



Voice-Over Artist

QP Code: MES/Q0101

Version: 5.0

NSQF Level: 4

Media & Entertainment Skills Council || Commercial premises No Ja522, 5th Floor, DLF Tower A, Jasola,
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Qualification Pack

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MES/Q0101: Voice-Over Artist

Brief Job Description

Individuals at this job need to provide the voice for characters in various productions

Personal Attributes

This job requires the individual to have the essentials to perform i.e. excellent communication skills, voice-modulation skills, flair for mimicry and drama, sense of humor, emotional rendering, versatility, language skills etc. The individual must be able to perform confidently and adapt performance to different emotions and characters in accordance to requirements. The individual must be able to understand and interpret requirements correctly and be capable of offering suggestions/ alternatives to his/her director during recordings.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MES/N0101: Audition and qualify for voicing roles](#)
2. [MES/N0102: Prepare for voicing performances](#)
3. [MES/N0103: Perform voice-overs in accordance to requirements](#)
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, Animation, Radio, Gaming, Advertising
Occupation	Acting/Voice Overs
Country	India
NSQF Level	4
Credits	17

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Aligned to NCO/ISCO/ISIC Code	NCO 2015- 2655.0301
Minimum Educational Qualification & Experience	8th Class (plus ITI(2 years after 8th)) with 3 Years of experience OR 10th Class with 3 Years of experience OR 12th Class with 1 Year of experience
Minimum Level of Education for Training in School	10th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	24/02/2027
NSQC Approval Date	24/02/2022
Version	5.0
Reference code on NQR	2022/ME/MESC/06912
NQR Version	5.0

Remarks:

Qualification Pack

MES/N0101: Audition and qualify for voicing roles

Description

This OS unit is about showcasing performance skills to prospective producers and qualifying for roles/parts in productions

Elements and Performance Criteria

Auditioning for voice roles in productions

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

PC1. understand the requirements of the audition

Perform according to requirements

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

PC2. adapt his/her performance to the auditioners requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the role for which auditions are being conducted
- KU2.** the venue and time of the audition
- KU3.** the key decision makers who will be conducting the audition
- KU4.** the technical language of voicing
- KU5.** performance techniques and principles
- KU6.** the essentials for performance (communication skills, voice modulation, flair for mimicry and drama, sense of humour, emotional rendering etc.)
- KU7.** the basics of the media industry and the different roles different professionals play (especially for advertising)
- KU8.** how to have a good ear for different types of sounds and voices
- KU9.** how to modulate voice in different accents (regional, international)
- KU10.** how to maintain continuity of voice quality throughout the performance
- KU11.** how to speak with a clear, clean and neutral accent and use voice to convey emotions and different characters through developed techniques
- KU12.** how to play with the tempo, tone, volume and pitch depending on the directors and films requirements
- KU13.** how to recognise the important words in a sentence and be able to use pitch inflection in order to emphasise words
- KU14.** how to breathe correctly and have control over breath
- KU15.** different languages (would be an added advantage)
- KU16.** how to lip-sync and match body language, mood etc. with the character while dubbing
- KU17.** how to listen to instructions carefully
- KU18.** how to infer the meaning of dialogues

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- KU19.** how to enact and emote through voice and accent
- KU20.** how to sing (optional) if required/demanded by the role
- KU21.** how to adapt performance to different emotions and characters in accordance to requirements
- KU22.** how to come up with answers and suggestions/ alternatives to offer his/her director during recordings
- KU23.** how to overcome performance pressure and anxiety and perform confidently
- KU24.** relevant copyright laws and intellectual property rights
- KU25.** applicable health and safety guidelines

Generic Skills (GS)

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

- GS1.** prepare and keep a portfolio of work (resumes, CDs, tapes etc.) handy for the audition process
- GS2.** fill out necessary forms and documentation at the audition venue
- GS3.** prepare follow-up letters for the auditioning authorities to find out results/ thank notes for the opportunity to perform
- GS4.** research the role, the production, key people involved in the decision making process etc. to prepare prior to the audition process
- GS5.** read and understand the audition material provided (in the limited time frame provided)
- GS6.** network with casting agents and key people from the industry to identify roles
- GS7.** understand and discuss the audition requirements and process with the casting agent
- GS8.** rehearse performance in front of mentors, instructors, peers etc. and solicit feedback and suggestions for improvement
- GS9.** perform confidently during the audition process
- GS10.** have fluency in speech, diction and dialect while performing
- GS11.** follow-up to find out the results of the audition process
- GS12.** solicit feedback from auditioners on areas of improvement
- GS13.** decide on whether to appear for the audition or not
- GS14.** plan, prepare and practice performance in accordance to the role being auditioned for
- GS15.** work on the areas of improvement identified/highlighted by auditioners
- GS16.** assess if the role meets his/her capabilities and skill-sets

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Auditioning for voice roles in productions</i>	5	20	-	-
PC1. understand the requirements of the audition	5	20	-	-
<i>Perform according to requirements</i>	5	20	-	-
PC2. adapt his/her performance to the auditioners requirements	5	20	-	-
NOS Total	10	40	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0101
NOS Name	Audition and qualify for voicing roles
Sector	Media & Entertainment
Sub-Sector	Film, Television, Animation, Gaming, Radio, Advertising
Occupation	Acting/Voice Overs
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	02/06/2014
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N0102: Prepare for voicing performances

Description

This OS unit is about preparing adequately prior to the actual performance

Elements and Performance Criteria

Understanding the role/character

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

- PC1.** understand and interpret characters in scripts within the specified time-period (in general, time available is very limited)
- PC2.** adapt personality and performance in accordance to the requirements of the role

Becoming proficient with delivering dialogues

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

- PC3.** become proficient with own and co-actors lines and understand interdependencies between roles

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the target audience of the production
- KU2.** the budget and time constraints
- KU3.** the roles and responsibilities of the production teams
- KU4.** the technical language of voicing
- KU5.** performance techniques and principles
- KU6.** the essentials for performance (communication skills, voice modulation, flair for mimicry and drama, sense of humour, emotional rendering etc.)
- KU7.** how to draw out a character portrait of the performer
- KU8.** the target audience and the type of performance that will appeal to them
- KU9.** how to have a good ear for different types of sounds and voices
- KU10.** how to modulate voice in different accents (regional, international)
- KU11.** how to warm up the voice before each performance
- KU12.** different languages (would be an added advantage)
- KU13.** how to infer the meaning of dialogues
- KU14.** how to maintain continuity of voice quality throughout the performance
- KU15.** how to listen to instructions carefully
- KU16.** how to enact and emote through voice and accent
- KU17.** how to sing (optional) if required/demanded by the role
- KU18.** how to adapt performance to different emotions and characters in
- KU19.** how to come up with answers and suggestions/ alternatives to offer his/her director during recordings

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- KU20.** how to overcome performance pressure and anxiety and perform confidently
- KU21.** relevant copyright laws and intellectual property rights
- KU22.** applicable health and safety guidelines

Generic Skills (GS)

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

- GS1.** document instructions/ performance notes/ cues etc. to help perform
- GS2.** read and understand the script (dialogues, narrative, expressions) that would need to be performed, as well as parts being performed by co-artists
- GS3.** research the characteristics of the character/role being played out in detail (personality, attributes, language, emotions, expressions etc.)
- GS4.** read own dialogues and understand the meaning and emotion being portrayed (in the time period provided)
- GS5.** read co-performers dialogues
- GS6.** understand the role/character being from the director and discuss his/her characteristics
- GS7.** discuss and seek any clarifications, if required, from the scriptwriter
- GS8.** rehearse performance in front of mentors, instructors, peers etc. and solicit feedback and suggestions for improvement
- GS9.** plan, prepare and practice performance in accordance to the role
- GS10.** foresee any problems with the successful execution of the role and resolve them proactively
- GS11.** critically appraise quality of own performance to identify issues

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding the role/character</i>	20	50	-	-
PC1. understand and interpret characters in scripts within the specified time-period (in general, time available is very limited)	5	25	-	-
PC2. adapt personality and performance in accordance to the requirements of the role	15	25	-	-
<i>Becoming proficient with delivering dialogues</i>	5	25	-	-
PC3. become proficient with own and co-actors lines and understand interdependencies between roles	5	25	-	-
NOS Total	25	75	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0102
NOS Name	Prepare for voicing performances
Sector	Media & Entertainment
Sub-Sector	Film, Television, Animation, Gaming, Radio, Advertising
Occupation	Acting/Voice Overs
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	02/06/2014
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N0103: Perform voice-overs in accordance to requirements

Description

This OS unit is about delivering convincing interpretations of a role during the actual performance

Elements and Performance Criteria

Understanding performance requirements

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

PC1. perform convincing interpretations of roles by portraying emotions (using speech, tone etc.)

Deliver a convincing performance according to requirements

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

PC2. improvise and adapt (provide valuations, vary speed, volume, pitch etc.) dynamically to the demands of the script

PC3. deliver within the shortest possible time-frame with minimum number of takes

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the target audience of the production

KU2. the budget and time constraints

KU3. the roles and responsibilities of the production teams

KU4. the technical language of voicing

KU5. performance techniques and principles

KU6. the essentials for performance (communication skills, voice modulation, flair for mimicry drama, sense of humour, emotional rendering etc.)

KU7. the basics of the media industry and the different roles different professionals play (especially for advertising)

KU8. the target audience and the type of performance that will appeal to them

KU9. how to have a good ear for different types of sounds and voices

KU10. how to modulate voice in different accents (regional, international)

KU11. how to maintain continuity of voice quality throughout the performance

KU12. how to speak with a clear, clean and neutral accent and use voice to convey emotions and different characters through developed techniques

KU13. how to play with the tempo, tone, volume and pitch depending on the directors and films requirements

KU14. how to recognise the important words in a sentence and be able to use pitch

KU15. how to breathe correctly and have control over breath

KU16. different languages (would be an added advantage)

KU17. sound studio equipment, especially how to use the microphone, headphones etc.

KU18. how microphone placements, positioning etc. and affect performances

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- KU19.** how to lip-sync and match body language, mood etc. with the character while dubbing
- KU20.** how to listen to instructions carefully
- KU21.** how to enact and emote through voice and accent
- KU22.** how to sing (optional) if required/demanded by the role
- KU23.** how to adapt performance to different emotions and characters in accordance to requirements
- KU24.** how to come up with answers and suggestions/ alternatives to offer his/her director during recordings
- KU25.** how to collaborate effectively with co-performers
- KU26.** how to overcome performance pressure and anxiety and perform confidently
- KU27.** relevant copyright laws and intellectual property rights
- KU28.** applicable health and safety guidelines

Generic Skills (GS)

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

- GS1.** document instructions/ performance notes/ cues etc. to help perform
- GS2.** read the script (dialogues, narrative, expressions) during in order to minimise takes
- GS3.** read own dialogues and understand the meaning and emotion being portrayed
- GS4.** understand the characteristics of the character/role being played out in detail (personality, attributes, language, emotions, expressions etc.)
- GS5.** understand the role/character being from the director and discuss his/her characteristics
- GS6.** discuss and seek any clarifications, if required from the scriptwriter
- GS7.** understand scene-wise performance instructions from the director
- GS8.** deliver dialogues/performance according to the directors instructions with the appropriate emotions in a manner that would engage audiences
- GS9.** plan and prepare own performance to deliver effectively and consistently
- GS10.** identify any issues that could impede the successful execution of the task and resolve them pro-actively
- GS11.** step into the shoes of the character and perform accordingly
- GS12.** appraise the quality of own performance, and identify areas of improvement

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding performance requirements</i>	10	20	-	-
PC1. perform convincing interpretations of roles by portraying emotions (using speech, tone etc.)	10	20	-	-
<i>Deliver a convincing performance according to requirements</i>	15	55	-	-
PC2. improvise and adapt (provide valuations, vary speed, volume, pitch etc.) dynamically to the demands of the script	15	25	-	-
PC3. deliver within the shortest possible time-frame with minimum number of takes	-	30	-	-
NOS Total	25	75	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0103
NOS Name	Perform voice-overs in accordance to requirements
Sector	Media & Entertainment
Sub-Sector	Film, Television, Animation, Gaming, Radio, Advertising
Occupation	Acting/Voice Overs
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	02/06/2014
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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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:

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- 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



GS22. Apply balanced judgments in different situations

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	-	-

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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	-	-

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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	24/02/2027
NSQC Clearance Date	24/02/2022

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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.

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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



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- 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

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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	20/11/2025
NSQC Clearance Date	20/11/2020

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/N0101.Audition and qualify for voicing roles	10	40	-	-	50	30
MES/N0102.Prepare for voicing performances	25	75	-	-	100	25
MES/N0103.Perform voice-overs in accordance to requirements	25	75	-	-	100	25
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	130	270	-	-	400	100



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.
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.

Qualification Pack

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.
BUDGET	Budget is an estimate of the total cost of production that may include a break-up of cost components
CONTINUITY	Continuity represents the seamless transition from one shot to another
COPYRIGHT LAW	A legal framework linked to intellectual property and the rights given to creators of original products/ concepts
DIALOGUES	Dialogues are the conversations between the characters in a script
Screenplay	Screenplay is the script coupled with key characteristics of the scene and directions for acting
SCRIPT	Script is a structured narrative of a story
TARGET AUDIENCE	Group of people at whom content/ advertising is aimed. A target audience is typically defined by age, gender, economic classification, geography and any other relevant parameters
TIMELINES	Timelines is a listing of dates by which the production milestones/stages need to be completed
SECTORS	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.

Qualification Pack

SUB-SECTOR	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
VERTICAL	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
OCCUPATION	Occupation is a set of job roles, which perform similar/related set of functions in an industry
FUNCTION	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
SUB-FUNCTION	Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.
JOB ROLE	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
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 they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
PERFORMANCE CRITERIA	Performance Criteria 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.
QUALIFICATION PACK CODE	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
QUALIFICATION PACK(QP)	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.