



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

#### Jr. Designer – UI UX

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: 4

Submitted By:

MSME TECHNOLOGY CENTRE

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

Govt. of India

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## Section 1: Basic Details

1.	<b>Qualification Name</b>	Jr. Designer – UI UX	
2.	<b>Sector/s</b>	IT & ITes	
3.	<b>Type of Qualification:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> <i>(change to previous, once approved)</i> QG-04-IT-02396-2024-V1-MSME	<b>Qualification Name of existing/previous version:</b>
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	NA -	
5.	<b>National Qualification Register (NQR) Code&amp;Version</b> <i>(Will be issued after NSQC approval)</i>	MSME/UIUX	<b>6. NCrf/NSQF Level: 4</b>
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other</b> <i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i>	Certificate	
8.	<b>Brief Description of the Qualification</b>	<p>A web graphic designer is responsible for curating the aesthetics of a website from logos to fonts and images. They typically work with other designers and web developers to decide on a direction for the website's image. To be successful as a web graphic designer you must have a good understanding of front-end and back-end coding to create functions that work and look appealing.</p> <p>A graphic designer creates visuals for all kinds of projects, from websites to print ads. They use a variety of design elements and techniques to create their work. Graphic design combines art and technology.</p> <ul style="list-style-type: none"> <li>● Learners who attain this qualification can perform Computer Generated Imagery, UI Design, UX Design, Website Designing, Front-End &amp; Back-End Development.</li> <li>● Qualified learners are competent to get an employment in Media and Entertainment sector as per the requirement of MSMEs</li> <li>● Qualified learners will become an entrepreneur.</li> </ul>	

<p><b>9. Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b></p>	<p><b>a. Entry Qualification &amp; Relevant Experience:</b></p> <table border="1" data-bbox="741 213 2000 620"> <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 12th pass</td> <td rowspan="3">No Experience Required</td> </tr> <tr> <td>2</td> <td>Pursuing 2nd year of 3-year regular Diploma (after 10th)</td> </tr> <tr> <td>3</td> <td>10th grade pass and pursuing continuous schooling (for 2 year program)</td> </tr> <tr> <td>4</td> <td>Previous relevant Qualification of NSQF Level 3.5</td> <td>1.5 year relevant experience</td> </tr> <tr> <td>5</td> <td>Previous relevant Qualification of NSQF Level 3.0</td> <td>3 year relevant experience</td> </tr> </tbody> </table> <p><b>b. Age:</b>17 Years</p>						S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Grade 12th pass	No Experience Required	2	Pursuing 2nd year of 3-year regular Diploma (after 10th)	3	10th grade pass and pursuing continuous schooling (for 2 year program)	4	Previous relevant Qualification of NSQF Level 3.5	1.5 year relevant experience	5	Previous relevant Qualification of NSQF Level 3.0	3 year relevant experience								
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5	Previous relevant Qualification of NSQF Level 3.0	3 year relevant experience																												
<p><b>10 Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))</b></p>	20			<p><b>11. Common Cost Norm Category (I/II/III) (wherever applicable):</b> I</p>																										
<p><b>12 Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)</b></p>	Graphics Software's, Web Technologies, Microsoft Visual Studio Code.																													
<p><b>13 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>	<p><input type="checkbox"/>Offline <input type="checkbox"/>Online <input checked="" type="checkbox"/>Blended</p> <table border="1" data-bbox="741 903 2011 1158"> <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>12</td> <td>216</td> <td>-</td> <td>-</td> <td>228</td> </tr> <tr> <td>Online</td> <td>18</td> <td>144</td> <td>-</td> <td>-</td> <td>162</td> </tr> <tr> <td><b>Total</b></td> <td>30</td> <td>360</td> <td></td> <td></td> <td>390</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)	12	216	-	-	228	Online	18	144	-	-	162	<b>Total</b>	30	360			390
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<b>Total</b>	30	360			390																									
<p><b>14 Aligned to NCO/ISCO Code/s (if no code is available mention the same)</b></p>	2513.01(Web Developer)																													
<p><b>15 Progression path after attaining the qualification (Please show Professional and Academic progression)</b></p>	<p><b>Professional Progress:</b> UI/UX Developer → Front-end Developer  <b>Academic Progression:</b> AR/VR Visual Designer (NSQF Level 4.5)</p>																													
<p><b>16 Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b></p>	Hindi																													

17	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:	
18	Is the Job Role Amenable to Persons with Disability	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability: As per Govt. Norms.	
19	How Participation of Women will be Encouraged		
20	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The said aspect is covered in the module name Employability Skill	
21	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
22	Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Name: Sh. Vijay Mahipatrao Bankar Contact No. +0755 3501078 Email-msmetcab@gmail.com	
23	Final Approval Date by NSQC: 30.04.2024	24. Validity Duration: 3years	25. 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.	Pr oj .	Viv a	Total	Weightage (%) (if applicable)
1.	Understanding the fundamentals of Art and Illustration	MSME/UIUX/01	Core	4	3	30	30	-	-	60		100	-	-	100	

S. No	NOS/Module Name	NOS/Module Code & Version <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.	Pr oj .	Viv a	Total	Weightage (%) <i>(if applicable)</i>
2.	Exploring the realm of Web Technologies	MSME/UIUX/02	Core	4	7	60	120	-	-	150	-	100	-	-	100	
3.	Acquire the knowledge of Figma & Adobe XD for UI/UX Design	MSME/UIUX/03	Core	4	6	60	120	-	-	150		100	-	-	100	
4.	Employability Skill	MSME/ES/02	Non-Core	4	1	30	-	-	-	30	100	100	-	-	100	
<b>Duration (in Hours) / Total Marks</b>					20	150	240	-	-	390	100	400	-	-	400	

**Elective NOS/s:**

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

**Optional NOS/s:**

S. No	NOS/Module Name	NOS/Module Code & Version <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 (%) <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)</b> (as per NCVET guidelines)	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 4 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)</b> (as per NCVET guidelines)	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)</b> (as per NCVET guidelines)	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.  Only (TOA) certified assessors will be able to conduct the assessments.
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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></p> <ul style="list-style-type: none"> <li>Human Resource and Skill Requirement in the Media Entertainment Sector (2020-25) Jan 2022</li> <li><a href="https://www.mescindia.org/images/skill-gap-report/Human%20Resource%20and%20Skill%20Requirement%20in%20the%20Media%20%20Entertainment%20Sector%20(2020-25)%20Jan%202022%20v7.pdf">https://www.mescindia.org/images/skill-gap-report/Human%20Resource%20and%20Skill%20Requirement%20in%20the%20Media%20%20Entertainment%20Sector%20(2020-25)%20Jan%202022%20v7.pdf</a></li> <li>Talent Gap in Animation, Visual Effects Industry, Short Courses to The Rescue – News18 Link to Report: <a href="https://www.news18.com/news/education-career/short-courses-can-fill-skill-gap-in-animation-visual-effects-gaming-comics-4891634.html">https://www.news18.com/news/education-career/short-courses-can-fill-skill-gap-in-animation-visual-effects-gaming-comics-4891634.html</a></li> </ul>
2.	<p><b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b></p> <ul style="list-style-type: none"> <li><b>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</b> 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><b>Global 3D Animation Market Size &amp; Growth Report, 2030 - Grand View Research.</b> 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><b>Global 3D Animation Market Research Report (2021 to 2026) - GlobeNewswire.</b> 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.	<b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes
4.	<b>Number of Industry validation provided:</b> 30

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

## 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 (Mandatory)	Annexure-I
2.	<b>Annexure:</b> List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	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 (Mandatory, in case selected Mode of delivery is “Blended Learning”)	Annexure V
6.	<b>Annexure:</b> Detailed Assessment Criteria (Mandatory)	Annexure-VI
7.	<b>Annexure:</b> Assessment Strategy (Mandatory)	Annexure-VII
8.	<b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)	NA
9.	<b>Annexure:</b> Acronym and Glossary (Optional)	Annexure VIII
10.	<b>Supporting Document:</b> Model Curriculum (Mandatory – Public view)	Annexure IX
11.	<b>Supporting Document:</b> Career Progression (Mandatory - Public view)	This aspect is mention in point no 15.
12.	<b>Supporting Document:</b> Occupational Map (Mandatory)	Annexure-X
13.	<b>Supporting Documents:</b> Assessment SOP(Mandatory)	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><b>Professional Theoretical Knowledge/Process</b></p>	<ul style="list-style-type: none"> <li>● Specialized knowledge of Computer Graphics, Web Development Technologies and Proficient with Computer Graphics, HTML, CSS, JavaScript, Bootstrap, 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>● Familiarizing with the Web Tools and Techniques, utilizing animations.</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><b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b></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>● Web Development Skills</li> <li>● Proficiency in UI, UX</li> </ul>	<ul style="list-style-type: none"> <li>● Learners develop a high level of proficiency in computer graphics software, including navigating the interface, managing documents, and utilizing various tools and features effectively.</li> <li>● Learners 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 Web Tools, mastering the creation of websites/ web apps, optimizing, and applying animations to bring website to life.</li> </ul>	<p>4</p>
<p><b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b></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><b>Broad Learning Outcomes/Core Skill</b></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>● Learners will develop strong skills in Web Design Tools</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.</li> <li>● Learner s will cultivate creative problem-solving skills, enabling them to tackle challenges in computer graphics and Web.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners demonstrate proficiency in computer graphics software, including file management, different file types, resolution, and color modes.</li> <li>● Learners showcase skills in creating and optimizing websites/web apps, and utilizing keyframe animation techniques.</li> <li>● Learners demonstrate effective communication, teamwork, time management, and professionalism, along with an understanding of entrepreneurship and government schemes for startups.</li> <li>● Learners exhibit the ability to creatively solve problems and express their artistic vision through visually appealing and engaging animations.</li> <li>● Learners will achieve a high level of proficiency in computer graphics, including software usage, file management, and understanding different file types, resolution, and color modes and web tools.</li> </ul>	<p>4</p>
<p><b>Responsibility</b></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>● Independently for certain tasks and collaboratively and takes responsibility fully for own work, he/she is expected to have openness to learning, ability to plan and organize own work and identify and solve problems in the course of working.</li> <li>● Understanding the need to take initiative and manage self-work and group tasks to improve efficiency and effectiveness</li> </ul>	<p>4</p>



## 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	Performance Computer or Workstation	OS: Windows / Mac CPU: AMD / Intel (High Performance Workstation) (or related equivalent) RAM: 8GB or Higher GPU: Nvidia/ AMD 4GB VRAM or Higher Monitor: Full HD Monitor or Higher	20
2	Graphics Software's	Latest versions as per industry standards	20
3	Web Technologies	Latest versions as per industry standards	20
4	Microsoft Visual Studio Code	Latest versions as per industry standards	20
3	Classroom Aids The aids required to conduct sessions in the classroom are: <ol style="list-style-type: none"> <li>1. Projector</li> <li>2. Smart Board</li> <li>3. Mic &amp; Speaker</li> <li>4. Webcam</li> <li>5. Online Collaboration Tools /Video Conference Software's or related equivalent Software's</li> <li>6. Practice Exercise etc.</li> </ol>	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							
---	--	--	--	--	--	--	--

### 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
24-25	1500	1200	750	500	-	-
25-26	2500	2000	900	750	-	-
26-27	3500	3100	1500	1250	-	-

*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	25	25	25	24	12	12	12	10	-	-	-	-
1.0	2021-22	379	379	379	350	150	150	150	136	-	-	-	-
1.0	2022-23	340	340	340	310	170	170	170	156	-	-	-	-

*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. Skill Development Training for the Masses under ICT – Ministry of Electronics and Information Technology
2. Fee based Training Program under the Ministry of MSME.

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

Participant Handbook  Facilitator Guide  Digital Content  Qualification Handbook  Any Other:

Languages in which Content is available:

English

## 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	100:00
4	<input checked="" type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	On above software’s	00:100
5	<input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	Online Question Bank Mobile Quick test app 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, Mock test sessions	50:50
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	N/A	100:0

## 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> <b>MSME/UIUX/01</b> <b>Understanding the fundamentals of Art and Illustration</b></p>	<p>Technical Proficiency: PC 1. Demonstrate proficiency in art and illustration techniques. PC 2. Command of line, shape, color, texture, and composition.</p> <p>Creative Expression: PC 3. Showcase creativity and artistic expression. PC 4. Express ideas, emotions, and concepts through artwork.</p> <p>Visual Communication: PC 5. Effectively communicate messages visually. PC 6. Use visual language, symbols, and design principles.</p> <p>Conceptual Development: PC 7. Develop and expand creative concepts and ideas. PC 8. Translate abstract ideas into visual artwork.</p> <p>Research and Reference: PC 9. Incorporate research, reference materials, and inspiration.</p>	-	<b>100</b>	-	-

	<p>PC 10. Research historical, cultural, and contemporary influences.</p> <p>Creative Problem-Solving:                  PC 11. Exhibit effective problem-solving skills in art challenges.                  PC 12. Find creative solutions to visual problems.</p> <p>Presentation and Professionalism:                  PC 13. Present work professionally and effectively.                  PC 14. Skill in presenting artwork for exhibitions, portfolios, and client projects.</p> <p>Critique and Self-Reflection:                  PC 15. Actively participate in critiques and provide constructive feedback.                  PC 16. Critically evaluate own work and others' work for constructive learning.</p> <p>Cultural and Ethical Awareness:                  PC 17. Demonstrate understanding of cultural and ethical considerations.                  PC 18. Awareness of cultural diversity, social issues, and ethical implications.</p>				
<p><b>NOS/Module: MSME/UIUX/02</b></p> <p><b>Exploring the realm of Web Technologies</b></p>	<p>PC.1 Grasp concepts like the Internet, URLs, and web page delivery to computers.</p> <p>PC.2 Apply HTML markup effectively, including tags, attributes, and elements.</p> <p>PC.3 Format text, create hyperlinks, and insert images appropriately in HTML pages.</p> <p>PC.4 Understand copyright fair use principles when incorporating external content.</p> <p>PC.5 Enhance web page appearance using HTML and CSS for styling.</p>	<p>-</p>	<p><b>100</b></p>	<p>-</p>	<p>-</p>

	<p>PC.6 Differentiate between HTML and CSS, understanding their roles.</p> <p>PC.7 Utilize CSS selectors to target specific elements effectively.</p> <p>PC.8 Comprehend the cascade and selector precedence order in CSS.</p> <p>PC.9 Develop a personal homepage project showcasing creativity and skills.</p> <p>PC.10 Apply advanced HTML/CSS techniques, such as splitting sites and combining CSS selectors.</p> <p>PC.11 Evaluate and apply user interface design principles to web interfaces.</p> <p>PC.12 Ensure accessibility and readability in web design.</p> <p>PC.13 Utilize lite site and prototyping concepts for efficient web page creation.</p> <p>PC.14 Conduct user testing, collaborate effectively, and iterate on design prototypes.</p> <p>PC.15 Implement responsive design principles and enhance interactivity with JavaScript and jQuery.</p>				
<p><b>NOS / Module:</b>  <b>MSME/UIUX/03</b>  <b>Mastering Figma &amp; Adobe XD for UI/UX Design</b></p>	<p>PC.1 Demonstrate proficiency in using Figma and Adobe XD, understanding their key features and functionalities.</p> <p>PC.2 Apply design principles effectively, including layout, typography, color theory, and visual hierarchy.</p> <p>PC.3 Create aesthetically pleasing and goal-aligned UI designs for web and mobile applications.</p> <p>PC.4 Design experiences that enhance user satisfaction, usability, and overall user experience.</p> <p>PC.5 Create interactive prototypes to mimic user interactions and showcase digital product functionality.</p> <p>PC.6 Collaborate with team members effectively, utilizing version control</p>	<p>-</p>	<p><b>100</b></p>	<p>-</p>	<p>-</p>

	<p>features for maintaining design consistency.</p> <p>PC.7 Prepare design documentation, including design system guidelines, style guides, and annotations.</p> <p>PC.8 Develop communication and presentation skills to effectively convey design rationale to peers, clients, or stakeholders.</p> <p>PC.9 Analyze design problems, gather feedback, and iterate on solutions based on user testing and feedback.</p> <p>PC.10 Plan and execute usability tests, applying the results to optimize designs for improved usability.</p> <p>PC.11 Be aware of ethical considerations in design, including accessibility, inclusivity, and privacy.</p>				
<p><b>NOS/Module:</b></p> <p><b>MSME/ES/02</b></p> <p><b>Employability Skills</b></p>	<p>PC.1Discuss the Employability Skills required for jobs in various industries</p> <p>PC.2List different learning and employability related GOI and private portals and their usage</p> <p>PC.3Explain 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.4Show how to practice different environmentally sustainable practices.</p> <p>PC.5Discuss importance of relevant 21st century skills.</p> <p>PC.6Exhibit 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.7Describe the benefits of continuous learning.</p> <p>PC.8Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone</p> <p>PC.9Read and interpret text written in basic English</p>	<p><b>100</b></p>	<p>-</p>	<p>-</p>	<p>-</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>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>				
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	PC.28 Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement PC.29 Create a sample business plan, for the selected business opportunity PC.30 Describe the significance of analyzing different types and needs of customers PC.31 Explain the significance of identifying customer needs and responding to them in a professional manner. PC.32 Discuss the significance of maintaining hygiene and dressing appropriately PC.33 Create a professional Curriculum Vitae (CV) PC.34 Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively PC.35 Discuss the significance of maintaining hygiene and confidence during an interview PC.36 Perform a mock interview PC.37 List the steps for searching and registering for apprenticeship opportunities				
<b>Total Marks</b>		<b>100</b>	<b>400</b>	-	-

### 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

#### Acronym

Acronym	Description
<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

Term	Description
<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>