NSDC
National Skill Development Corporation
Transforming the skill landscape

Media & Entertainment Skills Council

Actors

Actor

QP Code: MES/Q0105

Version: 3.0

NSQF Level: 4

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

Contents

MES/Q0105: Actor

Brief Job Description

The individual will portray the assigned character in a feature or short film, TV series, web series, in a television, advertisement, stage in theme parks and theatrical presentation, under the guidance of the production director.

Personal Attributes

This job requires the individual to understand the full range of human emotions and interaction to portray a character in a filmed or live entertainment program. The person should have patience, good communication skills, ability to adapt to different situations, capability of understanding instructions and to work well as part of a team. He/she must also be physically fit. The person should also keep himself/herself updated about current events to inform the people on latest issues, wherever desired.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. MES/N0104: Maintain workplace health and safety

2. MES/N0105: Recognize the character to be portrayed

3. MES/N0106: Perform acting

4. MES/N0107: Develop and maintain portfolio

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

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Film, Television, Radio, Advertising
Occupation	Acting/Voice Overs
Country	India
NSQF Level	4
Credits	16

Aligned to NCO/ISCO/ISIC Code	NCO 2015/2655.0100

Minimum Educational Qualification & Experience	11th Class
	       OR
	10th Class (Completed 1st year of 3-year diploma (after 10th) and pursuing regular diploma)
	       OR
	10th Class (pass and pursuing continuous schooling)
	       OR
	8th Class (pass plus 2-year NTC plus 1 Year NAC)

Minimum Level of Education for Training in School	10th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	16 Years
Last Reviewed On	NA
Next Review Date	24/02/2027
NSQC Approval Date	24/02/2022
Version	3.0
Reference code on NQR	2022/ME/MESC/06889
NQR Version	3.0

Remarks:

Next Review Date 28/01/2027

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 though 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:

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 activites

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
Understanding the health, safety and security risks prevalent in the workplace	**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	-	-
Knowing the people responsible for health and safety and the resources available	**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	-	-
Identifying and reporting risks	**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 though precautionary measures	5	5	-	-
PC9. identify and recommend opportunities for improving health, safety, and security to the designated person	3	2	-	-

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

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

MES/N0105: Recognize the character to be portrayed

Description

This unit is about recognizing the character to be portrayed as per the script or demand for a film or TV series or theater

Elements and Performance Criteria

Interpret the character roles

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

PC1. identify the character as per the script

PC2. conduct research on characteristic behaviors for the assigned role

PC3. express a wide emotional range and act/react believably with other actors as per the demand of the script

PC4. memorise the lines (dialogues) and character activities according to the script or Directors instructions

Experiencing acting as an art

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

PC5. work and rehearse with other actors using background of the role in an artform under the supervision of the Director to fulfill his/her vision

PC6. analyze the character background to portray similar role as desired

PC7. create similar expression and dialogue of a character as per the demand of the scene

Voice modulation, body movement, improvisation

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

PC8. portray the character as its emotional and story arcs progresses, even if scenes are shot out of the storys time sequence

PC9. scale a performance in accordance with the frame of the shot, controlling movement, gesture, voice levels, emotional intensity and energy levels.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. vision of the creative team (Scriptwriter, Director, Production Designer among others)

KU2. history, background and motivation of a character within the framework of the script

KU3. theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.

KU4. media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain via written, oral, and visual media

KU5. human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

KU6. principles and processes for providing customer and personal services, including audians needs assessment, meeting quality standards for services, and evaluation of customer satisfaction

KU7. background of the fictional character to be portrayed, including life history and motivation

KU8. consumer tastes and changes in the demand

KU9. the setup and process of a film or stage production, whether studio set or location, indoors or outdoors, with regard to cameras, lighting, set furniture and props

KU10. the responsibility of each person on the production as they affect his/her professional manner and performance

KU11. being familiar with hitting the mark, catching the light, and other technicalities

Generic Skills (GS)

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

GS1. read and study the script and remember lines and activities of the character portrayed

GS2. be comfortable and fluent in interactions with other actors, with objects, with costumes, adornment and make-up artists.

GS3. gain control of breathing technique and enhance their capacities, to find their voice, and then to develop its range, pitch, timbre, and to place it in different registers.

GS4. improvising to act similar to different character roles (historical, petriotric etc.)

GS5. plan, prepare and practice performance in accordance with the role.

GS6. foresee any problems with the successful execution of the role and resolve them proactively

GS7. critically appraise quality of own performance to identify issues

GS8. finalize the final style of modulation for the performanc

GS9. assess if the role meets his/her capabilities and skill-sets

GS10. check that their own work meets customer/project requirements

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Interpret the character roles	**12**	**28**	**-**	**-**
PC1. identify the character as per the script	3	7	-	-
PC2. conduct research on characteristic behaviors for the assigned role	3	7	-	-
PC3. express a wide emotional range and act/react believably with other actors as per the demand of the script	3	7	-	-
PC4. memorise the lines (dialogues) and character activities according to the script or Directors instructions	3	7	-	-
Experiencing acting as an art	**11**	**24**	**-**	**-**
PC5. work and rehearse with other actors using background of the role in an artform under the supervision of the Director to fulfill his/her vision	5	10	-	-
PC6. analyze the character background to portray similar role as desired	3	7	-	-
PC7. create similar expression and dialogue of a character as per the demand of the scene	3	7	-	-
Voice modulation, body movement, improvisation	**8**	**17**	**-**	**-**
PC8. portray the character as its emotional and story arcs progresses, even if scenes are shot out of the storys time sequence	3	7	-	-
PC9. scale a performance in accordance with the frame of the shot, controlling movement, gesture, voice levels, emotional intensity and energy levels.	5	10	-	-
NOS Total	**31**	**69**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0105
NOS Name	Recognize the character to be portrayed
Sector	Media & Entertainment
Sub-Sector	Film, Television, Radio, Advertising
Occupation	Acting
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	16/01/2019
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

MES/N0106: Perform acting

Description

This unit is about performing for TV shoot / film or live performance as an actor in a leading role or role of any character

Elements and Performance Criteria

Perform to act as a specific character

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

PC1. attend auditions and casting calls in order to give audition for roles

PC2. memorize the script and dialogues

PC3. support the co-actor(s) in regular rehearsal and practice.

PC4. analyse the vision of the creative team (Scriptwriter, Director, Production Designer among others

PC5. act as per given instructions of the Director and in sequence of shout count

PC6. performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.

PC7. performing for people or dealing directly with the public, including serving customers in restaurants and stores, and receiving clients or guests

Interpret roles of co-workers

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

PC8. analyze the place of the character portrayed within the framework of the story as per the script (both for themselves and co-actor)

PC9. act as per the scene demand and display the characters purpose / role to be played

PC10. collaborate with other actors as part of an ensemble

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. producing company and content of the script.

KU2. industry personnel and terminology, interview, audition and screen test processes and the role of casting agents, contracts, payments, insurance.

KU3. the role of marketing and distribution in ensuring a films chances of commercial success, including the actors involvement in live, on line and print promotion

KU4. the technical arrangements and equipment for a film shoot, whether studio set or location, indoors or outdoors, with regard to cameras, lighting, set furniture and props, costumes and makeup.

KU5. the responsibility of each person on the shoot as they affect his / her performance.

KU6. the process of dubbing and voice-over work

KU7. performance in a local language when required

Generic Skills (GS)

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

GS1. read and study the script and remember lines and actions of the character portrayed

GS2. understand the creative vision of the Director/ Script writer and Producer, as appropriate

GS3. take suggestions from the Director to effectively portray the character.

GS4. respect and consult other actors on the set to ensure each is helping to create their best performance according to the Directors vision

GS5. improvise speech and activity when necessary during auditions, rehearsal and filming or stage presentation

GS6. plan, prepare and practice performance in accordance with the role being auditioned for

GS7. work on the areas of improvement identified/highlighted by auditions

GS8. assess if the role meets his/her capabilities and skill-sets

GS9. critically appraise quality of own performance to identify issues

GS10. check that their own work meets customer/project requirements

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Perform to act as a specific character	**21**	**49**	-	-
PC1. attend auditions and casting calls in order to give audition for roles	3	7	-	-
PC2. memorize the script and dialogues	3	7	-	-
PC3. support the co-actor(s) in regular rehearsal and practice.	3	7	-	-
PC4. analyse the vision of the creative team (Scriptwriter, Director, Production Designer among others	3	7	-	-
PC5. act as per given instructions of the Director and in sequence of shout count	3	7	-	-
PC6. performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.	3	7	-	-
PC7. performing for people or dealing directly with the public, including serving customers in restaurants and stores, and receiving clients or guests	3	7	-	-
Interpret roles of co-workers	**9**	**21**	-	-
PC8. analyze the place of the character portrayed within the framework of the story as per the script (both for themselves and co-actor)	3	7	-	-
PC9. act as per the scene demand and display the characters purpose / role to be played	3	7	-	-
PC10. collaborate with other actors as part of an ensemble	3	7	-	-
NOS Total	**30**	**70**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0106
NOS Name	Perform acting
Sector	Media & Entertainment
Sub-Sector	Film, Television, Radio, Advertising
Occupation	Acting
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	16/01/2019
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

MES/N0107: Develop and maintain portfolio

Description

This unit is about exploring the opportunity to work in media & entertainment industry as artistic professional.

Elements and Performance Criteria

Create portfolio

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

PC1. prepare portfolio, recording, show reel, etc.,

PC2. choose best headshots and performance shots to showcase

PC3. create unique portfolio which speaks to a range of audiences

PC4. apply social media network like youtube / linkedin for promotional purposes

Approach industry to avail opportunities

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

PC5. promote themselves through networking

PC6. approach associations for becoming a member

PC7. approach clients (producers /casting directors / dance director etc.) in a professional manner

PC8. be on time and in suggested dress for audition / presentation

PC9. be ready to cold-read as per project requirement(s) in line with the expertise

PC10. be ready for presentation /screen test, voice test etc., wherever required during audition/interviewing

PC11. negotiate for remuneration of contract / work order aligned with the assignments

PC12. recognize common components of an assignment contract including term and duration of project

PC13. collaborate with others to determine technical details of production

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. brand value of the business /production houses

KU2. relavent designing / distribution policy of India

KU3. relavent guidelines defined by Government like broadcasting guideline of Ministry of Information and Broadcasting

KU4. legal framework pertaining to design, film, television etc.

KU5. how to familiarize with the content of the assignments (design /script etc.)

KU6. industry personnel and terminology, interview, audition and screen test processes and the role of agents, contracts, payments, insurance.

KU7. how to negotiate a professional contract for his services, including an understanding of payments, taxation, convergence rate and other legal matters

KU8. about the risk involved in getting work orders in case of freelancing

KU9. how to update of portfolio in line with change in technology vs increase in experience.

KU10. relevant industry association / forum whom individual will approach while in professional trouble

KU11. role of marketing and distribution in ensuring the chances of commercial success, including the role of individuals involvement

KU12. principles and methods for showing, promoting, and selling products or services, including, marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

KU13. arrangements and equipment for a design / shoot, whether lab or studio set or location, indoors or outdoors, with regard to set, premises, cameras, lighting, set furniture and props, costumes and makeup.

KU14. business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources

KU15. media production, communication, and dissemination techniques and methods, including alternative ways to inform and entertain via written, oral, and visual media.

KU16. principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

KU17. responsibility of each person on the production floor as they affect the individual performance.

KU18. process of dubbing and voice-over work etc. wherever applicable

KU19. performance in a local language when required

Generic Skills (GS)

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

GS1. read and study the assignments and remember lines and actions of the task performed / character portrayed

GS2. be patient while designing / costuming, makeup and other preparatory work suited the profile for the test

GS3. take suggestions from the client to effectively perform the task / portray the character.

GS4. respect and consult with other associates on the production floor to ensure each is helping to create their best performances according to the clients vision

GS5. developing constructive and cooperative working relationships with others, and maintaining them

GS6. understand the creative vision of the clients (Director/ Script writer and Producer) as appropriate

GS7. improvise speech and activity when necessary during performance

GS8. ability to communicate information and ideas in speaking so others will understand

GS9. ability to communicate information and ideas in speaking so others will understand

GS10. ability to listen to and understand information and ideas presented through spoken words and sentences

GS11. decide on whether to opt for work order or not

GS12. plan, prepare and practice performance in accordance to the role being assigned for

GS13. work on the areas of improvement identified/highlighted in line with the contract / assignements

GS14. assess if the role meets his/her capabilities and skill-sets

GS15. critically appraise quality of own performance to identify issues

GS16. check that your own work meets customer/project requirements

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Create portfolio	**8**	**24**	**-**	**-**
PC1. prepare portfolio, recording, show reel, etc.,	2	6	-	-
PC2. choose best headshots and performance shots to showcase	2	6	-	-
PC3. create unique portfolio which speaks to a range of audiences	2	6	-	-
PC4. apply social media network like youtube / linkedin for promotional purposes	2	6	-	-
Approach industry to avail opportunities	**18**	**50**	**-**	**-**
PC5. promote themselves through networking	2	6	-	-
PC6. approach associations for becoming a member	2	6	-	-
PC7. approach clients (producers /casting directors / dance director etc.) in a professional manner	2	6	-	-
PC8. be on time and in suggested dress for audition / presentation	2	6	-	-
PC9. be ready to cold-read as per project requirement(s) in line with the expertise	2	6	-	-
PC10. be ready for presentation /screen test, voice test etc., wherever required during audition/interviewing	2	6	-	-
PC11. negotiate for remuneration of contract / work order aligned with the assignments	2	4	-	-
PC12. recognize common components of an assignment contract including term and duration of project	2	6	-	-
PC13. collaborate with others to determine technical details of production	2	4	-	-
NOS Total	**26**	**74**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0107
NOS Name	Develop and maintain portfolio
Sector	Media & Entertainment
Sub-Sector	Film, Television, Radio, Advertising
Occupation	Acting
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	30/12/2021
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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:

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.

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

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

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	**1**	**1**	**-**	**-**
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
Constitutional values – Citizenship	**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	-	-	-	-
Becoming a Professional in the 21st Century	**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	-	-	-	-
Basic English Skills	**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	-	-	-	-
Career Development & Goal Setting	**1**	**2**	**-**	**-**

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	-	-	-	-
Communication Skills	**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	-	-	-	-
Diversity & Inclusion	**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	-	-	-	-
Financial and Legal Literacy	**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	-	-	-	-
Essential Digital Skills	**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	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Entrepreneurship	**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	-	-	-	-
Customer Service	**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	-	-	-	-
Getting ready for apprenticeship & Jobs	**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**	**-**	**-**

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.

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/N0104.Maintain workplace health and safety	46	54	-	-	100	10
MES/N0105.Recognize the character to be portrayed	31	69	-	-	100	25
MES/N0106.Perform acting	30	70	-	-	100	35
MES/N0107.Develop and maintain portfolio	26	74	-	-	100	20
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	**153**	**297**	**-**	**-**	**450**	**100**

Acronyms

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

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.

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.
VISUAL STYLE	Visual style comprises the look or appearance of the production including the lighting, colours, shadows, sets, costumes, locations and the way they will be captured on screen.
CREATIVE BRIEF	Creative brief is a document that captures the key questions that serve as a guide for the production including the vision, objective of the project, target audience, timelines, budgets, milestones, stakeholders etc.
SHOOT SCHEDULE	Shoot schedule is a listing of the sequences/shots that need to be captured on each shoot day
MULTI CAMERA	Multi-camera is a method of shooting where multiple cameras are used to simultaneously capture different views/images
BUDGET	Budget is an estimate of the total cost of production that may include a break-up of cost components
TIMELINES	Timelines is a listing of dates by which the production milestones/stages need to be completed
CONTINUITY	Continuity represents the seemless transition from one shot to another
SCRIEPT	Script is a structured narrative of a story

SCREENPLAY	Screenplay is the script coupled with key characteristics of the scene and directions for acting
POST-PRODUCTION	Post-production is the final finishing phase of the production, where the raw footage is edited, special effects are added, music and sound are integrated, colour correction is done etc.
COLOUR GRADING	Colour grading is the process of enhancing and correcting the colours of the final production
DIGITAL INTERMEDIATE	Digital intermediate is the process where a film is digitised and the colour and image characteristics are modified
RECCE	Recce is a detailed visual and technical assessment of the attributes and suitability of a particular location for the shoot, usually through a personal visit
GRIPS	Grips is the department that specialises in mounting the camera on to tripods, dollies, cranes and other platforms for shoots
JIB	Jib is a device used for the movement of camera and operates like a see-saw, with the camera at one end and the camera controls at the other
LENSES	Lenses are used to capture images and are attached on to the body of the camera
FILTERS	Filters are used to alter the properties of light entering the camera lens. They are also used to create a number of special effects
DOLLY	Dolly is a platform with wheels on which the camera can be mounted and moved around during the shoots
MAGAZINES	Magazines are compartments within a camera that are used to hold the film tape
CLAPPER BOARDS	Clapper board is a slate that has information pertaining to each shot, used as a guide to mark shots and aid matching image with sounds
FOCUS LENGTH	Focus length is the angle of view from the lens
FRAMING	Framing is how the artists, objects, sets, locations etc. are positioned within the camera view for a single shot
MASTER SHOT	Also known as a cover shot, this shot is a long sequence that establishes an overview and aids assembly of smaller, closer shots with details