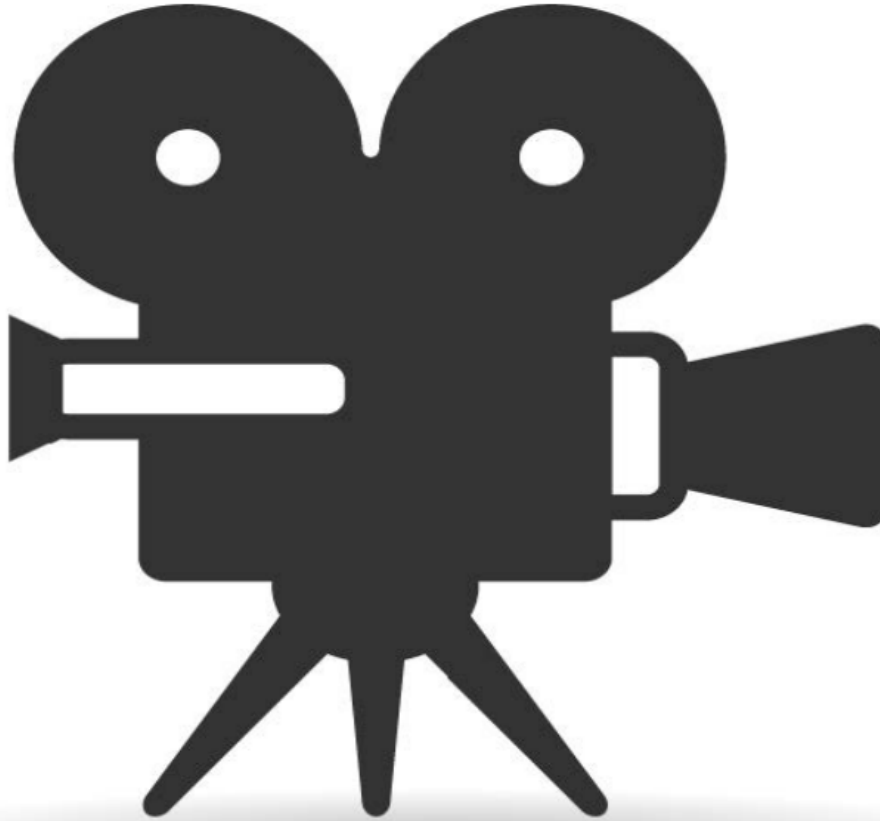


Qualification Pack



Camera Operator

QP Code: MES/Q0902

Version: 2.0

NSQF Level: 4

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



Qualification Pack

Contents

MES/Q0902: Camera Operator	3
<i>Brief Job Description</i>	3
Applicable National Occupational Standards (NOS)	3
<i>Compulsory NOS</i>	3
<i>Qualification Pack (QP) Parameters</i>	3
MES/N0905: Set up camera Equipment prior to Shoot	5
MES/N0906: Prepare for Shoot	9
MES/N0907: Operate Camera during Shoot	13
MES/N0104: Maintain Workplace Health & Safety	17
DGT/VSQ/N0102: Employability Skills (60 Hours)	23
Assessment Guidelines and Weightage	30
<i>Assessment Guidelines</i>	30
<i>Assessment Weightage</i>	31
Acronyms	32
Glossary	33



Qualification Pack

MES/Q0902: Camera Operator

Brief Job Description

Individuals at this job need to operate the camera during shoots in accordance to instructions provided by the Director of Photography (DoP). They also need to coordinate efforts of the camera crew during shoots.

Personal Attributes

The individual must be creative and have a good understanding of composition, perspective and movement. The individual must know and keep updated on the various camera equipment, shooting techniques and mediums. The individual must have excellent communication skills and must possess the ability to guide efforts and work collaboratively

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MES/N0905: Set up camera Equipment prior to Shoot](#)
2. [MES/N0906: Prepare for Shoot](#)
3. [MES/N0907: Operate Camera during Shoot](#)
4. [MES/N0104: Maintain Workplace Health & Safety](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Film, Television
Occupation	Camera Operation
Country	India
NSQF Level	4
Credits	NA
Aligned to NCO/ISCO/ISIC Code	NOC 2015- 3521.0200



Qualification Pack

Minimum Educational Qualification & Experience	11th Class (pass) OR 10th Class (pass plus 1 year NTC/NAC)
Minimum Level of Education for Training in School	12th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	17 Years
Last Reviewed On	NA
Next Review Date	27/01/2027
NSQC Approval Date	27/01/2022
Version	2.0
Reference code on NQR	2022/ME/MESC/05197
NQR Version	2.0

Remarks:

This QP was approved in 2015 and NSQC Extended it in 2019 without any change in QP. Therefore, NQR code used is of 2019.

Qualification Pack

MES/N0905: Set up camera Equipment prior to Shoot

Description

This OS unit is about arranging for the delivery of camera equipment and setting up for shoots

Elements and Performance Criteria

Prepare and arrange all the camera equipment for use during shoots

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

- PC1.** coordinate with logistics players, where required in the context of the role, to have the equipment delivered to the vendor/own facilities (equipment can include cameras, batteries, lenses, filters, grips, track, special effects equipment, magazines, clapper boards, film stock/beta tapes/memory cards)
- PC2.** prepare equipment for shoot including unpacking, cleaning and assembling cameras and lenses, loading the film stock into magazines, charging batteries etc.

Monitor use of equipment during shoots

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

- PC3.** arrange for security and protection of the equipment during storage and logistics
- PC4.** report any damages to the camera and production teams
- PC5.** ensure cameras are mounted on grips and the locks are fastened securely

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the equipment that can be sourced in-house and that needs to be sourced through a vendor.
- KU2.** the role and contribution of key departments be liaised with, especially lighting and grips where the camera team has the maximum interaction
- KU3.** how to select the most appropriate mode of transport and the most relevant logistics provider
- KU4.** inventory management processes including receipt, issue and returns
- KU5.** appropriate documentation norms (e.g. challans, receipts etc.)
- KU6.** how to protect, pack and secure the equipment for storage
- KU7.** how to label, pack and store the equipment in extreme climatic and rough environmental conditions
- KU8.** how to arrange and label camera equipment so that it is accessible for the entire camera team
- KU9.** how to estimate the quantity of supplies for each shoot day
- KU10.** techniques of handling and maintaining the camera equipment
- KU11.** likely damage that may be caused due to incorrect handling and storage
- KU12.** the safety and security requirements for the equipment, including special requirements, if any



Qualification Pack

- KU13.** how to load film stock into magazines, under specific conditions without causing any damage/exposure
- KU14.** how to charge batteries and prevent accidental discharge
- KU15.** how to deal with exposed stock safely and securely
- KU16.** how to clean and test the cameras, lenses and magazines prior to shoot including the appropriate method and material to be used
- KU17.** applicable health and safety guidelines, and ensuring that any risks to the health and safety of the cast and crew are minimised

Generic Skills (GS)

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

- GS1.** prepare a log of all the equipment to be used during each shoot day
- GS2.** track status against the checklist on a daily basis and note remarks, where required
- GS3.** label equipment and supplies accurately
- GS4.** read the equipment user-manuals and handling specifications
- GS5.** read the safety considerations for the equipment being used
- GS6.** refer to the shoot schedules to determine how many shots are being covered during a given day to ensure that adequate film stock and batteries are available for use
- GS7.** report damage, if any to the equipment to the camera and production teams
- GS8.** discuss and agree on the list of equipment that needs to be prepared and kept ready for use with the camera team and production head
- GS9.** plan work according to the requirements and agreed timelines
- GS10.** identify any problems with successful execution of the task and resolve them in consultation with the production team

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare and arrange all the camera equipment for use during shoots</i>	20	20	-	-
PC1. coordinate with logistics players, where required in the context of the role, to have the equipment delivered to the vendor/own facilities (equipment can include cameras, batteries, lenses, filters, grips, track, special effects equipment, magazines, clapper boards, film stock/beta tapes/memory cards)	10	10	-	-
PC2. prepare equipment for shoot including unpacking, cleaning and assembling cameras and lenses, loading the film stock into magazines, charging batteries etc.	10	10	-	-
<i>Monitor use of equipment during shoots</i>	30	30	-	-
PC3. arrange for security and protection of the equipment during storage and logistics	10	10	-	-
PC4. report any damages to the camera and production teams	10	10	-	-
PC5. ensure cameras are mounted on grips and the locks are fastened securely	10	10	-	-
NOS Total	50	50	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0905
NOS Name	Set up camera Equipment prior to Shoot
Sector	Media & Entertainment
Sub-Sector	Film, Television
Occupation	Camera Operation
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	25/03/2015
Next Review Date	27/01/2027
NSQC Clearance Date	27/01/2022

Qualification Pack

MES/N0906: Prepare for Shoot

Description

This OS unit is about deciding the shot framing and composition, marking out the camera positions and carrying out rehearsals prior to shoot

Elements and Performance Criteria

Understanding the focus requirements for different types of shots

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

- PC1.** establish, or support in establishing, the focus requirements for shots (eg: pan, tilt, tracking, static, zoom, close-up, wide-shot, master shot, high/low, angle shot, long shot and mid shot), based on the creative and technical requirements of production

Lay out marks on the set/props/floor to define artist paths and refine camera positions/focus lengths during rehearsals

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

- PC2.** mark, or support in marking, the focus lengths/angle based on the required composition (eg: positioning of elements within a frame), perspective (eg: point of view) and aspect ratio (eg: relationship between width and height)

Marking out the focus lengths for each position

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

- PC3.** prepare, or support in preparing, a focus path for a sequence depending on the movement, timing, start and finish points during shoots
- PC4.** report potential issues to the producer and director and relevant teams for rectification

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** understand the overall style and creative aspects of the production.
- KU2.** the role and contribution of key departments be liaised with, especially lighting and grips where the camera team has the maximum interaction
- KU3.** the principles of cinematography.
- KU4.** understanding of optical theory
- KU5.** understanding of still photography would be an added advantage
- KU6.** principles of composition and continuity
- KU7.** the focus requirements and camera position(s) for each shot
- KU8.** the relationship between the distance of the camera from the subject, the height at which the camera is placed and movements and how these effect the shot composition
- KU9.** the aspect ratio required for each shoot and the aspect ratio in which the final product will be seen by the audience
- KU10.** how to judge focus lengths to ensure that the shot view will be sharp and achieves the desired framing and composition

Qualification Pack

- KU11.** how to frame shots to ensure continuity and seamless transition from one shot to another
- KU12.** the various types of cameras, lenses and equipment available in the market
- KU13.** how to update operating skills on new cameras, lenses and equipments in the market
- KU14.** how to test cameras, lenses and equipment and discover faults, if any
- KU15.** how to place cameras according to production requirements in case of multi-camera shoots
- KU16.** how to place set, props and equipment so as to capture the required frame in the shot and ensuring that they do not obstruct the camera view
- KU17.** the mood of each shot and determine shot requirements accordingly
- KU18.** how to measure the distance between the artists/objects/subjects and the camera(s) to ensure the shot gets taken correctly
- KU19.** how to observe for continuity issues that may impact actual shoots
- KU20.** test focus lengths to ensure they have been set properly
- KU21.** the limitations on camera movements - based on the positioning of the camera, sets, props and equipment during shoots
- KU22.** applicable health and safety guidelines, and ensuring that any risks to the health and safety of the cast and crew are minimised

Generic Skills (GS)

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

- GS1.** note the specifications for each shot - camera distance, height, focus length, aspects ratios, timing, start and finish points etc. to refer to during the shoot
- GS2.** notes for the director, DOP and production team that would help them guide the movement of artists, props and equipment during shoot
- GS3.** read and understand the script in detail
- GS4.** understand and clarify requirements during production reces and meetings
- GS5.** discuss the creative and visual requirements of the shot with the DOP and producer
- GS6.** agree on the positioning of the shot with the DOP, production team and artists
- GS7.** discuss the camera path and timing with the camera and production teams, discuss problems and modifications required
- GS8.** communicate any problems that may affect the desired composition
- GS9.** guide the artists on their movements and timing
- GS10.** plan work according to the requirements and agreed timelines
- GS11.** manage within the agreed budget and minimize overruns
- GS12.** how to discover and resolve any technical problems which may affect composition
- GS13.** judge the focal distance/lengths required for each shot to ensure that the picture is sharp and captures all the creative elements required in the frame

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding the focus requirements for different types of shots</i>	15	15	-	-
PC1. establish, or support in establishing, the focus requirements for shots (eg: pan, tilt, tracking, static, zoom, close-up, wide-shot, master shot, high/low, angle shot, long shot and mid shot), based on the creative and technical requirements of production	15	15	-	-
<i>Lay out marks on the set/props/floor to define artist paths and refine camera positions/focus lengths during rehearsals</i>	15	15	-	-
PC2. mark, or support in marking, the focus lengths/angle based on the required composition (eg: positioning of elements within a frame), perspective (eg: point of view) and aspect ratio (eg: relationship between width and height)	15	15	-	-
<i>Marking out the focus lengths for each position</i>	20	20	-	-
PC3. prepare, or support in preparing, a focus path for a sequence depending on the movement, timing, start and finish points during shoots	10	10	-	-
PC4. report potential issues to the producer and director and relevant teams for rectification	10	10	-	-
NOS Total	50	50	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0906
NOS Name	Prepare for Shoot
Sector	Media & Entertainment
Sub-Sector	Film, Television
Occupation	Camera Operation
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	27/01/2022
Next Review Date	27/01/2027
NSQC Clearance Date	27/01/2022

Qualification Pack

MES/N0907: Operate Camera during Shoot

Description

This OS unit is about executing camera movements while maintaining the shot framing and composition

Elements and Performance Criteria

Pull focus and operate cameras during shoots

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

- PC1.** focus and refocus the camera lenses for each shot
- PC2.** advise actors and performers regarding movement and positions
- PC3.** make modifications to the focus path, if required, based on any changes in the artists movements
- PC4.** execute camera movements established during rehearsals according to the instructions received by the dop while maintaining the focus length for each shot
- PC5.** ensure that the creative and technical quality of the shoot meets the desired production and post production standards

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** understand the overall style and creative aspects of the production
- KU2.** the role and contribution of key departments be liaised with, especially lighting and grips where the camera team has the maximum interaction
- KU3.** the principles of cinematography
- KU4.** understanding of still photography would be an added advantage
- KU5.** principles of composition
- KU6.** the mood of each shot and determine shot requirements accordingly
- KU7.** how the camera position, angle, placement and movement affect the perspective and required depth in the shot
- KU8.** ensure that each shot is in focus
- KU9.** how to frame the image keeping in mind the visual style, creative and technical requirements of the production
- KU10.** move the camera on the path charted maintaining the required timing for the shot
- KU11.** how to maintain a steady image during camera movements
- KU12.** how to maintain continuity for shots taken in a sequence
- KU13.** applicable health and safety guidelines, and ensuring that any risks to the health and safety of the cast and crew are minimised

Generic Skills (GS)

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



Qualification Pack

- GS1.** refer and conform to the camera specification notes prepared
- GS2.** guide actors and artistes during shoot on their movement and timing
- GS3.** communicate any problem areas and ensure they get resolved by the relevant teams
- GS4.** collaborate with the different departments, especially with the lighting and grips department, to achieve the desired technical and creative quality of the image
- GS5.** plan work according to the requirements and agreed timelines
- GS6.** manage within the agreed budget and minimize overruns
- GS7.** how to resolve any technical problems during shoot

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Pull focus and operate cameras during shoots</i>	50	50	-	-
PC1. focus and refocus the camera lenses for each shot	10	10	-	-
PC2. advise actors and performers regarding movement and positions	5	5	-	-
PC3. make modifications to the focus path, if required, based on any changes in the artists movements	15	15	-	-
PC4. execute camera movements established during rehearsals according to the instructions received by the dop while maintaining the focus length for each shot	10	10	-	-
PC5. ensure that the creative and technical quality of the shoot meets the desired production and post production standards	10	10	-	-
NOS Total	50	50	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0907
NOS Name	Operate Camera during Shoot
Sector	Media & Entertainment
Sub-Sector	Film, Television
Occupation	Camera Operation
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	27/01/2022
Next Review Date	27/01/2027
NSQF Clearance Date	27/01/2022



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>	15	15	-	-
PC1. understand and comply with the organizations current health, safety and security policies and procedures	5	5	-	-
PC2. understand the safe working practices pertaining to own occupation	5	5	-	-
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	3	2	-	-
PC4. 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>	10	10	-	-
PC5. identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	5	5	-	-
PC6. 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>	18	17	-	-
PC7. identify aspects of your workplace that could cause potential risk to own and others health and safety	5	5	-	-
PC8. ensure own personal health and safety, and that of others in the workplace through precautionary measures	5	5	-	-
PC9. 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
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	5	5	-	-
<i>Complying with procedures in the event of an emergency</i>	7	8	-	-
PC11. follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard	5	5	-	-
PC12. identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority	2	3	-	-
NOS Total	50	50	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

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



Qualification Pack

DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

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

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values - Citizenship

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

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



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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

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

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

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

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

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

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e-mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.



Qualification Pack

PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings



Qualification Pack

- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	2	3	-	-
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	NA
Next Review Date	17/11/2025
NSQC Clearance Date	17/11/2022

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ 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 Element/ 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 these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
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/N0905.Set up camera Equipment prior to Shoot	50	50	-	-	100	30
MES/N0906.Prepare for Shoot	50	50	-	-	100	30
MES/N0907.Operate Camera during Shoot	50	50	-	-	100	20
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	220	230	-	-	450	100



Qualification Pack

Acronyms

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

Qualification Pack

Glossary

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

Qualification Pack

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