

## Qualification Pack



# Fine-Arts Teacher

QP Code: MES/Q0513

Version: 1.0

NSQF Level: 6

Media & Entertainment Skills Council || Commercial premises No Ja522, 5th Floor, DLF Tower A, Jasola,  
New Delhi  
110025



## Qualification Pack

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## Qualification Pack

### MES/Q0513: Fine-Arts Teacher

#### Brief Job Description

A Fine-Arts Teacher instructs learners in art subjects such as drawing and painting. Demonstrates to learners methods and techniques of using drawing material such as brushes, scale, pencils and colors. Instructs them in model drawing in pencil and crayons and painting of objects, landscapes, plant life, murals, etc. Observes their work and makes corrections. May organize art exhibitions and visits to museums art galleries and places of artistic interest.

#### Personal Attributes

The ability to communicate ideas creatively, flexibility and adaptability, organizational skills and the ability to work in groups or independently are also skills a sculptor needs to have to succeed. The ability to make keep observations, sometimes quick decisions, and accept criticism are also essential skills.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [MES/N0545: Provide guidance to students to create artworks](#)
2. [MES/N0546: Prepare the fine-art curriculum and other relevant course materials](#)
3. [MES/N0547: Develop learners' interest in art](#)
4. [MES/N0548: Teach students to draw and sketch using various sketching techniques](#)
5. [MES/N0549: Evaluate assignments and projects assigned to the students](#)
6. [MES/N0540: Prepare learner's reports as per the grade level](#)
7. [MES/N0104: Maintain Workplace Health & Safety](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Generic
<b>Occupation</b>	Art and Design
<b>Country</b>	India



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<b>NSQF Level</b>	6
<b>Credits</b>	NA
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO 2015- 2355.0100 Head of the Art Department
<b>Minimum Educational Qualification &amp; Experience</b>	Graduate ( degree in Fine art) with 1 Year of experience OR Graduate with 3 Years of experience OR 12th Class with 7 Years of experience
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	23 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	29/06/2025
<b>NSQC Approval Date</b>	30/06/2022
<b>Version</b>	1.0
<b>Reference code on NQR</b>	2022/ME/MESC/06034
<b>NQR Version</b>	1.0

### Remarks:

Next Review Date 29/06/2025



## Qualification Pack

### MES/N0545: Provide guidance to students to create artworks

#### Description

This NOS covers the knowledge and skills required to produce creative works that demonstrate an understanding of basic principles of design and color, concepts, media and formats, and the ability to apply them to a specific aesthetic intent

#### Scope

The scope covers the following :

- Design and provide appropriate instruction on art techniques
- Demonstrate and assist learners to use different techniques and media to develop art works

#### Elements and Performance Criteria

##### *Design and provide appropriate instruction on art techniques*

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

- PC1.** establish and communicate clear learning objectives
- PC2.** plan lessons on art and art history in accordance with learners' learning objectives.
- PC3.** prepare the classroom by gathering and setting up equipment.
- PC4.** use lessons and projects to introduce formal concepts such as types of lines, color relationships and symbols

##### *Demonstrate and Assist learners to use different techniques and media to develop art works*

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

- PC5.** demonstrate techniques of drawing, coloring, and painting (such as approaches to brush strokes, shading and sketching)
- PC6.** provide instruction on the use basic principles of design and color, concepts, media and formats ( such as graphite and charcoal pencils, as well as oil, acrylic, and watercolor paint)
- PC7.** deliver instructions to students on arts and its many forms and traditions
- PC8.** encourage aesthetic understanding and artistic expression among learners

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** drawing, painting, photography, ceramics, printmaking, 2D & 3D design, and computer graphics in detail
- KU2.** basic principles of design and color, concepts, media and formats
- KU3.** the relationship of art to different cultures and the past
- KU4.** the relationship between art and other disciplines
- KU5.** how to handle materials effectively
- KU6.** how to create original objects of art in any specific medium



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- KU7.** use of materials, tools and processes from a variety of media (printmaking, painting, sculpture, ceramic, photography)
- KU8.** knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning
- KU9.** solutions to aesthetic and design problems
- KU10.** use of basic tools, techniques, and processes sufficient to work from concept to finished product
- KU11.** how to carry out planning, and maintain inventory levels
- KU12.** expressive possibilities of various media, and the diverse conceptual modes available to the painter
- KU13.** alternative approaches to the making of traditional or innovative two- and, at times, three-dimensional images.
- KU14.** how to select appropriate media relative to concepts and forms of art
- KU15.** recognizing and evaluating basic elements of design (color, line, form, texture, rhythm, etc.)
- KU16.** working vocabulary associated with the analysis and interpretation of works and architecture
- KU17.** key theoretical debates within the discipline of contemporary art practice
- KU18.** how to defend visual projects through individual and group critiques
- KU19.** best practice on health, safety, well-being and environmental management as they relate to the work environment

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** plan and organize the art lessons to achieve targets and deadlines
- GS2.** create art using various mediums, the types of structures/functions involved
- GS3.** explain how colors, shapes, emotions, ideas and techniques
- GS4.** analyze needs, requirements and dependencies of the learners
- GS5.** maintain files art records, artworks and art portfolios of learners
- GS6.** assigning and grading projects and examinations.
- GS7.** communicate clearly and respectfully
- GS8.** recording and reporting on learners' progress
- GS9.** plan and prioritise tasks for effective time-management
- GS10.** provide art supplies and materials to students
- GS11.** monitoring inventory and sourcing art supplies, as needed
- GS12.** Contribute to teaching, research, and learning activities in artistic fields
- GS13.** ability to explore the expressive possibilities of various media, and the diverse conceptual modes available to the painter
- GS14.** be attentive and responsive to themes in the learners' art that suggest distress in their personal lives
- GS15.** plan and present art contests, displays and exhibitions
- GS16.** organise field trips to museums and art galleries



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**GS17.** arrange exhibitions of student artwork for a school or the local community.

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Design and provide appropriate instruction on art techniques</i>	<b>15</b>	<b>70</b>	-	-
<b>PC1.</b> establish and communicate clear learning objectives	4	-	-	-
<b>PC2.</b> plan lessons on art and art history in accordance with learners' learning objectives.	4	-	-	-
<b>PC3.</b> prepare the classroom by gathering and setting up equipment.	3	-	-	-
<b>PC4.</b> use lessons and projects to introduce formal concepts such as types of lines, color relationships and symbols	4	-	-	-
<i>Demonstrate and Assist learners to use different techniques and media to develop art works</i>	<b>15</b>	-	-	-
<b>PC5.</b> demonstrate techniques of drawing, coloring, and painting (such as approaches to brush strokes, shading and sketching)	4	-	-	-
<b>PC6.</b> provide instruction on the use basic principles of design and color, concepts, media and formats ( such as graphite and charcoal pencils, as well as oil, acrylic, and watercolor paint)	4	-	-	-
<b>PC7.</b> deliver instructions to students on arts and its many forms and traditions	4	-	-	-
<b>PC8.</b> encourage aesthetic understanding and artistic expression among learners	3	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0545
<b>NOS Name</b>	Provide guidance to students to create artworks
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Film, Television, Radio, Advertising, Media and Entertainment
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	29/06/2025
<b>NSQC Clearance Date</b>	30/06/2022

## Qualification Pack

# MES/N0546: Prepare the fine-art curriculum and other relevant course materials

## Description

This NOS covers the developing content of the curriculum focusing on teaching elements of art and principles of design through the learning modes of creating and responding.

## Scope

The scope covers the following :

- Explain the fundamentals of Fine-Arts
- Demonstrate different techniques, mediums, and their practical application
- Explore and Experiment with different forms of Fine Arts

## Elements and Performance Criteria

### *Explain the fundamentals of Fine-Arts*

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

- PC1.** Identify and define elements of design (line, shape, color, space etc.)
- PC2.** explain basics for learning Art on the basis of the immediate environment
- PC3.** explain and demonstrate fundamental principles of visual art (Perspective, symmetry texture etc)

### *Demonstrate different techniques, mediums, and their practical application*

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

- PC4.** explain and demonstrate the use of different art materials as a means of expression in fine arts (like pencil, color, brush, clay, leaves , ink, pen etc. )
- PC5.** demonstrate and develop a sense of proportion, depth, light, shade and tactile feeling in the drawings
- PC6.** select appropriate media relative to concepts and forms of art
- PC7.** handle different kinds of art materials effectively

### *Explore and Experiment with different forms of Fine Arts*

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

- PC8.** create original objects of art in a specific medium of choice
- PC9.** distinguish between representational (realistic), abstract, and nonrepresentational (or non-objective) imagery
- PC10.** compare and contrast contemporary works with their art historical antecedents

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** drawing, painting, photography, ceramics, printmaking, 2D & 3D design, and computer graphics in detail



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- KU2.** basic principles of design and color, concepts, media and formats
- KU3.** the relationship of art to different cultures and the past
- KU4.** the relationship between art and other disciplines
- KU5.** how to handle materials effectively
- KU6.** how to create original objects of art in any specific medium
- KU7.** use of materials, tools and processes from a variety of media (printmaking, painting, sculpture, ceramic, photography)
- KU8.** knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning
- KU9.** solutions to aesthetic and design problems
- KU10.** use of basic tools, techniques, and processes sufficient to work from concept to finished product
- KU11.** how to carry out planning, and maintain inventory levels
- KU12.** expressive possibilities of various media, and the diverse conceptual modes available to the painter
- KU13.** alternative approaches to the making of traditional or innovative two- and, at times, three-dimensional images.
- KU14.** how to select appropriate media relative to concepts and forms of art
- KU15.** recognizing and evaluating basic elements of design (color, line, form, texture, rhythm, etc.)
- KU16.** working vocabulary associated with the analysis and interpretation of works and architecture
- KU17.** key theoretical debates within the discipline of contemporary art practice
- KU18.** how to defend visual projects through individual and group critiques
- KU19.** best practice on health, safety, well-being and environmental management as they relate to the work environment

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** plan and organize the art lessons to achieve targets and deadlines
- GS2.** create art using various mediums, the types of structures/functions involved
- GS3.** explain how colors, shapes, emotions, ideas and techniques
- GS4.** analyze needs, requirements and dependencies of the learners
- GS5.** maintain files art records, artworks and art portfolios of learners
- GS6.** assigning and grading projects and examinations.
- GS7.** communicate clearly and respectfully
- GS8.** recording and reporting on learners' progress
- GS9.** plan and prioritise tasks for effective time-management
- GS10.** provide art supplies and materials to students
- GS11.** monitoring inventory and sourcing art supplies, as needed
- GS12.** Contribute to teaching, research, and learning activities in artistic fields



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- GS13.** ability to explore the expressive possibilities of various media, and the diverse conceptual modes available to the painter
- GS14.** be attentive and responsive to themes in the learners' art that suggest distress in their personal lives
- GS15.** plan and present art contests, displays and exhibitions
- GS16.** organise field trips to museums and art galleries
- GS17.** arrange exhibitions of student artwork for a school or the local community.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Explain the fundamentals of Fine-Arts</i>	<b>9</b>	<b>70</b>	-	-
<b>PC1.</b> Identify and define elements of design (line, shape, color, space etc.)	3	-	-	-
<b>PC2.</b> explain basics for learning Art on the basis of the immediate environment	3	-	-	-
<b>PC3.</b> explain and demonstrate fundamental principles of visual art (Perspective, symmetry texture etc)	3	-	-	-
<i>Demonstrate different techniques, mediums, and their practical application</i>	<b>12</b>	-	-	-
<b>PC4.</b> explain and demonstrate the use of different art materials as a means of expression in fine arts (like pencil, color, brush, clay, leaves , ink, pen etc. )	3	-	-	-
<b>PC5.</b> demonstrate and develop a sense of proportion, depth, light, shade and tactile feeling in the drawings	3	-	-	-
<b>PC6.</b> select appropriate media relative to concepts and forms of art	3	-	-	-
<b>PC7.</b> handle different kinds of art materials effectively	3	-	-	-
<i>Explore and Experiment with different forms of Fine Arts</i>	<b>9</b>	-	-	-
<b>PC8.</b> create original objects of art in a specific medium of choice	3	-	-	-
<b>PC9.</b> distinguish between representational (realistic), abstract, and nonrepresentational (or non-objective) imagery	3	-	-	-
<b>PC10.</b> compare and contrast contemporary works with their art historical antecedents	3	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0546
<b>NOS Name</b>	Prepare the fine-art curriculum and other relevant course materials
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Film, Television, Radio, Advertising, Media and Entertainment
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	29/06/2025
<b>NSQC Clearance Date</b>	30/06/2022



## Qualification Pack

### MES/N0547: Develop learners' interest in art

#### Description

This NOS covers the resources to develop students' interest in art by encouraging their exposure to various art forms and styles

#### Scope

The scope covers the following :

- Analyze works of art contextually
- Encourage self-expression and creativity

#### Elements and Performance Criteria

##### *Analyze works of art contextually*

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

- PC1.** perceive and analyze artistic work and architecture
- PC2.** apply criteria to evaluate artistic work
- PC3.** relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- PC4.** interpret intent and meaning in artistic work

##### *Encourage self-expression and creativity*

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

- PC5.** encourage learners to explore the expressive possibilities of various media
- PC6.** synthesize and relate knowledge and personal experiences to make art.
- PC7.** reflect on art after visiting museums, galleries, and artist studios
- PC8.** select, invite, and host lectures by visiting artists, curators, and critics, as well as curate student exhibits

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** drawing, painting, photography, ceramics, printmaking, 2D & 3D design, and computer graphics in detail
- KU2.** basic principles of design and color, concepts, media and formats
- KU3.** the relationship of art to different cultures and the past
- KU4.** the relationship between art and other disciplines
- KU5.** how to handle materials effectively
- KU6.** how to create original objects of art in any specific medium
- KU7.** use of materials, tools and processes from a variety of media (printmaking, painting, sculpture, ceramic, photography)

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- KU8.** knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning
- KU9.** solutions to aesthetic and design problems
- KU10.** use of basic tools, techniques, and processes sufficient to work from concept to finished product
- KU11.** how to carry out planning, and maintain inventory levels
- KU12.** expressive possibilities of various media, and the diverse conceptual modes available to the painter
- KU13.** alternative approaches to the making of traditional or innovative two- and, at times, three-dimensional images.
- KU14.** how to select appropriate media relative to concepts and forms of art
- KU15.** recognizing and evaluating basic elements of design (color, line, form, texture, rhythm, etc.)
- KU16.** working vocabulary associated with the analysis and interpretation of works and architecture
- KU17.** key theoretical debates within the discipline of contemporary art practice
- KU18.** how to defend visual projects through individual and group critiques
- KU19.** best practice on health, safety, well-being and environmental management as they relate to the work environment

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** plan and organize the art lessons to achieve targets and deadlines
- GS2.** create art using various mediums, the types of structures/functions involved
- GS3.** explain how colors, shapes, emotions, ideas and techniques
- GS4.** analyze needs, requirements and dependencies of the learners
- GS5.** maintain files art records, artworks and art portfolios of learners
- GS6.** assigning and grading projects and examinations.
- GS7.** communicate clearly and respectfully
- GS8.** recording and reporting on learners' progress
- GS9.** plan and prioritise tasks for effective time-management
- GS10.** provide art supplies and materials to students
- GS11.** monitoring inventory and sourcing art supplies, as needed
- GS12.** Contribute to teaching, research, and learning activities in artistic fields
- GS13.** ability to explore the expressive possibilities of various media, and the diverse conceptual modes available to the painter
- GS14.** be attentive and responsive to themes in the learners' art that suggest distress in their personal lives
- GS15.** plan and present art contests, displays and exhibitions
- GS16.** organise field trips to museums and art galleries
- GS17.** arrange exhibitions of student artwork for a school or the local community.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Analyze works of art contextually</i>	<b>20</b>	<b>60</b>	-	-
<b>PC1.</b> perceive and analyze artistic work and architecture	5	-	-	-
<b>PC2.</b> apply criteria to evaluate artistic work	5	-	-	-
<b>PC3.</b> relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	5	-	-	-
<b>PC4.</b> interpret intent and meaning in artistic work	5	-	-	-
<i>Encourage self-expression and creativity</i>	<b>20</b>	-	-	-
<b>PC5.</b> encourage learners to explore the expressive possibilities of various media	5	-	-	-
<b>PC6.</b> synthesize and relate knowledge and personal experiences to make art.	5	-	-	-
<b>PC7.</b> reflect on art after visiting museums, galleries, and artist studios	5	-	-	-
<b>PC8.</b> select, invite, and host lectures by visiting artists, curators, and critics, as well as curate student exhibits	5	-	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0547
<b>NOS Name</b>	Develop learners' interest in art
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Film, Television, Radio, Advertising, Media and Entertainment
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	29/06/2025
<b>NSQC Clearance Date</b>	30/06/2022

## Qualification Pack

# MES/N0548: Teach students to draw and sketch using various sketching techniques

## Description

This NOS covers the resources to teach students' to draw using various sketching techniques

## Scope

The scope covers the following :

- Explain fundamentals of sketching
- Incorporate perspective into the drawing
- create texture and apply it to the drawing
- draw from life

## Elements and Performance Criteria

### *Explain fundamentals of sketching*

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

- PC1.** select appropriate materials for drawing (paper graphite/pencil)
- PC2.** demonstrate correct hand positions and angles for drawing
- PC3.** demonstrate basic sketching approaches (hatching, cross-hatching, stippling etc,)
- PC4.** demonstrate four fundamental drawing skills - shape/edge, measurement, light (value), and space (perspective)

### *Incorporate perspective into the drawing*

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

- PC5.** apply basics of perspective drawing and perspective rulers
- PC6.** draw different design forms using 1,2 and 3 perspectives

### *Create texture and apply it to the drawing*

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

- PC7.** demonstrated various types of texture used in sketching
- PC8.** use texture makes your sketchbook more visually interesting

### *Draw from life*

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

- PC9.** explain creating quick rough sketches and drawing from imagination
- PC10.** demonstrate steps for still life drawings or drawings of non-living objects
- PC11.** demonstrate steps for real object drawings using models

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:



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- KU1.** drawing, painting, photography, ceramics, printmaking, 2D & 3D design, and computer graphics in detail
- KU2.** basic principles of design and color, concepts, media and formats
- KU3.** the relationship of art to different cultures and the past
- KU4.** the relationship between art and other disciplines
- KU5.** how to handle materials effectively
- KU6.** how to create original objects of art in any specific medium
- KU7.** use of materials, tools and processes from a variety of media (printmaking, painting, sculpture, ceramic, photography)
- KU8.** knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning
- KU9.** solutions to aesthetic and design problems
- KU10.** use of basic tools, techniques, and processes sufficient to work from concept to finished product
- KU11.** how to carry out planning, and maintain inventory levels
- KU12.** expressive possibilities of various media, and the diverse conceptual modes available to the painter
- KU13.** alternative approaches to the making of traditional or innovative two- and, at times, three-dimensional images.
- KU14.** how to select appropriate media relative to concepts and forms of art
- KU15.** recognizing and evaluating basic elements of design (color, line, form, texture, rhythm, etc.)
- KU16.** working vocabulary associated with the analysis and interpretation of works and architecture
- KU17.** key theoretical debates within the discipline of contemporary art practice
- KU18.** how to defend visual projects through individual and group critiques
- KU19.** best practice on health, safety, well-being and environmental management as they relate to the work environment

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** plan and organize the art lessons to achieve targets and deadlines
- GS2.** create art using various mediums, the types of structures/functions involved
- GS3.** explain how colors, shapes, emotions, ideas and techniques
- GS4.** analyze needs, requirements and dependencies of the learners
- GS5.** maintain files art records, artworks and art portfolios of learners
- GS6.** assigning and grading projects and examinations.
- GS7.** communicate clearly and respectfully
- GS8.** recording and reporting on learners' progress
- GS9.** plan and prioritise tasks for effective time-management
- GS10.** provide art supplies and materials to students
- GS11.** monitoring inventory and sourcing art supplies, as needed



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- GS12.** Contribute to teaching, research, and learning activities in artistic fields
- GS13.** ability to explore the expressive possibilities of various media, and the diverse conceptual modes available to the painter
- GS14.** be attentive and responsive to themes in the learners' art that suggest distress in their personal lives
- GS15.** plan and present art contests, displays and exhibitions
- GS16.** organise field trips to museums and art galleries
- GS17.** arrange exhibitions of student artwork for a school or the local community.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Explain fundamentals of sketching</i>	<b>10</b>	<b>70</b>	-	-
<b>PC1.</b> select appropriate materials for drawing (paper graphite/pencil)	2	-	-	-
<b>PC2.</b> demonstrate correct hand positions and angles for drawing	2	-	-	-
<b>PC3.</b> demonstrate basic sketching approaches (hatching, cross-hatching, stippling etc.)	3	-	-	-
<b>PC4.</b> demonstrate four fundamental drawing skills – shape/edge, measurement, light (value), and space (perspective)	3	-	-	-
<i>Incorporate perspective into the drawing</i>	<b>5</b>	-	-	-
<b>PC5.</b> apply basics of perspective drawing and perspective rulers	2	-	-	-
<b>PC6.</b> draw different design forms using 1,2 and 3 perspectives	3	-	-	-
<i>Create texture and apply it to the drawing</i>	<b>6</b>	-	-	-
<b>PC7.</b> demonstrated various types of texture used in sketching	3	-	-	-
<b>PC8.</b> use texture makes your sketchbook more visually interesting	3	-	-	-
<i>Draw from life</i>	<b>9</b>	-	-	-
<b>PC9.</b> explain creating quick rough sketches and drawing from imagination	3	-	-	-
<b>PC10.</b> demonstrate steps for still life drawings or drawings of non-living objects	3	-	-	-
<b>PC11.</b> demonstrate steps for real object drawings using models	3	-	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0548
<b>NOS Name</b>	Teach students to draw and sketch using various sketching techniques
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Film, Television, Radio, Advertising, Media and Entertainment
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	29/06/2025
<b>NSQC Clearance Date</b>	30/06/2022



## Qualification Pack

# MES/N0549: Evaluate assignments and projects assigned to the students

## Description

This NOS covers the resources to evaluate students' drawings and project works

## Scope

The scope covers the following :

- Use criterion-based assessment to assess learners' progress
- Provide constructive feedback to learners

## Elements and Performance Criteria

### *Use criterion-based assessment to assess learners' progress*

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

- PC1.** describe the assessment context
- PC2.** Identify course goals and learning objectives
- PC3.** determine the assignment/assessment format
- PC4.** develop a rubric to evaluate the assignment
- PC5.** collect evidence of assessment and develop progress report

### *Provide constructive feedback to learners*

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

- PC6.** provide learners with regular verbal or written feedback that includes praise and identifies areas for improvement.
- PC7.** encourage learners discuss and receive feedback about work in development (technique, creative work and theory).
- PC8.** deal privately with sensitive assessment and achievement issues.

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** drawing, painting, photography, ceramics, printmaking, 2D & 3D design, and computer graphics in detail
- KU2.** basic principles of design and color, concepts, media and formats
- KU3.** the relationship of art to different cultures and the past
- KU4.** the relationship between art and other disciplines
- KU5.** how to handle materials effectively
- KU6.** how to create original objects of art in any specific medium
- KU7.** use of materials, tools and processes from a variety of media (printmaking, painting, sculpture, ceramic, photography)

## Qualification Pack

- KU8.** knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning
- KU9.** solutions to aesthetic and design problems
- KU10.** use of basic tools, techniques, and processes sufficient to work from concept to finished product
- KU11.** how to carry out planning, and maintain inventory levels
- KU12.** expressive possibilities of various media, and the diverse conceptual modes available to the painter
- KU13.** alternative approaches to the making of traditional or innovative two- and, at times, three-dimensional images.
- KU14.** how to select appropriate media relative to concepts and forms of art
- KU15.** recognizing and evaluating basic elements of design (color, line, form, texture, rhythm, etc.)
- KU16.** working vocabulary associated with the analysis and interpretation of works and architecture
- KU17.** key theoretical debates within the discipline of contemporary art practice
- KU18.** how to defend visual projects through individual and group critiques
- KU19.** best practice on health, safety, well-being and environmental management as they relate to the work environment

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** plan and organize the art lessons to achieve targets and deadlines
- GS2.** create art using various mediums, the types of structures/functions involved
- GS3.** explain how colors, shapes, emotions, ideas and techniques
- GS4.** analyze needs, requirements and dependencies of the learners
- GS5.** maintain files art records, artworks and art portfolios of learners
- GS6.** assigning and grading projects and examinations.
- GS7.** communicate clearly and respectfully
- GS8.** recording and reporting on learners' progress
- GS9.** plan and prioritise tasks for effective time-management
- GS10.** provide art supplies and materials to students
- GS11.** monitoring inventory and sourcing art supplies, as needed
- GS12.** Contribute to teaching, research, and learning activities in artistic fields
- GS13.** ability to explore the expressive possibilities of various media, and the diverse conceptual modes available to the painter
- GS14.** be attentive and responsive to themes in the learners' art that suggest distress in their personal lives
- GS15.** plan and present art contests, displays and exhibitions
- GS16.** organise field trips to museums and art galleries
- GS17.** arrange exhibitions of student artwork for a school or the local community.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Use criterion-based assessment to assess learners' progress</i>	<b>25</b>	<b>60</b>	-	-
<b>PC1.</b> describe the assessment context	5	-	-	-
<b>PC2.</b> Identify course goals and learning objectives	5	-	-	-
<b>PC3.</b> determine the assignment/assessment format	5	-	-	-
<b>PC4.</b> develop a rubric to evaluate the assignment	5	-	-	-
<b>PC5.</b> collect evidence of assessment and develop progress report	5	-	-	-
<i>Provide constructive feedback to learners</i>	<b>15</b>	-	-	-
<b>PC6.</b> provide learners with regular verbal or written feedback that includes praise and identifies areas for improvement.	5	-	-	-
<b>PC7.</b> encourage learners discuss and receive feedback about work in development (technique, creative work and theory).	5	-	-	-
<b>PC8.</b> deal privately with sensitive assessment and achievement issues.	5	-	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0549
<b>NOS Name</b>	Evaluate assignments and projects assigned to the students
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Film, Television, Radio, Advertising, Media and Entertainment
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	29/06/2025
<b>NSQC Clearance Date</b>	30/06/2022



## Qualification Pack

### MES/N0540: Prepare learner's reports as per the grade level

#### Description

This NOS covers developing a report to provide a clear summary of learners' achievement in relation to curriculum outcomes

#### Scope

The scope covers the following :

- Develop a Report Card Template
- Develop Reporting Codes and Descriptors for Grades

#### Elements and Performance Criteria

##### *develop a report card template*

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

- PC1.** create a learners' profile
- PC2.** include learner's attendance Record
- PC3.** charts the learners' progress and achievement in relation to the expected learning outcomes
- PC4.** include a response sheet d for parents/guardians to add comments, sign and return

##### *Develop Reporting Codes and Descriptors for Grades*

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

- PC5.** provide a summary of learners achievement in a variety of forms
- PC6.** communicate a summary of learners' achievement in the form of a percentage grade
- PC7.** use anecdotal comments to report progress
- PC8.** develop grade and grade descriptors

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** drawing, painting, photography, ceramics, printmaking, 2D & 3D design, and computer graphics in detail
- KU2.** basic principles of design and color, concepts, media and formats
- KU3.** the relationship of art to different cultures and the past
- KU4.** the relationship between art and other disciplines
- KU5.** how to handle materials effectively
- KU6.** how to create original objects of art in any specific medium
- KU7.** use of materials, tools and processes from a variety of media (printmaking, painting, sculpture, ceramic, photography)
- KU8.** knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning



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- KU9.** solutions to aesthetic and design problems
- KU10.** use of basic tools, techniques, and processes sufficient to work from concept to finished product
- KU11.** how to carry out planning, and maintain inventory levels
- KU12.** expressive possibilities of various media, and the diverse conceptual modes available to the painter
- KU13.** alternative approaches to the making of traditional or innovative two- and, at times, three-dimensional images.
- KU14.** how to select appropriate media relative to concepts and forms of art
- KU15.** recognizing and evaluating basic elements of design (color, line, form, texture, rhythm, etc.)
- KU16.** working vocabulary associated with the analysis and interpretation of works and architecture
- KU17.** key theoretical debates within the discipline of contemporary art practice
- KU18.** how to defend visual projects through individual and group critiques
- KU19.** best practice on health, safety, well-being and environmental management as they relate to the work environment

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** plan and organize the art lessons to achieve targets and deadlines
- GS2.** create art using various mediums, the types of structures/functions involved
- GS3.** explain how colors, shapes, emotions, ideas and techniques
- GS4.** analyze needs, requirements and dependencies of the learners
- GS5.** maintain files art records, artworks and art portfolios of learners
- GS6.** assigning and grading projects and examinations.
- GS7.** communicate clearly and respectfully
- GS8.** recording and reporting on learners' progress
- GS9.** plan and prioritise tasks for effective time-management
- GS10.** provide art supplies and materials to students
- GS11.** monitoring inventory and sourcing art supplies, as needed
- GS12.** Contribute to teaching, research, and learning activities in artistic fields
- GS13.** ability to explore the expressive possibilities of various media, and the diverse conceptual modes available to the painter
- GS14.** be attentive and responsive to themes in the learners' art that suggest distress in their personal lives
- GS15.** plan and present art contests, displays and exhibitions
- GS16.** organise field trips to museums and art galleries
- GS17.** arrange exhibitions of student artwork for a school or the local community.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>develop a report card template</i>	<b>20</b>	<b>60</b>	-	-
<b>PC1.</b> create a learners' profile	5	-	-	-
<b>PC2.</b> include learner's attendance Record	5	-	-	-
<b>PC3.</b> charts the learners' progress and achievement in relation to the expected learning outcomes	5	-	-	-
<b>PC4.</b> include a response sheet d for parents/guardians to add comments, sign and return	5	-	-	-
<i>Develop Reporting Codes and Descriptors for Grades</i>	<b>20</b>	-	-	-
<b>PC5.</b> provide a summary of learners achievement in a variety of forms	5	-	-	-
<b>PC6.</b> communicate a summary of learners' achievement in the form of a percentage grade	5	-	-	-
<b>PC7.</b> use anecdotal comments to report progress	5	-	-	-
<b>PC8.</b> develop grade and grade descriptors	5	-	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0540
<b>NOS Name</b>	Prepare learner's reports as per the grade level
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Film, Television, Radio, Advertising, Media and Entertainment
<b>Occupation</b>	Art and Design
<b>NSQF Level</b>	6
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	29/06/2025
<b>NSQC Clearance Date</b>	30/06/2022

## Qualification Pack

### MES/N0104: Maintain Workplace Health & Safety

#### Description

This OS unit is about contributing towards maintaining a healthy, safe and secure working environment

#### Elements and Performance Criteria

##### *Understanding the health, safety and security risks prevalent in the workplace*

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

- PC1.** understand and comply with the organizations current health, safety and security policies and procedures
- PC2.** understand the safe working practices pertaining to own occupation
- PC3.** understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises
- PC4.** participate in organization health and safety knowledge sessions and drills

##### *Knowing the people responsible for health and safety and the resources available*

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

- PC5.** identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency
- PC6.** identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms

##### *Identifying and reporting risks*

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

- PC7.** identify aspects of your workplace that could cause potential risk to own and others health and safety
- PC8.** ensure own personal health and safety, and that of others in the workplace through precautionary measures
- PC9.** identify and recommend opportunities for improving health, safety, and security to the designated person
- PC10.** report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected

##### *Complying with procedures in the event of an emergency*

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

- PC11.** follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard
- PC12.** identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:



## Qualification Pack

- KU1.** Organizations norms and policies relating to health and safety
- KU2.** Government norms and policies regarding health and safety and related emergency procedures
- KU3.** Limits of authority while dealing with risks/ hazards
- KU4.** The importance of maintaining high standards of health and safety at a workplace
- KU5.** The different types of health and safety hazards in a workplace
- KU6.** Safe working practices for own job role
- KU7.** Evacuation procedures and other arrangements for handling risks
- KU8.** Names and contact numbers of people responsible for health and safety in a workplace
- KU9.** How to summon medical assistance and the emergency services, where necessary
- KU10.** Vendors or manufacturers instructions for maintaining health and safety while using equipment, systems and/or machines

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** how to write and provide feedback regarding health and safety to the concerned people
- GS2.** how to write and highlight potential risks or report a hazard to the concerned people
- GS3.** read instructions, policies, procedures and norms relating to health and safety
- GS4.** highlight potential risks and report hazards to the designated people
- GS5.** listen and communicate information with all anyone concerned or affected
- GS6.** make decisions on a suitable course of action or plan
- GS7.** plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS8.** apply problem solving approaches in different situations
- GS9.** understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority
- GS10.** apply balanced judgments in different situations
- GS11.** How to write and provide feedback regarding health and safety to the concerned people
- GS12.** How to write and highlight potential risks or report a hazard to the concerned people
- GS13.** Read instructions, policies, procedures and norms relating to health and safety
- GS14.** Highlight potential risks and report hazards to the designated people
- GS15.** Listen and communicate information with all anyone concerned or affected
- GS16.** Make decisions on a suitable course of action or plan
- GS17.** Plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS18.** Apply problem solving approaches in different situations
- GS19.** build and maintain positive and effective relationships with colleges and customers
- GS20.** analyze data and activities
- GS21.** Understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority



## Qualification Pack

**GS22.** Apply balanced judgments in different situations

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding the health, safety and security risks prevalent in the workplace</i>	<b>15</b>	<b>15</b>	-	-
<b>PC1.</b> understand and comply with the organizations current health, safety and security policies and procedures	5	5	-	-
<b>PC2.</b> understand the safe working practices pertaining to own occupation	5	5	-	-
<b>PC3.</b> understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises	3	2	-	-
<b>PC4.</b> participate in organization health and safety knowledge sessions and drills	2	3	-	-
<i>Knowing the people responsible for health and safety and the resources available</i>	<b>10</b>	<b>10</b>	-	-
<b>PC5.</b> identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	5	5	-	-
<b>PC6.</b> identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	5	5	-	-
<i>Identifying and reporting risks</i>	<b>18</b>	<b>17</b>	-	-
<b>PC7.</b> identify aspects of your workplace that could cause potential risk to own and others health and safety	5	5	-	-
<b>PC8.</b> ensure own personal health and safety, and that of others in the workplace through precautionary measures	5	5	-	-
<b>PC9.</b> identify and recommend opportunities for improving health, safety, and security to the designated person	3	2	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected	5	5	-	-
<i>Complying with procedures in the event of an emergency</i>	<b>7</b>	<b>8</b>	-	-
<b>PC11.</b> follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard	5	5	-	-
<b>PC12.</b> identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority	2	3	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0104
<b>NOS Name</b>	Maintain Workplace Health & Safety
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Animation, Gaming, Radio, Advertising
<b>Occupation</b>	Ad sales/Account Management/Scheduling/Traffic
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/12/2021
<b>Next Review Date</b>	27/01/2027
<b>NSQC Clearance Date</b>	27/01/2022

### Assessment Guidelines and Assessment Weightage

#### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

## Qualification Pack

**Minimum Aggregate Passing % at QP Level : 70**

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

## Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MES/N0545. Provide guidance to students to create artworks	30	70	0	0	100	10
MES/N0546. Prepare the fine-art curriculum and other relevant course materials	30	70	0	0	100	10
MES/N0547. Develop learners' interest in art	40	60	0	0	100	20
MES/N0548. Teach students to draw and sketch using various sketching techniques	30	70	0	0	100	20
MES/N0549. Evaluate assignments and projects assigned to the students	40	60	0	0	100	20
MES/N0540. Prepare learner's reports as per the grade level	40	60	0	0	100	10
MES/N0104. Maintain Workplace Health & Safety	50	50	-	-	100	10
<b>Total</b>	<b>260</b>	<b>440</b>	<b>-</b>	<b>-</b>	<b>700</b>	<b>100</b>



## Qualification Pack

### Acronyms

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

## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.