



Character Designer

QP Code: MES/Q0502

Version: 2.0

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/Q0502: Character Designer

Brief Job Description

Individuals at this job need to design the character pack including the look, expressions, poses, gestures, turnarounds, personality traits of characters for a production

Personal Attributes

This job requires the individual to have excellent life drawing skills including an understanding of human anatomy, behavior, facial expressions, emotions, actions etc. The individual must be able to design characters consistent with the creative style of the production using software such as Adobe Photoshop, Gimp etc. The individual must also possess acting skills to differentiate characters e.g. center of gravity

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MES/N0501: Understand the Script](#)
2. [MES/N0502: Ensure consistency across all scenes](#)
3. [MES/N0503: Design Characters](#)
4. [MES/N0513: Manage and store assets](#)
5. [MES/N0104: Maintain Workplace Health & Safety](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Art And Design
Country	India
NSQF Level	4
Credits	14

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Aligned to NCO/ISCO/ISIC Code	NCO 2015- 2166.0206
Minimum Educational Qualification & Experience	12th Class with 1 Year of experience OR 10th Class with 3 Years of experience OR Certificate-NSQF (Storyboard Artist NSQF Level-3) with 2 Years 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	2.0
Reference code on NQR	2022/ME/MESC/06892
NQR Version	2.0

Remarks:

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MES/N0501: Understand the Script

Description

This OS unit is about interpreting the script/ brief/ storyboard/ concept for the animation and design process

Elements and Performance Criteria

Interpret the script/ brief/ storyboard correctly

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

- PC1.** understand the artistic and communication goals of the script, brief or storyboard with respect to the individuals role
- PC2.** be aware of the intended medium and target audience, and how this may affect animation processes
- PC3.** understand the aspects related to the design brief (appearance, complexion, dressing, moods, personalities, expressions etc.)
- PC4.** understand the requirements according to the scripts (number, types, duplicates etc.) based on the individuals role and its requirements
- PC5.** understand the specifications for the background and other aspects (dimensions, operating parameters etc.) based on the individuals role and its requirements
- PC6.** understand the technical needs of the project with respect to the job role (Television, Film, Gaming, Internet, DVD etc.)
- PC7.** understand the of the concept, which may be self-created, provided in a brief, or arrived at via discussions with relevant personnel (Director, Executive Producer etc)

Liaise with the team to improve understanding

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

- PC8.** liaise with relevant personnel (Art Director, Producers, Animation Supervisor etc) to better understand script elements, as appropriate

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the creative vision and elements of production relating to the job role
- KU2.** the project pipeline/schedule and timelines with respect to the individuals role
- KU3.** the intended purpose/ end-use of the models/ designs that need to be created by the individual
- KU4.** principles of animation
- KU5.** how to assess the script and its artistic and communication goals
- KU6.** how to extract and interpret relevant information regarding the scripts vision
- KU7.** how to discuss and understand relevant information regarding the concepts vision from relevant personnel (Art Director, Producers, Animation Supervisor etc)

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- KU8.** how to research and tap into the sources for procuring information/ background material that will enhance understanding of the concept
- KU9.** applicable copyright norms and intellectual property rights
- KU10.** applicable health and safety guidelines

Generic Skills (GS)

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

- GS1.** document notes while understanding the brief, requirements and specifications to refer to during the production process
- GS2.** read and understand the script/ brief/ storyboard
- GS3.** research links, videos, artwork etc. that can be used as references
- GS4.** understand the central idea and the concept of the script
- GS5.** analyse the tasks required and estimate the time required for each task, so as to manage the allotted work and achieve it in given schedules
- GS6.** critically analyse the various elements of the script and the work that may be required in relevance with the individuals role

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interpret the script/ brief/ storyboard correctly</i>	45	45	-	-
PC1. understand the artistic and communication goals of the script, brief or storyboard with respect to the individuals role	10	5	-	-
PC2. be aware of the intended medium and target audience, and how this may affect animation processes	5	10	-	-
PC3. understand the aspects related to the design brief (appearance, complexion, dressing, moods, personalities, expressions etc.)	5	5	-	-
PC4. understand the requirements according to the scripts (number, types, duplicates etc.) based on the individuals role and its requirements	5	5	-	-
PC5. understand the specifications for the background and other aspects (dimensions, operating parameters etc.) based on the individuals role and its requirements	10	5	-	-
PC6. understand the technical needs of the project with respect to the job role (Television, Film, Gaming, Internet, DVD etc.)	5	5	-	-
PC7. understand the of the concept, which may be self-created, provided in a brief, or arrived at via discussions with relevant personnel (Director, Executive Producer etc	5	10	-	-
<i>Liaise with the team to improve understanding</i>	5	5	-	-
PC8. liaise with relevant personnel (Art Director, Producers, Animation Supervisor etc) to better understand script elements, as appropriate	5	5	-	-
NOS Total	50	50	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0501
NOS Name	Understand the Script
Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Art and Design
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	29/10/2014
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N0502: Ensure consistency across all scenes

Description

This OS unit is about ensuring consistency across scenes in production

Elements and Performance Criteria

Understanding and noting continuity requirements

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

PC1. record continuity-related details e.g. position, placement, color etc. as required

Maintaining continuity and consistency across scenes

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

PC2. ensure that the final look is consistent with the creative requirements agreed upon, and continuity is maintained throughout the production

PC3. ensure that designs, layouts and templates are uniform across the production, as required

PC4. ensure that lighting, color formats and effects are consistent across the production

PC5. check the resolution of scenes to ensure that they match the production requirements

PC6. alert relevant personnel (Art Director, Animation Supervisor, Producer) if continuity is not being maintained, and rectify the situation as appropriate

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the final look of the production, and the implications of this on continuity efforts

KU2. the organizational policies regarding the final presentation of the work products

KU3. how to interpret the script/concept/design brief for continuity requirements

KU4. how to note and record continuity details (e.g. the position, placement, color of an object, the manner of interaction with the character e.g. left hand or right hand)

KU5. how to ensure continuity details are correctly recorded

KU6. the role of the script/continuity supervisor or other relevant personnel, and coordinating with him/her to ensure that consistency across scenes

KU7. the technical requirements of the medium in which the production will be exhibited, and how this may affect the continuity process (eg: templates for animation processes)

KU8. applicable health and safety guidelines

Generic Skills (GS)

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

GS1. record continuity-related details e.g. position, placement, color etc. as required

GS2. read and understand the script to determine continuity requirements



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- GS3.** describe and discuss the creative style with the director, producer or relevant personnel to understand key concerns regarding consistency
- GS4.** organize continuity details and records to easily use as a reference and spot errors
- GS5.** identify any continuity errors and take steps to rectify them, or escalate the issue, as appropriate.

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding and noting continuity requirements</i>	15	15	-	-
PC1. record continuity-related details e.g. position, placement, color etc. as required	15	15	-	-
<i>Maintaining continuity and consistency across scenes</i>	35	35	-	-
PC2. ensure that the final look is consistent with the creative requirements agreed upon, and continuity is maintained throughout the production	5	5	-	-
PC3. ensure that designs, layouts and templates are uniform across the production, as required	10	10	-	-
PC4. ensure that lighting, color formats and effects are consistent across the production	10	10	-	-
PC5. check the resolution of scenes to ensure that they match the production requirements	5	5	-	-
PC6. alert relevant personnel (Art Director, Animation Supervisor, Producer) if continuity is not being maintained, and rectify the situation as appropriate	5	5	-	-
NOS Total	50	50	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0502
NOS Name	Ensure consistency across all scenes
Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Art and Design
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	29/10/2014
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N0503: Design Characters

Description

This OS unit is about designing the characters in accordance with the requirements of the script and preparing the character pack

Elements and Performance Criteria

Gathering visual references that could serve as aids during the animation process

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

PC1. gather character references to help conceptualize designs for primary and secondary characters references may include: photographs, films, images, paintings, prints, murals, miniature art, sculptures, previously executed animation workproducts, animations products available in the public domain, preproduction design work

Preparing the character pack

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

- PC2.** study the movement of characters and suggest characteristics by shooting videos or acting
- PC3.** draw out possibilities (simple structure) for each character out on paper along with their clothing, accessories etc.
- PC4.** develop the character line-up and size relationship chart
- PC5.** visualize character expressions and attitude poses for each characters and create a character pack in line with requirements this may include: construction detail, prop details, character dos and donts, attitude, poses, walk poses, turnarounds, facial expressions, mouth chart, character gestures, hand gestures group behavior etc

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the creative vision and elements of production with respect to the individuals job role
- KU2.** the profile and preferences of the target audience
- KU3.** the production budget and timelines with respect to the individuals job role
- KU4.** the technical requirements of the medium/style in which the character will be exhibited
- KU5.** life drawing including human anatomy, emotions, actions, expressions, mannerisms, behavior, facial expressions, walking style, animal anatomy, mannerisms etc.
- KU6.** the basics of theatre acting and staging
- KU7.** how to work on image editing software such as adobe photoshop, gimp etc.
- KU8.** how to design and develop character designs consistent with the creative look of the production and in accordance to the script and design brief
- KU9.** how to prioritize and design what will be seen on screen
- KU10.** how to create perspective drawings from all angles
- KU11.** how to mimic any given character style according to the style suggested by the director
- KU12.** the sources for research and reference material

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KU13. applicable copyright norms and intellectual property rights

KU14. applicable health and safety guidelines

Generic Skills (GS)

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

- GS1.** document character descriptions to help present to the director and producer, and guide the production process
- GS2.** read and understand the design brief with respect to character design
- GS3.** read and understand the profile and preferences of the target audience and any culture/location-specific attributes that would need to be factored into the design process
- GS4.** research links, videos, artwork etc. that can be used as references during the production process while keeping animation possibilities in mind
- GS5.** understand the desired creative look of the production from the art director
- GS6.** collaborate with the script team to design the characters
- GS7.** discuss the character pack with the director and producer and solicit their feedback
- GS8.** plan and prioritize own work according to the requirements and agreed timelines
- GS9.** identify any creative problems that may arise during the production and find solutions to address them based on the individuals job description
- GS10.** finalise the creative vision of the production
- GS11.** be creative and imaginative
- GS12.** be creative and imaginative as per the changes or updations in the story or characters
- GS13.** be creative and imaginative as per the changes or updations in the story or characters
- GS14.** have an appreciation for accuracy and pay close attention to detail
- GS15.** be able to take direction and be prepared to make changes to your work in response to constructive feedback

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Gathering visual references that could serve as aids during the animation process</i>	10	10	-	-
PC1. gather character references to help conceptualize designs for primary and secondary characters references may include: photographs, films, images, paintings, prints, murals, miniature art, sculptures, previously executed animation workproducts, animations products available in the public domain, preproduction design work	10	10	-	-
<i>Preparing the character pack</i>	40	40	-	-
PC2. study the movement of characters and suggest characteristics by shooting videos or acting	10	10	-	-
PC3. draw out possibilities (simple structure) for each character out on paper along with their clothing, accessories etc.	10	10	-	-
PC4. develop the character line-up and size relationship chart	10	10	-	-
PC5. visualize character expressions and attitude poses for each characters and create a character pack in line with requirements this may include: construction detail, prop details, character dos and donts, attitude, poses, walk poses, turnarounds, facial expressions, mouth chart, character gestures, hand gestures group behavior etc	10	10	-	-
NOS Total	50	50	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0503
NOS Name	Design Characters
Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Art and Design
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	29/10/2014
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N0513: Manage and store assets

Description

This OS unit is about organizing and storing the assets used in animation production, and understanding appropriate methods by which to do so

Elements and Performance Criteria

Understanding appropriate asset storage methods

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

PC1. understand and research appropriate tools, techniques, technologies and procedures for effective asset storage

Organizing and storing assets

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

PC2. saving the work with appropriate names and/or naming conventions so that it can be identified easily

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

PC3. storing the work in an appropriate place using appropriate storage techniques to ensure it is protected from damage

PC4. making backup copies at appropriate time intervals of any digital files

PC5. routinely archive any work and store it securely in a second location, if required

PC6. identify and retrieve previous work from storage, as required

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. backup procedures of the organization and why they are important

KU2. relevant policies and regulations of the organization relating to asset organization and storage

KU3. the types of assets that need to be stored and the organizations policy regarding the same

KU4. the value and importance of consistent file naming conventions

KU5. the technical requirements of the medium in which the production will be exhibited

KU6. appropriate tools, techniques, technologies and procedures for effective asset storage

KU7. how to work on software such as Adobe Photoshop, Gimp, Coral Painter

KU8. applicable copyright norms and intellectual property rights

KU9. applicable health and safety guidelines

Generic Skills (GS)

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

GS1. save documents in various styles

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- GS2.** take note of the design brief, or any other document relevant to understanding storage requirements
- GS3.** read any design/production briefs, or any relevant organizational procedures/guidelines to clearly determine the archival requirements of the production
- GS4.** liaise with relevant personnel (art director, producer etc) to clarify any storage requirements
- GS5.** decide the format and location in which assets must be stored and saved, if appropriate
- GS6.** decide the tools, technologies and methods by which to store assets
- GS7.** plan and prioritize archival requirements to meet any agreed timelines
- GS8.** identify any technical problems that may arise during asset storage, and find solutions to address them
- GS9.** envision the impact of the storing a file in a particular manner
- GS10.** identify the correct manner in which the file needs to be stored so that it can be retrieved in the future as and when required

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding appropriate asset storage methods</i>	10	10	-	-
PC1. understand and research appropriate tools, techniques, technologies and procedures for effective asset storage	10	10	-	-
<i>Organizing and storing assets</i>	10	-	-	-
PC2. saving the work with appropriate names and/or naming conventions so that it can be identified easily	10	-	-	-
	30	30	-	-
PC3. storing the work in an appropriate place using appropriate storage techniques to ensure it is protected from damage	10	10	-	-
PC4. making backup copies at appropriate time intervals of any digital files	10	10	-	-
PC5. routinely archive any work and store it securely in a second location, if required	5	5	-	-
PC6. identify and retrieve previous work from storage, as required	5	5	-	-
NOS Total	50	40	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0513
NOS Name	Manage and store assets
Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Art and Design
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	29/10/2014
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

Qualification Pack

MES/N0104: Maintain Workplace Health & Safety

Description

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

Elements and Performance Criteria

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

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

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

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

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

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

Identifying and reporting risks

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

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

Complying with procedures in the event of an emergency

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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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

Qualification Pack

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

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

Introduction to Employability Skills

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

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

Constitutional values - Citizenship

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

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

Becoming a Professional in the 21st Century

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

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

Basic English Skills

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

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

Career Development & Goal Setting

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

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

Communication Skills

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

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

Diversity & Inclusion

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

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

Financial and Legal Literacy

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

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

Essential Digital Skills

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

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

Entrepreneurship

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

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

Customer Service

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

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

Qualification Pack

PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

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

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

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

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

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

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

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

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

KU11. how to compute income and expenditure

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

KU13. different legal rights and laws

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

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

KU16. how to identify business opportunities

KU17. types and needs of customers

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

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

Generic Skills (GS)

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

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

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



Qualification Pack

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

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/N0501.Understand the Script	50	50	-	-	100	30
MES/N0502.Ensure consistency across all scenes	50	50	-	-	100	20
MES/N0503.Design Characters	50	50	-	-	100	15
MES/N0513.Manage and store assets	50	40	-	-	90	15
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	270	270	-	-	540	100



Qualification Pack

Acronyms

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

Qualification Pack

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
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.
ATTITUDE POSES	Attitude poses are used to describe the body language and personality of the characters
BUDGET	Budget is an estimate of the total cost of production that may include a break-up of cost components
CHARACTER LINE-UP	Character line-up is the portrayal of characters side-by-side
CHARACTER TURNAROUNDS	Character turnarounds are used to depict the characters look from all angles
CLEAN-UP	Refining the interim/rough animation
COLOR KEYS	Color keys are used to depict the mood of the production through hues and tones
COLOR THEORY	Color theory is the art of combining all the colors in the color wheel to create specific color combinations
CORE SKILLS/GENERIC SKILLS	Core Skills or Generic Skills are a group of skills that are key to learning and working 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.

Qualification Pack

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.
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.
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.
JOB ROLE	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
KNOWLEDGE AND UNDERSTANDING	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
LIGHTING KEYS	Lighting keys are used to depict the mood of the production through intensity, time and shadows
MOUTH CHART	Mouth chart is used to portray the emotions and expressions of the characters
NATIONAL OCCUPATION STANDARDS (NOS)	NOS are Occupational Standards which apply uniquely in the Indian context.
OCCUPATION	Occupation is a set of job roles, which perform similar/related set of functions in an industry
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.