
| 13. | <b>Supporting Documents:</b> Assessment SOP( <i>Mandatory</i> )   | Annexure XI |
| 14. | <b>Any other document you wish to submit:</b>                     | NA          |

### Annexure I: 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 |
|-----------------------------|----------------------------------------------------------------|---------------------------------------------------------------------|-----------------|
|-----------------------------|----------------------------------------------------------------|---------------------------------------------------------------------|-----------------|

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|                                                                             |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Professional Theoretical Knowledge/Process</p>                           | <ul style="list-style-type: none"> <li>Specialized knowledge of 3D animation AND Proficient with Computer Graphics,3D animation, Time management for completion of work.</li> </ul>                                           | <ul style="list-style-type: none"> <li>Understanding the fundamentals of computer graphics, installing and navigating software, creating and managing documents, and differentiating between file types, resolution, and color modes.</li> <li>Understanding file types, bitmap vs. vector graphics, resolution, and color modes. Performing basic compositing techniques, making selections, and applying adjustments to images.</li> <li>Understanding the basics of 3D modeling, navigating the 3D user interface, selecting and manipulating objects, creating polygonal models, refining polygon meshes, and exploring advanced modeling techniques.</li> <li>Understanding rendering concepts, exploring different materials, textures, and shaders, laying out UVs, applying materials and textures to 3D objects, and mastering lighting principles.</li> <li>Familiarizing with the animation interface, setting and manipulating keys, utilizing animation tools, adding secondary motion, exploring advanced animation techniques, and animating facial expressions and special effects.</li> <li>Understanding video editing basics, importing and organizing files, applying effects and transitions, working with green screens, manipulating audio, and learning color correction and grading.</li> <li>Developing computer skills, communication competence, report writing skills, teamwork abilities, understanding ethics and values, and gaining knowledge about entrepreneurship and startup schemes.</li> <li>Throughout the course, Learner s will have extensive practical experience with hands-on projects and exercises, allowing them to apply the knowledge gained in real-world scenarios.</li> </ul> | <p>4</p> |
| <p>Professional and Technical Skills/ Expertise/ Professional Knowledge</p> | <ul style="list-style-type: none"> <li>Proficiency in Computer Graphics Software</li> <li>Technical Understanding of File Types, Resolution, and Color Modes</li> <li>3D Modeling, Texturing, and Animation Skills</li> </ul> | <ul style="list-style-type: none"> <li>Learner s develop a high level of proficiency in computer graphics software, including navigating the interface, managing documents, and utilizing various tools and features effectively.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>4</p> |

|                                                                                             |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|                                                                                             | <ul style="list-style-type: none"> <li>• Video Editing Proficiency</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>• Learner s gain in-depth technical knowledge about different file types, understanding their characteristics and optimal usage. They also learn about resolution and color modes, ensuring accurate and high-quality output.</li> <li>• Learner s acquire expertise in 3D modeling, mastering the creation of polygonal models, refining meshes, and applying textures to bring their models to life. They also develop strong animation skills, understanding keyframe animation techniques and principles of timing and motion.</li> <li>• Learner s gain proficiency in video editing, including importing and organizing files, applying effects and transitions, manipulating audio, and enhancing the visual quality of videos to create compelling final products.</li> </ul> |          |
| <p>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</p> | <ul style="list-style-type: none"> <li>• Understand Personal Strengths \ Value, Digital Literacy, Money Matters and Preparing for Employment &amp; Self Employment</li> </ul> | <ul style="list-style-type: none"> <li>• Learner can Develop communication competence, report writing skills &amp; preparation of Resumes or Curriculum Vitae, Learner can be able to Interact effectively with co-workers and can apply the Engineering Ethics and Human Values at workplace.</li> <li>• Leaner can understand the basic process of becoming an entrepreneur &amp; start up and can get benefits from various government schemes applicable.</li> </ul>                                                                                                                                                                                                                                                                                                                                                     | <p>4</p> |



|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Broad Learning Outcomes/Core Skill</p> | <ul style="list-style-type: none"> <li>Lerner will achieve a high level of proficiency in computer graphics, including software usage, file management, and understanding different file types, resolution, and color modes.</li> <li>Learner s will develop strong skills in 3D modeling, mastering the creation of polygonal models, refining meshes, and applying textures. They will also acquire expertise in animation, understanding key frame animation techniques and principles.</li> <li>Students will gain proficiency in video editing, including importing and organizing files, applying effects and transitions, manipulating audio, and enhancing visual quality. They will also develop skills in post-production techniques such as color correction and grading.</li> <li>Learner s will develop essential employability skills, including effective communication, teamwork, time management, and professionalism. They will also gain an understanding of entrepreneurship, accessing funding, and government schemes for startups.<br/>Learner s will cultivate creative problem-solving skills, enabling them to tackle challenges in computer graphics and animation. They will also have the opportunity to express their artistic vision through the creation of visually appealing and engaging animations.</li> </ul> | <ul style="list-style-type: none"> <li>Learner s demonstrate proficiency in computer graphics software, including file management, different file types, resolution, and color modes.</li> <li>Learner s showcase skills in creating and refining 3D models, applying textures, and utilizing keyframe animation techniques.</li> <li>Learner s exhibit proficiency in importing, organizing, and enhancing videos through editing techniques and post-production processes.</li> <li>Learner s demonstrate effective communication, teamwork, time management, and professionalism, along with an understanding of entrepreneurship and government schemes for startups.</li> <li>Learner s exhibit the ability to creatively solve problems and express their artistic vision through visually appealing and engaging animations.</li> <li>Learner s will achieve a high level of proficiency in computer graphics, including software usage, file management, and understanding different file types, resolution, and color modes.</li> </ul> | <p>4</p> |
| <p>Responsibility</p>                     | <ul style="list-style-type: none"> <li>Responsible for own work and learning as well as for the subordinates.</li> <li>Takes complete responsibility for delivery and quality of own work and output.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Learner is expected to perform the task as per given instructions, taking responsibility of proper execution of the program generated and its actions for the operation, quality and accuracy of the work.</li> <li>3D Artist works independently for certain tasks and collaboratively and takes responsibility fully for own work, he/she is expected to</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>4</p> |

|  |  |                                                                                                                                                                                                                                                                                                            |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <p>have openness to learning, ability to plan and organize own work and identify and solve problems in the course of working.</p> <ul style="list-style-type: none"> <li>Understanding the need to take initiative and manage self-work and group tasks to improve efficiency and effectiveness</li> </ul> |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### Annexure II: Tools and Equipment (Lab Set-Up)

**List of Tools and Equipment: Batch Size:20**

| S. No. | Tool / Equipment Name                                                                                                                                                       | Specification                                                                                                                                                                                   | Quantity for specified Batch size |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 1      | Computer System or Workstation                                                                                                                                              | OS: Windows / Mac<br>CPU: AMD / Intel (High Performance Workstation) (or related equivalent)<br>RAM: 8GB or Higher<br>GPU: Nvidia/ AMD 4GB VRAM or Higher<br>Monitor: Full HD Monitor or Higher | 20                                |
| 2      | Graphics Software's / Adobe creative Suite                                                                                                                                  | Latest versions as per industry standards                                                                                                                                                       | 20 Seats                          |
| 3      | Autodesk Maya / 3D Software's                                                                                                                                               | Latest versions as per industry standards                                                                                                                                                       | 20 Seats                          |
| 4      | <i>General Equipment for Classroom: White Board, Smart Board, Duster, Marker, Multimedia /LCD Projector, Audio Video Aids, Pen drive and Webcam, Practice Exercise etc.</i> | Standard                                                                                                                                                                                        | 1 set                             |

### Annexure III: 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) |
|-------|-----------------------------------|----------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------|---------------------------------|
| 1     | Ficus Productions Private Limited | Mr. Rohit D. Ghokshe | CEO, Managing Director | Room No. 58, Chawl no.6, Plot no.4, BMC Colony, Dr. E.Moses Road, Worli Naka, Mumbai 400018                                                                                                     | 866152165        | Info.ficusproduction@gmail.com     |                                 |
| 2     | Ultra Digital Studio Pvt.Ltd      | Mr. Anup Chandekar   | Sr. Admin Executive    | 4th Floor, A4, Ultra Media & Entertainment Pvt Ltd, Peninsula Park, C/O, Off Veera Desai Rd, near Maruti Business Park, Veera Desai Industrial Estate, Andheri West, Mumbai, Maharashtra 400053 | 9321213141       | anup.chandekar@ultraindia.com      |                                 |
| 3     | Chanchal Engineering works        | Mr. DRYHAEBHWAR      | PROPRIETOR             | gut no.67,plot no.06(B),shivrana audyogik sanstha, wadgaon(ko), area, MIDC, Waluj, Aurangabad, Maharashtra 431133                                                                               | 9765499939       | chanchalengineeringworks@gmail.com |                                 |
| 4     | Antennae Venture                  | Mr.Manpreet Singh    | Ecosystem Manager      | LodhaSupremus, Saki Vihar Rd, opposite Mtnl, off Tunga Village, Tunga Village, Chandivali, Powai, Mumbai, Maharashtra 400076                                                                    | 9082860602       | hr@antennae.in                     |                                 |
| 5     | Royal Finesse Studio              | Mr.Anchal Joshi      | Cofounder              | new prerana CHS, C-1, next to modihyundai, Bhakti Mandir, PanchPakhdi, Thane West, Thane, Maharashtra 400602                                                                                    | 8356099360       | aanchal@royalfinesse.in            |                                 |
| 6     | IDZ Digital Pvt. Ltd.             | Ms. Anuja Dhage      | Hr Executive           | Kanakia Western Edge II, Western Edge II, B-607, behind Metro Mall, near SuSwagat Hotel, Food Corporation of India Warehouse, Borivali East, Mumbai, Maharashtra 400066                         | 9321738407       | careers@idzdigital.com             |                                 |
| 7     | Yanisa Execution                  | Sonu Waghmare        | Studio Manager         | 04, 2nd floor, ShyamVihar,MewawalaNiwas, MG Road, near Puppy Tailor, Mulund (w), Mumbai: 80                                                                                                     | 7977468221       | mswsonu@gmail.com                  |                                 |

|    |                                                        |                              |                                  |                                                                                                                                                                                  |            |                                                                                                            |  |
|----|--------------------------------------------------------|------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------|--|
| 8  | Hydrotech Consultant                                   | Prafulchandra Pramodrai Naik | Director Of Hydrotech Consultant | Admin office: 32, Sumit Samarth Arcade, A wing, Aarey Road, Goregaon (W), Mumbai - 400104<br>Regd. Office: Sarvodaya Bhuvan 'B', Gokhale Road (N), Dadar (West), Mumbai - 400028 | 9892177917 | info@hydrotechconsultant.com                                                                               |  |
| 9  | G.T. Engineering Works                                 | Karuppaswamy Yadav           | Partner                          | 17, Vardhaman Indl. Estate, Opp. Nahur Station, Village Road, Bhandup-(W), Mumbai-78                                                                                             | 9702277955 | gtengineeringworks@gmail.com                                                                               |  |
| 10 | Prabhavshali News                                      | Stevan Jhon Badiger          | Chief Editor                     | Ram Heritage Building, Plot No. 32, Sector - 12, Shop No. 19, Kamothe, Navi Mumbai - 410209                                                                                      | 9324847296 | prabhavshalinews@gmail.com                                                                                 |  |
| 11 | Shree Swami Samartha Media Private Limited             | Nilesh Gajanan Karanje       | Director                         | Pratiksha Nagar, Palm Acres CHS, M-5, B Wing, Second floor, Flat Number-205, Pratikshanagar, Sion (East), Mumbai-400022                                                          | 9930461343 | <a href="mailto:Nileshkaranje@gmail.com">Nileshkaranje@gmail.com</a><br>nilesh@shreeswamisamarthamedia.com |  |
| 12 | Manik Machinery Manufacturer Pvt. Ltd.                 | Manojkumar Patil             | Design Engineer                  | 21/24, Sons Udyog, Parsi Panchayat Road, Andheri (East) mumbai- 400069                                                                                                           | 9892209289 | manoj.patil@pilotindia.com                                                                                 |  |
| 13 | Additional Ambarnath Manufacturer's Association (AAMA) | Umesh Tayade                 | AAMA - Chairman                  | P-42, AAMA Welfare Centre, Anandnagar, Additional Ambarnath MIDC, Ambarnath - 421506, Dist - Thane                                                                               | 9422073611 | aama.ambarnath@gmail.com                                                                                   |  |
| 14 | Word Publishing                                        | Karan Jadhav                 | Talent Acquisition Manager       | Office no. 117, First Floor, lobby no. 4Rupa Solitaire, MBP, Mahape Navi Mumbai<br>Nearest Station: Ghansoli, Navi Mumbai                                                        | 9619225867 | karan.jadhav@wpsgp.com                                                                                     |  |
| 15 | Ad On Enterprises                                      | Sudhir Parte                 | Director                         | 505/ B, Neelkantheshwar Apt, Lonin Nagar, Nitin Company Signal, Thane (W), Maharashtra - 400602                                                                                  | 9821802203 | enterprises.adon@gmail.com                                                                                 |  |
| 16 | DigitalCube Tech Private Limited                       | Devayani Bendale             | HR Executive                     | B- 203, Sai Siddhivinayak Apt, Near Tondvalkar School, Dombivil West. 421202                                                                                                     | 8485025073 | hr@digitalcube.tech                                                                                        |  |
| 17 | AV LASERCRAFTS                                         | Aniket Jadhav                | Managing Director                | ADD- SHOP-3, GAUREE LEELA APT, KADRAP BADLAPUR EAST.                                                                                                                             | 9067788666 | avalsercrafts@gmail.com                                                                                    |  |

|    |                                  |                      |                      |                                                                                                                 |                         |                                                                                                                                                                    |  |
|----|----------------------------------|----------------------|----------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 18 | Daynil Group Solutions Pvt. Ltd. | Ms. Shruti Ghodke    | HR Associate         | Unit no. 212, Globe Estate, Tata Power Circle, 1, near Vikas Naka, MIDC, Dombivli, Maharashtra 421203           | 8668215445              | hr@daynilgroup.com                                                                                                                                                 |  |
| 19 | Allied Engineering Pvt Ltd       | Alumer Gadkari       | Application Engineer | Plot No. D-222/14 , TTC Industrial Area, MIDC, Nerul, Navi Mumbai, Maharashtra - 400706                         | 7977806044 / 8291195952 | <a href="mailto:sales@alliedengineering.co.in">sales@alliedengineering.co.in</a><br><a href="mailto:info@alliedengineering.co.in">info@alliedengineering.co.in</a> |  |
| 20 | Evertiz Solutions                | Shavin Kamble        | Sr Hr Executive      | Seawoods west, Sector 44A, Navi Mumbai, Maharashtra,                                                            | 7900054498              | shavin.kamble@evertiz.com                                                                                                                                          |  |
| 21 | Aja Consultants and Engineers    | Aniruddha Pradhan    | Partner              | 701, Swami Sankul, Vasant Patil Marg, Chunabhatti, Sion, Mumbai - 400022                                        | 9892675218              | aapradhan@ajconsult.com                                                                                                                                            |  |
| 22 | A to Z Placement Service         | Amit Varma           | Director             | office no. 004, Ground floor, Manas Sarovar CHSL, B wing, Beturkar Pada, Near M.K. College, kalyan (W) - 421301 | 7977261570              | amitkumar.verma@atozjobs.in                                                                                                                                        |  |
| 23 | BrainHap                         | Amruta Suki          | Executive- HR        | 35/151, 1st Floor, Shree laxmi Vijay Industrial Premises, New Link Road, Sab TV lane                            | 9970747512              | admin@aerobott.com                                                                                                                                                 |  |
| 24 | Softcon Automation               | Sanjay Narayan Sheth | Partner              | Unit No.7, Bldg., No.1, Sector No. 11, Millennium Business Park, Mahape, MIDC, Navi Mumbai. 4c0710              | 9324645875              | sanjay@softconautomation.com                                                                                                                                       |  |
| 25 | Tibe Allianz Pvt Ltd             | Shraddha Nijai       | General Manager      | Regd Address: Tibe House, Main Road, Opp. Panchayat Samiti, Murbad, Maharashtra 421401                          | 8459857541              | <a href="mailto:tibeallianz@gmail.com">tibeallianz@gmail.com</a><br><a href="mailto:connect@tibeallianz.com">connect@tibeallianz.com</a>                           |  |
| 26 | S.N. Engineering works           | Sneha                | CEO                  | Chaudhary, Sambhaji Nagar                                                                                       | 9822859974              | snehag858@gmail.com                                                                                                                                                |  |
| 27 | Pranav Enterprises               | Padharinath Devkar   | Owner                | Plot No C-40, Midc Area, Waluj MIDC, Aurangabad-Maharashtra - 431136                                            | 9371671146              | pranavent@gmail.com                                                                                                                                                |  |
| 28 | R.P. Industries                  | Prashant Patil       | CEO                  | H-5/27, MIDC Industrial Area, Chikalthana, Aurangabad-431210, Maharashtra, India.                               | 8007222251              | prashantpatil@gmail.com                                                                                                                                            |  |
| 29 | Madhura Die Cast Private Limited | Madhura              | CEO                  | D-168 MIDC Shendra, Aurangabad - 431154                                                                         | 9422204622              | madhuradiecast@gaikegroup.in                                                                                                                                       |  |
| 30 | Gayatri Auto Components          | Ranjeet Mete         | Lead Designer        | Plot No. K39, Chh, MIDC, Ranjangaon, Waluj, Aurangabad, Ghanegaon, Maharashtra 431136                           | 7385613842              | info@gayatriauto.in                                                                                                                                                |  |

### Annexure IV: 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 |
| 2023-24 | 1000                 | 850                                | 450                  | 420                                | -                      | -                                  |
| 2024-25 | 1500                 | 1250                               | 700                  | 650                                | -                      | -                                  |
| 2025-26 | 2000                 | 1850                               | 900                  | 820                                | -                      | -                                  |

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 |
| 1.0                   | 2020-21 | 120              | 120      | 120       | 110    | 15      | 15       | 15        | 12     | -                      | -        | -         | -      |
| 1.0                   | 2021-22 | 13               | 13       | 13        | 10     | 12      | 12       | 12        | 10     | -                      | -        | -         | -      |
| 1.0                   | 2022-23 | 133              | 133      | 133       | 120    | 18      | 18       | 18        | 15     | -                      | -        | -         | -      |

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. Fee based Training Program under the Ministry of MSME.
2. PM DakshtaAurKushaltaSampannHitgrahiYojana under M/o SJE, GOI

3. Capacity building Training program under National SC/ST Hub, M/o MSME, GOI
4. DDUGKY under the MoRD.
5. Schemes under the different state Government.

**Content availability for previous versions of qualifications:**

Participant Handbook  Facilitator Guide  Digital Content  Qualification Handbook  Any Other:

**Languages in which Content is available: English**

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### Annexure V: 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 checked="" type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge                    | Books/ e-books, Presentations, Reference Material, Audio / Video Modules with 2D and 3D animation Self-Learning Videos /Broadcasts /Mobile Learning /Curated Digital content | 40:60                 |
| 2      | <input checked="" type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners | Self-Learning Videos Broadcasts Mobile Learning Curated Digital content                                                                                                      | 40:60                 |
| 3      | <input checked="" type="checkbox"/> Showing Practical Demonstrations to the learners                                     | Adobe Suite and Autodesk maya Software’s Video Content E-Resource library                                                                                                    | 50:50                 |
| 4      | <input checked="" type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training         | On above software’s                                                                                                                                                          | 100:00                |
| 5      | <input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice                                              | Online Question Bank, Mobile Quick test app<br>MCQ based tests, Practical Test on Machines                                                                                   | 50:50                 |
| 6      | <input checked="" type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations                           | Assessment engine for Essays, Up-loadable file examinations and Mock test sessions                                                                                           | 50:50                 |
| 7      | <input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training                     | N/A                                                                                                                                                                          | -                     |

### Annexure VI: 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 |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
| <p><b>NOS/Module:</b> MSME/3DANI/01</p> <p><b>Understand concepts to create Computer Graphics</b></p> | <p>Understanding Computer Graphics:</p> <p>PC.1 Learners explain fundamental computer graphics concepts.</p> <p>Software Installation:</p> <p>PC.2 Learners successfully install relevant graphics software.</p> <p>Creating Documents:</p> <p>PC.3 Learners create new documents using provided start workspaces.</p> <p>Interface Customization:</p> <p>PC.4 Learners efficiently customize the interface using panels as needed.</p> <p>Keyboard and Menu Commands:</p> <p>PC.5 Learners competently use keyboard shortcuts and menu commands.</p> <p>Workspace Management:</p> <p>PC.6 Learners effectively use workspaces for different tasks.</p> <p>File Types Knowledge:</p> <p>PC.7 Learners explain different file types and their appropriate usage.</p> <p>Understanding RAW Formats:</p> <p>PC.8 Learners understand characteristics and importance of RAW formats.</p> <p>Bitmaps vs. Vectors:</p> <p>PC.9 Learners differentiate between bitmaps and vectors and apply them appropriately.</p> <p>Resolution Understanding:</p> <p>PC.10 Learners know about resolution and its impact on image quality.</p> <p>Image Handling:</p> | 50           | 50              | -             | -          |

|                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |          |                   |          |          |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------|----------|----------|
|                                                                                                   | <p>PC.11 Learners handle image resizing and resampling competently.</p> <p>Color Modes Significance:</p> <p>PC.12 Learners understand the significance of color modes in digital imaging.</p> <p>Selection Tools Usage:</p> <p>PC.13 Learners utilize selection tools to make accurate selections successfully.</p> <p>Layer Management:</p> <p>PC.14 Learners select and manage layers competently.</p> <p>Adjustment Techniques:</p> <p>PC.15 Learners apply adjustment techniques proficiently for precise editing.</p>                                                                                                                                               |          |                   |          |          |
| <p><b>NOS/Module:</b> MSME/3DANI/02</p> <p><b>Gain in-depth knowledge to create 3D Models</b></p> | <p>Fundamental Understanding:</p> <p>PC.1 Learner explains basic 3D graphics concepts and differences between 2D and 3D.</p> <p>Software Proficiency:</p> <p>PC.2 Learner navigates and customizes 3D software interface effectively.</p> <p>Object Handling:</p> <p>PC.3 Learner selects, manipulates, and organizes objects competently.</p> <p>Modeling Skills:</p> <p>PC.4 Learner creates polygonal and NURBS models skillfully.</p> <p>Techniques Application:</p> <p>PC.5 Learner applies various modeling techniques effectively.</p> <p>Mesh Refinement:</p> <p>PC.6 Learner refines meshes proficiently using different tools.</p> <p>Sculpting Abilities:</p> | <p>-</p> | <p><b>100</b></p> | <p>-</p> | <p>-</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |
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|  | <p>PC.7 Learner demonstrates skillful use of sculpting tools.</p> <p>UV Unwrapping:</p> <p>PC.8 Learner unwraps UVs for models competently.</p> <p>Viewport Utilization:</p> <p>PC.9 Learner efficiently uses different viewports.</p> <p>Transformation Operations:</p> <p>PC.10 Learner positions objects accurately using transformation operations.</p> <p>Object Properties:</p> <p>PC.11 Learner applies object properties effectively.</p> <p>Scene Organization:</p> <p>PC.12 Learner organizes scenes logically using hierarchies and groups.</p> <p>Visibility Management:</p> <p>PC.13 Learner manages object visibility and layering adeptly.</p> <p>Modeling Efficiency:</p> <p>PC.14 Learner utilizes references effectively for precise modeling.</p> <p>Polygonal Modeling Proficiency:</p> <p>PC.15 Learner creates and manipulates polygonal models skillfully.</p> <p>NURBS Modeling Competence:</p> <p>PC.16 Learner demonstrates proficiency in NURBS modeling.</p> <p>Mesh Topology Enhancement:</p> <p>PC.17 Learner enhances mesh topology using edge flow techniques.</p> <p>Alternative Techniques Familiarity:</p> |  |  |  |  |
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|                                                                                                                | <p>PC.18 Learner shows familiarity with alternative modeling techniques.</p> <p>Hard Surface and Organic Modeling:</p> <p>PC.19 Learner adeptly creates both hard surface and organic models.</p> <p>Presentation and Collaboration:</p> <p>PC.20 Learner effectively presents work and collaborates with peers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |                   |          |          |
| <p><b>NOS/Module:</b> MSME/3DANI/03</p> <p><b>Gain Knowledge to Texture, add Lights and Render 3D file</b></p> | <p>Shader Application:</p> <p>PC.1 Learner creates and applies shaders, textures, and materials proficiently.</p> <p>Render Engine Understanding:</p> <p>PC.2 Learner demonstrates understanding of render engines like Mental Ray and Arnold.</p> <p>UV Projection and Layout:</p> <p>PC.3 Learner implements various UV projections and lays out UVs for complex geometry effectively.</p> <p>Texture Application:</p> <p>PC.4 Learner skillfully applies textures using UV projection techniques and UV editor tools.</p> <p>Material and Texture Utilization:</p> <p>PC.5 Learner proficiently applies materials and textures to 3D models, including NURBS and organic models.</p> <p>Lighting Control:</p> <p>PC.6 Learner understands and controls different light types, attributes, and shadows effectively.</p> <p>Render Settings Adjustment:</p> <p>PC.7 Learner adjusts render settings competently for desired output quality.</p> <p>Lighting Setup:</p> <p>PC.8 Learner creates lighting setups matching scene requirements effectively.</p> <p>Scene Rendering:</p> <p>PC.9 Learner renders scenes competently using render view and batch render.</p> | <p>-</p> | <p><b>100</b></p> | <p>-</p> | <p>-</p> |

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|                                                                                                         | <p>Rendering Techniques:</p> <p>PC.10 Learner implements various rendering techniques, including lighting, motion blur, and image-based lighting.</p> <p>Third-Party Renderer Skills:</p> <p>PC.11 Learner works effectively with third-party renderers like Arnold, utilizing their features and settings.</p> <p>Arnold Renderer Proficiency:</p> <p>PC.12 Learner demonstrates proficiency in using Arnold lights, mesh lights, and render settings.</p> <p>Depth of Field and Motion Blur:</p> <p>PC.13 Learner implements depth of field and motion blur effects in Arnold proficiently.</p> <p>Lighting Placement:</p> <p>PC.14 Learner accurately creates and places lights in 3D scenes.</p> <p>Common Light Attributes:</p> <p>PC.15 Learner understands and applies common light attributes effectively.</p> |          |                   |          |          |
| <p><b>NOS/Module:</b> MSME/3DANI/04</p> <p><b>Gain In-depth knowledge to Animate a 3D Character</b></p> | <p>Animation Interface Proficiency:</p> <p>PC.1 Learner navigates and utilizes the animation interface proficiently.</p> <p>Keyframe Manipulation:</p> <p>PC.2 Learner sets keyframes and manipulates animation curves using the graph editor skillfully.</p> <p>Animation Organization:</p> <p>PC.3 Learner competently uses the dope sheet for organizing and editing animation.</p> <p>Motion Path Utilization:</p> <p>PC.4 Learner effectively utilizes motion paths for animation.</p> <p>Review and Evaluation:</p> <p>PC.5 Learner plays back animations for review and evaluation purposes skillfully.</p>                                                                                                                                                                                                     | <p>-</p> | <p><b>100</b></p> | <p>-</p> | <p>-</p> |

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|                                                                                                    | <p>Animation Controls:</p> <p>PC.6 Learner utilizes animation controls and tools competently.</p> <p>Keyframe Editing:</p> <p>PC.7 Learner sets and edits keyframes skillfully.</p> <p>Graph Editor Precision:</p> <p>PC.8 Learner demonstrates proficiency in utilizing the graph editor for precise animation curve control.</p> <p>Camera Animation:</p> <p>PC.9 Learner animates cameras and secondary motion skillfully.</p> <p>Animation Sequences:</p> <p>PC.10 Learner creates various animation sequences competently, covering a range of actions and interactions.</p> <p>Animation Principles Application:</p> <p>PC.11 Learner demonstrates understanding and application of animation principles.</p> <p>Advanced Animation Techniques:</p> <p>PC.12 Learner utilizes advanced tools and techniques skillfully for complex animations.</p> |   |            |   |   |
| <p><b>NOS/Module:</b> MSME/3DANI/05</p> <p><b>Understand the Fundamentals of Video Editing</b></p> | <p>Video Editing Basics:</p> <p>PC.1 Demonstrates understanding of video editing concepts and techniques.</p> <p>Color Theory Familiarity:</p> <p>PC.2 Shows learner's familiarity with basic color theory.</p> <p>Software Proficiency:</p> <p>PC.3 Utilizes video editing software adeptly and navigates its interface effectively.</p> <p>Media Organization:</p> <p>PC.4 Learner imports and organizes media files competently within the software.</p>                                                                                                                                                                                                                                                                                                                                                                                              | - | <b>100</b> | - | - |

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|  | <p>Timeline Management:</p> <p>PC.5 Learner creates sequences and adds clips skillfully.</p> <p>Editing Tools Proficiency:</p> <p>PC.6 Utilizes essential editing tools and shortcuts proficiently.</p> <p>Clip Adjustment:</p> <p>PC.7 Effectively adjusts clip dimensions and toolbar options.</p> <p>Green Screen Techniques:</p> <p>PC.8 Demonstrates learner's proficient knowledge and application of green screen methods.</p> <p>Title Creation:</p> <p>PC.9 Learner creates basic titles and templates proficiently.</p> <p>Text Animation:</p> <p>PC.10 Installs fonts and applies custom text animations competently.</p> <p>Video and Title Compositing:</p> <p>PC.11 Skillfully combines video and titles, applying various effects.</p> <p>Audio Editing:</p> <p>PC.12 Separates audio from video, removes background noise, and syncs clips with music adeptly.</p> <p>Audio Effects:</p> <p>PC.13 Applies audio effects with learner's skill.</p> <p>Video Export:</p> <p>PC.14 Exports HD video efficiently and understands platform-specific export settings.</p> <p>Keyframe Animation:</p> <p>PC.15 Learner understands and applies keyframe animation techniques.</p> |  |  |  |  |
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|                                                                                       | <p>Transitions:</p> <p>PC.16 Creates various transitions with learner's skill.</p> <p>Color Correction and Grading:</p> <p>PC.17 Understands and applies color correction and grading techniques effectively.</p> <p>Advanced Effects:</p> <p>PC.18 Applies advanced video effects and techniques proficiently.</p> <p>Software Management:</p> <p>PC.19 Implements techniques to prevent software crashes and manages cache data effectively.</p> <p>Additional Features:</p> <p>PC.20 Adds timecode stamps, creates smooth transitions, utilizes highlighting techniques, sources and uses free stock videos/templates proficiently.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |          |          |          |
| <p><b>NOS/Module:</b></p> <p><b>MSME/ES/01</b></p> <p><b>Employability Skills</b></p> | <p>PC.1 Discuss the Employability Skills required for jobs in various industries</p> <p>PC.2 List different learning and employability related GOI and private portals and their usage</p> <p>PC.3 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</p> <p>PC.4 Show how to practice different environmentally sustainable practices.</p> <p>PC.5 Discuss importance of relevant 21st century skills.</p> <p>PC.6 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.</p> <p>PC.7 Describe the benefits of continuous learning.</p> <p>PC.8 Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</p> <p>PC.9 Read and interpret text written in basic English</p> <p>PC.10 Write a short note/paragraph / letter/e-mail using basic English</p> <p>PC.11 Create a career development plan with well-defined short- and long-term goals</p> | <p><b>100</b></p> | <p>-</p> | <p>-</p> | <p>-</p> |

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|  | <p>PC.12 Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.</p> <p>PC.13 Explain the importance of active listening for effective communication</p> <p>PC.14 Discuss the significance of working collaboratively with others in a team</p> <p>PC.15 Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD</p> <p>PC.16 Discuss the significance of escalating sexual harassment issues as per POSH act.</p> <p>PC.17 Outline the importance of selecting the right financial institution, product, and service</p> <p>PC.18 Demonstrate how to carry out offline and online financial transactions, safely and securely</p> <p>PC.19 List the common components of salary and compute income, expenditure, taxes, investments etc.</p> <p>PC.20 Discuss the legal rights, laws, and aids</p> <p>PC.21 Describe the role of digital technology in today's life</p> <p>PC.22 Demonstrate how to operate digital devices and use the associated applications and features, safely and securely</p> <p>PC.23 Discuss the significance of displaying responsible online behavior while browsing, using various socialmedia platforms, e-mails, etc., safely and securely</p> <p>PC.24 Create sample word documents, excel sheets and presentations using basic features</p> <p>PC.25 Utilize virtual collaboration tools to work effectively</p> <p>PC.26 Explain the types of entrepreneurship and enterprises</p> <p>PC.27 Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan</p> <p>PC.28 Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement</p> <p>PC.29 Create a sample business plan, for the selected business opportunity</p> <p>PC.30 Describe the significance of analyzing different types and needs of customers</p> <p>PC.31 Explain the significance of identifying customer needs and responding to them in a professional manner.</p> <p>PC.32 Discuss the significance of maintaining hygiene and dressing appropriately</p> <p>PC.33 Create a professional Curriculum Vitae (CV)</p> <p>PC.34 Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively</p> <p>PC.35 Discuss the significance of maintaining hygiene and confidence during an interview</p> <p>PC.36 Perform a mock interview</p> <p>PC.37 List the steps for searching and registering for apprenticeship opportunities</p> |  |  |  |  |
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| <b>Total Marks</b> | <b>600</b> |
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## Annexure VII: 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 are assigned to the MSME NSQF Assessment Agency via email for the assessment.
- MSME NSQF Assessment Agency sends the assessment confirmation to respective TC.
- MSME NSQF Assessment Agency deploys the certified Assessor for executing the assessment at respective TC via online / offline mode.
- MSME NSQF Assessment Agency & respective TC Internal Assessment cell monitors the assessment process & records.

### 2. Testing Environment:

- MSME NSQF Assessment Agency confirms the Assessment location, date and time
- For number of candidates more than 30 separate assessors are assigned for the assessment.
- MSME NSQF Assessment Agency & respective assessor confirms that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

### 3. Assessment Quality Assurance levels/Framework:

- Each TC Submits the Question Bank for the individual subject Theory & Practice separately, submits to MSME NSQF Assessment Agency and it is verified by the MSME NSQF Assessment Agency Committee members.
- Questions are mapped to the specified assessment criteria
- All the assessors & Trainers are well qualified & trained to carry out the specified task.

### 4. Types of evidence or evidence-gathering protocol:

- Online Link is send by MSME NSQF Assessment Agency to respective TC & Assessor. Reporting of the assessor from assessment location is verified by the MSME NSQF Assessment Agency through the online Meeting Link. Students are also required to join for the online link for verification by the MSME NSQF Assessment Agency.
- Assessment Photographs are shared with the MSME NSQF Assessment Agency & are also with the respective TC.

**5. Method of verification or validation:**

- Online Link is send by MSME NSQF Assessment Agency to respective TC & Assessor. Reporting of the assessor from assessment location is verified by the MSME NSQF Assessment Agency through the online Meeting Link. Students are also required to join for the online link for verification by the MSME NSQF Assessment Agency.

**6. Method for assessment documentation, archiving, and access:**

- The Assessment records are shared with MSME NSQF Assessment Agency & also stored at respective TC.
- Assessor fills the assessment report and shares with the MSME NSQF Assessment Agency.

**On the Job Training:**

- Each module will be assessed separately.
- The candidate must score 60% marks to successfully complete the OJT.
- Learner will be assessed on the basis of OJT report followed by Viva
- Assessment will ensure that the Learner is able to:
  - ✓ Effective engagement with the customers / Subordinates and team
  - ✓ Understand the working of various tools and equipment
  - ✓ Understand the working environment of the industry

**Annexure VIII: Acronym and Glossary**

| <i>Acronym</i> | <i>Description</i> |
|----------------|--------------------|
| <b>Acronym</b> | <b>Description</b> |

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

**Glossary**

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