



Qualification Pack



Community Journalist

QP Code: MES/Q1904

Version: 2.0

NSQF Level: 4

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MES/Q1904: Community Journalist

Brief Job Description

A Community Journalist helps the correspondent and editorial team in newsroom by circulating or providing local news on different subjects important to community. He/she gathers information by capturing pictures/videos and creates case highlights, news stories, to be used for television, radio or in magazines, newspapers etc.

Personal Attributes

The individual should possess ethics & integrity; courage & boldness; excellent communication and investigation skills while interacting with people and also have a genuine interest in people around him/her. He/she must be able to coordinate with local community, absorb information of local relevance

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MES/N0104: Maintain workplace health and safety](#)
2. [MES/N1901: Map the community](#)
3. [MES/N1902: Gather news of local importance](#)
4. [MES/N1903: Conduct an interview](#)
5. [MES/N1904: Undertake field reporting](#)
6. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Television, Print, Radio, Digital
Occupation	Journalism
Country	India
NSQF Level	4
Credits	17



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Aligned to NCO/ISCO/ISIC Code	NCO-2015/2451.30
Minimum Educational Qualification & Experience	12th Class
Minimum Level of Education for Training in School	12th 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/06893
NQR Version	2.0

Remarks:

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MES/N0104: Maintain Workplace Health & Safety

Description

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

Elements and Performance Criteria

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

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

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

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

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

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

Identifying and reporting risks

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

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

Complying with procedures in the event of an emergency

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

Generic Skills (GS)

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

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



GS22. Apply balanced judgments in different situations

Assessment Criteria

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

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

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N0104
NOS Name	Maintain Workplace Health & Safety
Sector	Media & Entertainment
Sub-Sector	Film, Television, Animation, Gaming, Radio, Advertising
Occupation	Ad sales/Account Management/Scheduling/Traffic
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	30/12/2021
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N1901: Map the community

Description

This OS unit is about community mapping, interaction with people, study on incident.

Elements and Performance Criteria

Community mapping and recognize the incident

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

- PC1.** develop a method to connect with the local public and concerned authorities of their surrounding community
- PC2.** conduct small group meetings with local people
- PC3.** visit the community to develop idea about case story
- PC4.** analyze the work carried out in surrounding community

Abide by the limitations while collecting reports on social practices

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

- PC5.** abide by the limitations that apply to work in the respective region (Gram Panchayats etc. if any)
- PC6.** collect information from various sources, including daily events and occurrences, other news publications

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the target audience for the content and/or the organization/ individual that is commissioning the content
- KU2.** editorial standards followed by the organization/ individual that is commissioning the content (including applicable local, national or international laws)
- KU3.** resource limitations including any constraints on budget, resource availability and deadlines.
- KU4.** the mechanism for reporting non-compliance and what to do in the instances where ones direct supervisor may also be non-compliant
- KU5.** local administrative structure (Sub-division, block, panchayat etc.), education system, culture, local sports, etc.
- KU6.** the different information sources available including daily events and occurrences, other news publications, interacting with people (colleagues, experts, contacts/ network), archives, press releases and newswires
- KU7.** how to build and maintain a network of contacts/ sources
- KU8.** how to verify information, undertake background checks and confirm the accuracy of any fact used during idea development
- KU9.** norms of Press Council of India and journalistic conduct, 2005
- KU10.** code of ethics and core values such as impartiality, communal harmony and secularism
- KU11.** create awareness among local community and encourage self help group

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- KU12.** personal attacks/ commentary on an individual and potential litigation risks e.g. defamation, libel and slander
- KU13.** the kind of information which cannot be disclosed (e.g. matters that are sub judice, events that could ignite communal unrest etc.)
- KU14.** where the identity of a specific individual must not be disclosed (e.g. victims of rape and identify other grievous harm)
- KU15.** how to correctly address the issues of minority communities such as women, AIDS patients and other sections of society in a manner that is progressive, inclusive and maintains their dignity
- KU16.** how to respect intellectual property, and the implications of using copyrighted material, infringement and plagiarism
- KU17.** the penalties (e.g. fines and imprisonment) for not complying with these norms.
- KU18.** how to be updated with the legal and regulatory framework to ensure that non-compliance does not happen due to lack of knowledge/ awareness of change in norms
- KU19.** how to evaluate any risks of non-compliance to the individuals own health and safety and/ or others around them

Generic Skills (GS)

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

- GS1.** draft story outlines and other write-up on the incident
- GS2.** study background, gather references and collect information
- GS3.** read various sources of news including wire services and other publications/ channels/ websites/ media
- GS4.** undertake background research and collect information by conversing with people
- GS5.** effectively present and defend ideas to ones editor/ editorial supervisor
- GS6.** make relevant decisions related to the area of work e.g. choice of idea, confirming accuracy of information and evaluating risks
- GS7.** estimate the effort associated with realizing the idea
- GS8.** plan own work and work for additional staff (e.g. photographers, videographers and copy desk) according to deadlines
- GS9.** the consumption patterns and preferences of the target audience (readers/ viewers/ listeners)
- GS10.** how to analyze a range of information sources
- GS11.** distinguish clearly between fact, opinion, and comment while developing ideas for editorial content
- GS12.** assess the suitable background concept for the intended target audience
- GS13.** address any legal, ethical or safety challenges while collecting the information

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Community mapping and recognize the incident</i>	20	45	-	-
PC1. develop a method to connect with the local public and concerned authorities of their surrounding community	5	10	-	-
PC2. conduct small group meetings with local people	5	10	-	-
PC3. visit the community to develop idea about case story	5	10	-	-
PC4. analyze the work carried out in surrounding community	5	15	-	-
<i>Abide by the limitations while collecting reports on social practices</i>	10	25	-	-
PC5. abide by the limitations that apply to work in the respective region (Gram Panchayats etc. if any)	5	10	-	-
PC6. collect information from various sources, including daily events and occurrences, other news publications	5	15	-	-
NOS Total	30	70	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N1901
NOS Name	Map the community
Sector	Media & Entertainment
Sub-Sector	Television, Print, Radio, Digital
Occupation	Journalism
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	11/03/2019
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N1902: Gather news of local importance

Description

This OS unit is about gathering the relevant information, news, events etc. related to local community and creating a case story / news by involving people while collecting background informations.

Elements and Performance Criteria

Investigate background of the incident and create story concept

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

- PC1.** conduct background study and collect information for developing story ideas
- PC2.** create story ideas for their suitability to the particular medium relevant to the incident.
- PC3.** create daily coverage that reflects the conversations about issues in the community
- PC4.** verify evidence of the incident (s)
- PC5.** conduct root cause analysis
- PC6.** analyze the corresponding implications on expenditure, resource requirements and the social impact of the incident
- PC7.** gather information from the field through a range of sources, and file stories within timelines
- PC8.** gather ideas of social importance in the region
- PC9.** collect information from various sources, including daily events and occurrences, other news publications

Use audio visual aids with proper planning

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

- PC10.** identify which audio visual aid(s) would be most appropriate for the story being recorded/told, and to the medium/format being used
- PC11.** capture / collect all relevant pictures, videos, audios related to the incident
- PC12.** use task specific audio visual aids like illustrations, graphics (text, charts, graphs), audio and video clips available, animation tools and visual effects

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the target audience for the content and/or the organization/ individual that is commissioning the content
- KU2.** editorial standards followed by the organization/ individual that is commissioning the content (including applicable local, national or international laws)
- KU3.** resource limitations including any constraints on budget, resources and time availability (i.e. deadlines)
- KU4.** the different information sources available including daily events and occurrences, other news publications, communicating with people (colleagues, experts, contacts/ network), archives, press releases and newswires
- KU5.** how to build and maintain a network of contacts/ sources

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- KU6.** beats that are critical to cover a community
- KU7.** how to work on the beats effectively
- KU8.** how to connect with local community, anticipating their needs and wants
- KU9.** how to select the appropriate information source(s) based on the idea, the target audience and the platform where it will be published/ aired
- KU10.** how to verify information, undertake background checks and confirm the accuracy of any facts that are gathered
- KU11.** available resources and implications of a particular story/ idea/ concept on resources, time and budget

Generic Skills (GS)

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

- GS1.** write notes on background study, analysis, etc.
- GS2.** undertake background research, gather references and collect information
- GS3.** read and analyze various sources of news including wire services and other publications/ channels/ websites/ media
- GS4.** undertake background research and collect information by conversing with people
- GS5.** effectively present and defend research and information collected to ones editor/ editorial supervisor
- GS6.** make relevant decisions related to the area of work e.g. choice of information source(s), confirming accuracy of information and evaluating risks
- GS7.** estimate the effort and time associated with conducting research for a particular story/ idea/ concept
- GS8.** the consumption patterns and preferences of the target audience (reader/ viewer/ listener)
- GS9.** how to analyze a range of information sources
- GS10.** how to analyze and interpret relevant data

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Investigate background of the incident and create story concept</i>	21	49	-	-
PC1. conduct background study and collect information for developing story ideas	3	7	-	-
PC2. create story ideas for their suitability to the particular medium relevant to the incident.	-	5	-	-
PC3. create daily coverage that reflects the conversations about issues in the community	3	7	-	-
PC4. verify evidence of the incident (s)	2	3	-	-
PC5. conduct root cause analysis	3	7	-	-
PC6. analyze the corresponding implications on expenditure, resource requirements and the social impact of the incident	2	3	-	-
PC7. gather information from the field through a range of sources, and file stories within timelines	3	7	-	-
PC8. gather ideas of social importance in the region	2	3	-	-
PC9. collect information from various sources, including daily events and occurrences, other news publications	3	7	-	-
<i>Use audio visual aids with proper planning</i>	9	21	-	-
PC10. identify which audio visual aid(s) would be most appropriate for the story being recorded/told, and to the medium/format being used	3	7	-	-
PC11. capture / collect all relevant pictures, videos, audios related to the incident	3	7	-	-
PC12. use task specific audio visual aids like illustrations, graphics (text, charts, graphs), audio and video clips available, animation tools and visual effects	3	7	-	-
NOS Total	30	70	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N1902
NOS Name	Gather news of local importance
Sector	Media & Entertainment
Sub-Sector	Television, Print, Radio, Digital
Occupation	Journalism
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	11/03/2019
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N1903: Conduct an interview

Description

This unit is about conducting interviews and gathering relevant information during interviews

Elements and Performance Criteria

Prepare questionnaire

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

- PC1.** identify the objective of the interview and its relevance to the individuals or wider audience and organization, as appropriate to the role
- PC2.** interpret the interview-brief correctly
- PC3.** conduct contextual study of the individual(s) to be interviewed
- PC4.** prepare pertinent questions and be aware of the type of interview being conducted: profiles/ biopics focused on the individual being interviewed news interviews where the interview is used to highlight certain aspects of a larger news story
- PC5.** prepare list of questions relevant to the concept / story / case on which interview is being planned.
- PC6.** get ready with verbal evidences for cross questioning, if applicable

Undertaking set-up activities

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

- PC7.** complete all set-up activities before start of interview (live) or interaction with the surrounding public, across different mode such that live, pre-recorded, face-to-face, over telephone, skype or video call, at an outdoor location (e.g. home, office, hotel, or public space), in studios etc.

Conducting various kind of interviews

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

- PC8.** recognise type of interview planned to be conducted like informal, behavioural, stress interview, panel interview etc.
- PC9.** conduct the interview in a sequential manner with an understanding of roles of individual and corresponding authority i.e. pose questions, receive answers/ information, participate in the conversation and improvise the topics
- PC10.** analyse verbal and non-verbal cues of the interviewee, accomplish the flow of the conversation and challenge/steer the conversation as appropriate to the role

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the target audience for the interview and/or the organization/ individual, commissioning the interview
- KU2.** writing standards followed by the organization/ individual, commissioning the interview (including applicable local, national or international laws)

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- KU3.** resource limitations including any constraints on budget, resources and time availability (i.e. deadlines)
- KU4.** how to define the purpose/ objective of the interview
- KU5.** how to conduct background study on the interviewee and prepare an interviewee profile
- KU6.** how to verify information and confirm the accuracy of any facts that are researched and/ or collected during the interview itself
- KU7.** how to plan for interviews (outdoor or in the studio) including choice of setting, time, budget, resources and equipment required
- KU8.** different interview styles and how to identify the appropriate style for each interview based on the brief/ requirements
- KU9.** how to manage situations where the interviewee chooses to remain anonymous or where his/ her identity needs to be protected

Generic Skills (GS)

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

- GS1.** prepare a list of questions and talking points
- GS2.** write-up interview notes/ transcripts
- GS3.** undertake background research, gather references and collect information
- GS4.** effectively converse with the interviewee and gather information required
- GS5.** use listening skills including paying attention to non-verbal cues/ body language
- GS6.** make relevant decisions related to the area of work e.g. choice of questions, confirming accuracy of information and evaluating risks
- GS7.** prioritize questions and redirect the conversation, if needed
- GS8.** plan in advance for an interview, including resource and equipment requirements
- GS9.** assess the level of research demanded by an interview, and undertake the research as necessary
- GS10.** manage unpredictable situations e.g. change in interviewees attitude or style of answering
- GS11.** deal practically with occasions which could harm oneself or organization, including: the attitude or behavior of interviewees, the information they supply, breaches in legal, ethical or compliance codes
- GS12.** manage interviews so that individual who is interviewed will meet the time limits, and keep to the subject; and recognise, pursue and if necessary clarify relevant issues that arise, and points that need to be followed up later
- GS13.** establish and maintain rapport with interviewees, treat them courteously, listening carefully to their answers, and differentiating between fact and opinion
- GS14.** clearly identify from the organizations brief, the purpose and focus of the interview.
- GS15.** read and analyze various sources of news including wire services and other publications/ channels/ websites/ media

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Prepare questionnaire</i>	18	42	-	-
PC1. identify the objective of the interview and its relevance to the individuals or wider audience and organization, as appropriate to the role	3	7	-	-
PC2. interpret the interview-brief correctly	3	7	-	-
PC3. conduct contextual study of the individual(s) to be interviewed	3	7	-	-
PC4. prepare pertinent questions and be aware of the type of interview being conducted: profiles/ biopics focused on the individual being interviewed news interviews where the interview is used to highlight certain aspects of a larger news story	3	7	-	-
PC5. prepare list of questions relevant to the concept / story / case on which interview is being planned.	3	7	-	-
PC6. get ready with verbal evidences for cross questioning, if applicable	3	7	-	-
<i>Undertaking set-up activities</i>	3	7	-	-
PC7. complete all set-up activities before start of interview (live) or interaction with the surrounding public, across different mode such that live, pre-recorded, face-to-face, over telephone, skype or video call, at an outdoor location (e.g. home, office, hotel, or public space), in studios etc.	3	7	-	-
<i>Conducting various kind of interviews</i>	9	21	-	-
PC8. recognise type of interview planned to be conducted like informal, behavioural, stress interview, panel interview etc.	3	7	-	-
PC9. conduct the interview in a sequential manner with an understanding of roles of individual and corresponding authority i.e. pose questions, receive answers/ information, participate in the conversation and improvise the topics	3	7	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. analyse verbal and non-verbal cues of the interviewee, accomplish the flow of the conversation and challenge/steer the conversation as appropriate to the role	3	7	-	-
NOS Total	30	70	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N1903
NOS Name	Conduct an interview
Sector	Media & Entertainment
Sub-Sector	Television, Print, Radio, Digital
Occupation	Journalism
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	11/03/2019
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N1904: Undertake field reporting

Description

This OS unit is about assessing suitability of locations, preparing for field reporting and relaying information from the community

Elements and Performance Criteria

Undertake reporting at outdoor locations

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

- PC1.** identify and list the requirements of field reporting, including logistics and plan accordingly
- PC2.** gather information from the field through a range of sources, and file stories within timelines
- PC3.** present the facts and information in a manner that is coherent, comprehensible and appropriate for the target audience
- PC4.** communicate effectively when dealing with impromptu or wide-range questions or discussions
- PC5.** identify the risks of reporting in hostile/difficult conditions and ensure that the highest quality of planning is undertaken
- PC6.** handle unpredictable situations e.g. change in external environment, equipment failure or other types of resource limitations
- PC8.** draft a story or script based on the brief and prescribed word/ time limits
- PC10.** ensure that finished scripts meet legal and regulatory norms, and does not pose any risks to the individual and/ or organization
- PC11.** display strong command of the language including spelling and sentence construction etc.

Undertaking set-up activities

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

- PC7.** converse freely with participants (in the case of an anchor/ presenter) or with the anchor/ presenter including the necessary oral communication skills, maintaining eye contact and reading body language

Conducting various kind of interviews

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

- PC9.** write and edit items such as: headlines, captions, introductions, outros, cues and other types of links

Circulating the information gathered

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

- PC12.** compile information, document facts and circulate the case story in a coherent and comprehensive manner to the newsroom
- PC13.** present relevant information using audio visual aids, communicating key points and messages effectively
- PC14.** cooperate with news reader / writer in briefing about the incident
- PC15.** make the community aware about the benefit of reporting and highlighting local topics discuss / publicising various schemes for the benefit of the society.

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Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the target audience for the content and/or the organization/ individual that is commissioning the content
- KU2.** writing standards followed by the organization/ individual that is commissioning the content (including applicable local, national or international laws)
- KU3.** the target audience for the content and/or the organization/ individual that is commissioning the content
- KU4.** how to define the purpose/ information requirements from the field
- KU5.** how to conduct background research on the location and assess the logistical/ planning requirements
- KU6.** how to evaluate a location for suitability and risks e.g. in the case of video journalism the lighting, ambient sound, space for cameras, parking for news vans etc. play an important role.
- KU7.** about permissions required to report from a certain location e.g. visas, entry permits, photography/ videography permissions, requirements for public vs. private property
- KU8.** how to determine the equipment requirements for field reporting and planning for contingencies e.g. spare batteries, lenses etc.
- KU9.** nearby sources for replacing/ repairing equipment
- KU10.** how to accurately estimate information/ footage requirements and plan for extra footage to minimize return trips
- KU11.** how to anticipate events on the ground and manage situations of conflict, resource limitations etc. (during high pressure environments/ conflict zones etc.)
- KU12.** how to write-up field notes to ensure information is not lost
- KU13.** the applicable legal and regulatory framework for different types of field reporting (e.g. entry requirements, consent, intellectual property/ ownership and possible litigation risks)
- KU14.** how to structure ones thoughts and ideas, and communicate them orally in a clear and coherent manner
- KU15.** vocal skills and concepts such as speed, flow, emphasis, voice modulation, gestures, movement, pauses, breathing etc.
- KU16.** personal attributes and how to make oneself presentable including clothing, hair, make-up, posture, body language and other aspects
- KU17.** how to differentiate between facts and opinion/ point of view and communicate in a manner that makes this distinction evident to the listener/ viewer
- KU18.** the applicable legal and regulatory framework for different types of news presentation and appearances (e.g. disclosure, consent, intellectual property/ ownership and litigation for defamation, libel or slander), and providing information and opinion in a manner that minimizes these risks
- KU19.** any other risks including those to the individuals own health and safety and/ or others around them

Generic Skills (GS)

Qualification Pack

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

- GS1.** prepare reporting objectives
- GS2.** prepare field notes
- GS3.** undertake background research, gather references and collect information
- GS4.** read and analyze various sources of news including wire services and other publications/ channels/ websites/ media
- GS5.** effectively converse with crew, local authorities and bystanders to gather information and manage potential conflicts
- GS6.** make relevant decisions related to the area of work e.g. choice of location, approach to information gathering and evaluating risks
- GS7.** prioritize questions and redirect the conversation, if needed
- GS8.** plan in advance for field reporting, including resource and equipment requirements and logistical details
- GS9.** manage within the agreed budget and minimize overruns
- GS10.** ensure that all procedures for transmitting and receiving information are followed, and that appropriate records are kept
- GS11.** react and manage in unpredictable situations e.g. change in external environment, equipment failure or other types of resource limitations
- GS12.** be flexible and respond appropriately to unfolding events on location
- GS13.** identify the major responsibilities, stages, and tasks required to report your story within budget and on schedule, identifying factors which may cause delays, and developing contingency plans
- GS14.** various factors might affect the timing and sequence of tasks, including: logistics, contract agreement and compliance, legal requirements, religious and cultural holidays, weather, daylight hours and the appropriate action to take to deal with them
- GS15.** select content that offers the best opportunity for meeting the programme requirements within the time, format, budget and legal constraints of the programme from the field/location

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Undertake reporting at outdoor locations</i>	22	43	-	-
PC1. identify and list the requirements of field reporting, including logistics and plan accordingly	3	7	-	-
PC2. gather information from the field through a range of sources, and file stories within timelines	3	7	-	-
PC3. present the facts and information in a manner that is coherent, comprehensible and appropriate for the target audience	2	3	-	-
PC4. communicate effectively when dealing with impromptu or wide-range questions or discussions	2	3	-	-
PC5. identify the risks of reporting in hostile/difficult conditions and ensure that the highest quality of planning is undertaken	2	3	-	-
PC6. handle unpredictable situations e.g. change in external environment, equipment failure or other types of resource limitations	2	3	-	-
PC8. draft a story or script based on the brief and prescribed word/ time limits	2	3	-	-
PC10. ensure that finished scripts meet legal and regulatory norms, and does not pose any risks to the individual and/ or organization	3	7	-	-
PC11. display strong command of the language including spelling and sentence construction etc.	3	7	-	-
<i>Undertaking set-up activities</i>	2	3	-	-
PC7. converse freely with participants (in the case of an anchor/ presenter) or with the anchor/ presenter including the necessary oral communication skills, maintaining eye contact and reading body language	2	3	-	-
<i>Conducting various kind of interviews</i>	3	7	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC9. write and edit items such as: headlines, captions, introductions, outros, cues and other types of links	3	7	-	-
<i>Circulating the information gathered</i>	8	12	-	-
PC12. compile information, document facts and circulate the case story in a coherent and comprehensive manner to the newsroom	2	3	-	-
PC13. present relevant information using audio visual aids, communicating key points and messages effectively	2	3	-	-
PC14. cooperate with news reader / writer in briefing about the incident	2	3	-	-
PC15. make the community aware about the benefit of reporting and highlighting local topics discuss / publicising various schemes for the benefit of the society.	2	3	-	-
NOS Total	35	65	-	-

Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N1904
NOS Name	Undertake field reporting
Sector	Media & Entertainment
Sub-Sector	Television, Print, Radio, Digital
Occupation	Journalism
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	11/03/2019
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:

Qualification Pack

- 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/N0104.Maintain workplace health and safety	46	54	-	-	100	10
MES/N1901.Map the community	30	70	-	-	100	20
MES/N1902.Gather news of local importance	30	70	-	-	100	20
MES/N1903.Conduct an interview	30	70	-	-	100	20
MES/N1904.Undertake field reporting	35	65	-	-	100	20
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	191	359	-	-	550	100



Acronyms

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

Qualification Pack

Glossary

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

Qualification Pack

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

Qualification Pack

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