



Script Researcher

QP Code: MES/Q3003

Version: 3.0

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/Q3003: Script Researcher

Brief Job Description

Individuals at this job need to provide research material to the scriptwriter and carry out research/ develop story outlines to identify possible scripts/ stories

Personal Attributes

This job requires the individual to research the script subject (with its premise and other elements) as per the brief given by the scriptwriter or the production house. The individual is required to gather information and insights from a variety of sources for potential stories. The individual must possess the ability to accord dramatic interpretations to real life events, so as to formulate a fictional story outline consistent with reality. The individual should be well-versed with script construction, to be able to gauge the audio-video potential of the research material and its placement within the screenplay structure.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MES/N3007: Understand and detail the concept](#)
2. [MES/N3002: Undertake the research for scripts](#)
3. [MES/N3005: Assist in drafting scripts](#)
4. [MES/N0104: Maintain Workplace Health & Safety](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Film, Television, Animation, Gaming, Advertising
Occupation	Screen/Script Writing
Country	India
NSQF Level	4
Credits	19

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Aligned to NCO/ISCO/ISIC Code	NCO-2015/2641.0602
Minimum Educational Qualification & Experience	Graduate with 2 Years of experience OR 12th Class/I.T.I (After 10th) Pass) with 5 Years of experience
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	3.0
Reference code on NQR	2022/ME/MESC/06904
NQR Version	3.0

Remarks:

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MES/N3007: Understand and detail the concept

Description

This OS unit is about understanding and detailing the concept for a range of productions and genres

Scope

The scope covers the following :

- Understanding the concept
- Detailing the concept

Elements and Performance Criteria

Understanding the concept

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

- PC1.** understand the artistic and communication goals of the concept, which maybe self-created, provided in a brief, or arrived at via discussions with relevant personnel (director, executive producer etc)
- PC2.** Be aware of the intended medium (e.g.: feature film, short film, serialized TV series, miniseries, documentaries), and evaluate how this affects viewer engagement with the concept
- PC3.** Be aware of the intended target audience, and evaluate how this affects the concept (e.g.: language, pacing, maturity of themes etc.)
- PC4.** Be aware of any relevant cultural, social or political issues that need to be taken into account

Detailing out the concept

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

- PC5.** • Identify, research and understand key
• elements of the concept.
- PC6.** outline key elements of the concept, along with additional notes, critiques and development ideas in various formats, which may include: taglines loglines pitches one page synopsis exposs running diary/annotations storyboards

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the objective/outcomes of the production (e.g. audience engagement with commercial success in view for feature films, public service, information dissemination and spreading awareness etc)
- KU2.** how to assess concepts and their artistic and communication goals
- KU3.** how to extract and interpret relevant information regarding the concepts vision from concept briefs
- KU4.** how to discuss and understand relevant information regarding the concepts vision from relevant personnel (director, executive producer etc)

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- KU5.** the effect of different mediums (eg: feature film, short film, serialized tv series, miniseries, documentary) on viewer engagement
- KU6.** the culture and literary capacity of the target audience and how the concept intends to engage them
- KU7.** the basic principles of story-telling and character psychology
- KU8.** elements of the concept, including premise, setting, genre, central themes, mood, tone, character arcs, narrative, structure etc
- KU9.** the norms and practices of concepts and concept development followed by different production houses
- KU10.** the basic principles of concept detailing, and how to use timing, pacing, characterization and the teasing of compelling ideas effectively
- KU11.** how to specify details of a concept in various formats (eg: taglines, loglines, pitches, synopsis, exposes etc) and the different objectives of each
- KU12.** how to research and tap into the sources for procuring information/background material that will enhance understanding of the concept
- KU13.** how to work on word processing software and scriptwriting, formatting software like final draft, movie magic and celtx
- KU14.** how to type in regional languages using unicode
- KU15.** applicable copyright norms and intellectual property rights

Generic Skills (GS)

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

- GS1.** how to specify a concept using taglines, loglines, synopsis, exposes, storyboards and understand the differing purposes for each
- GS2.** detail out concepts complying with norms and guidelines specific to the industry/genre/region/language/culture
- GS3.** use correct grammar, spelling, punctuation and phonetics for the language in which the concept is being developed
- GS4.** read and understand any concept briefs, notes or other materials with information on the concept
- GS5.** research the profile and characteristics of the target audience, genre, region and culture to better understand the concepts objectives
- GS6.** research key elements of the concept to improve understanding, as appropriate
- GS7.** discuss the goals and creative vision of the concept with the producer/director/ client, as required
- GS8.** ensure that understanding of the concept is at a sufficient level for further tasks, and that this is achieved within timelines
- GS9.** identify any problems with successful execution of the task and resolve them in consultation with the producer and director

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding the concept</i>	35	20	-	-
PC1. understand the artistic and communication goals of the concept, which maybe self-created, provided in a brief, or arrived at via discussions with relevant personnel (director, executive producer etc)	10	5	-	-
PC2. Be aware of the intended medium (e.g.: feature film, short film, serialized TV series, miniseries, documentaries), and evaluate how this affects viewer engagement with the concept	5	5	-	-
PC3. Be aware of the intended target audience, and evaluate how this affects the concept (e.g.: language, pacing, maturity of themes etc.)	10	5	-	-
PC4. Be aware of any relevant cultural, social or political issues that need to be taken into account	10	5	-	-
<i>Detailing out the concept</i>	15	30	-	-
PC5. • Identify, research and understand key elements of the concept.	5	15	-	-
PC6. outline key elements of the concept, along with additional notes, critiques and development ideas in various formats, which may include: taglines loglines pitches one page synopsis expos running diary/annotations storyboards	10	15	-	-
NOS Total	50	50	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N3007
NOS Name	Understand and detail the concept
Sector	Media & Entertainment
Sub-Sector	Film, Television, Animation, Gaming, Advertising
Occupation	Screen/Script Writing
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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MES/N3002: Undertake the research for scripts

Description

This OS unit is about researching material that can be used as inputs for script-writing

Elements and Performance Criteria

Researching material that can be used as inputs for scriptwriting

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

- PC1.** identify the research required by analyzing the concept, or by taking a clear brief from relevant personnel (scriptwriter, script editor, director, producers)
- PC2.** understand the basics of scriptwriting, story structure, character creation to be able to carry out appropriate research for the scriptwriting process
- PC3.** identify relevant sources of information, and conduct primary (interviews, discussions) or secondary (reports, courses) research
- PC4.** liaise periodically with relevant personnel (scriptwriter, script editor, director, producers) to provide updates on research and be made aware of any other research requirements, as appropriate

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the script-writers requirements about the nature and scope of research
- KU2.** the genre and timelines for story delivery and budget within which the script would need to be delivered
- KU3.** script-writing norms and guidelines including style, format, structure and length applicable to different industries, audiences, genres, regions, language and cultures
- KU4.** the context of the script with reference to other similar existing work
- KU5.** elements of the story outline including the story plot, structure, theme, setting, character profiles, key turning points in the story
- KU6.** basic research methodology
- KU7.** how to work on word processing software and screenwriting, formatting software like final draft, movie magic and celtx
- KU8.** how to type in regional language using unicode
- KU9.** narrative templates like the 3-act structure, plot point, blake snyders beat sheet (save the cat) and heros journey
- KU10.** applicable copyright norms and intellectual property rights
- KU11.** the sources for procuring information/ background material and research
- KU12.** applicable health and safety guidelines

Generic Skills (GS)

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

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- GS1.** develop and draft appropriate research briefs to assist in the script writing process
- GS2.** use correct grammar, spelling, punctuation and phonetics for the language in which the script is being developed
- GS3.** conduct extensive research across a variety of print and media resources to develop a range of possibilities for the script
- GS4.** research the profile and characteristics of the target audience, industry, genre, region and culture
- GS5.** research and confirm factual information used for the storyline to ensure it is accurate and supports the concept oral communication (listening and speaking)
- GS6.** understand the overall production concept and story concept from the director and producer
- GS7.** present, discuss and solicit feedback on the story outlines from the director and producer
- GS8.** plan and prioritize work according to the requirements and agreed timelines
- GS9.** identify any problems with successful execution of the task and resolve them in consultation with the producer and director
- GS10.** envision the impact of the script on the production budget, requirements and process

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Researching material that can be used as inputs for scripting</i>	50	50	-	-
PC1. identify the research required by analyzing the concept, or by taking a clear brief from relevant personnel (scriptwriter, script editor, director, producers)	20	10	-	-
PC2. understand the basics of scriptwriting, story structure, character creation to be able to carry out appropriate research for the scriptwriting process	10	15	-	-
PC3. identify relevant sources of information, and conduct primary (interviews, discussions) or secondary (reports, courses) research	10	15	-	-
PC4. liaise periodically with relevant personnel (scriptwriter, script editor, director, producers) to provide updates on research and be made aware of any other research requirements, as appropriate	10	10	-	-
NOS Total	50	50	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N3002
NOS Name	Undertake the research for scripts
Sector	Media & Entertainment
Sub-Sector	Film, Television, Animation, Gaming, Advertising
Occupation	Screen/Script writing
NSQF Level	6
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/N3005: Assist in drafting scripts

Description

This OS unit is about assisting in the drafting of scripts, checking materials for accuracy and suggesting amendments if appropriate

Elements and Performance Criteria

Writing drafts and checking the accuracy of final materials

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

- PC1.** liaise with the scriptwriter to understand requirements in the script drafting process
- PC2.** prepare a story outline covering aspects such as story plot, structure, theme, setting, character profiles and key turning points, as appropriate
- PC3.** ensure that written contributions and drafts are factually accurate and employ the correct language
- PC4.** understand and explain clearly potential issues (legal, ethical or regulatory) that can arise in the written form, and how to develop scripts that avoid those errors
- PC5.** offer information and advice constructively, and in enough time to allow any changes to the script within deadlines

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the scriptwriters requirements about the nature, goals and scope of the script
- KU2.** the genre and timelines for story delivery and budget within which the script would need to be delivered
- KU3.** common legal, ethical and regulatory considerations
- KU4.** regulations and policies of the organisation relating to script writing
- KU5.** how to construct a story and develop a script for different types of productions
- KU6.** the essentials of scriptwriting including characters, characterization, plotting, structure and dramaturgy
- KU7.** script-writing norms and guidelines including style, format, structure and length applicable to different industries, audiences, genres, regions, language and cultures
- KU8.** the context of the script with reference to other similar existing work
- KU9.** elements of the story outline including the story plot, structure, theme, setting, character profiles, key turning points in the story
- KU10.** how to work on word processing software and screenwriting, formatting software like final draft, movie magic and celtx
- KU11.** how to type in regional language using unicode
- KU12.** narrative templates like the 3-act structure, plot point, blake snyders beat sheet (save the cat) and heros journey
- KU13.** applicable copyright norms and intellectual property rights

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KU14. the sources for procuring information/ background material and research

KU15. applicable health and safety guidelines

Generic Skills (GS)

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

- GS1.** develop and draft story outlines complying with norms and guidelines specific to the industry/genre/region/language/culture
- GS2.** use correct grammar, spelling, punctuation and phonetics for the language in which the script is being developed
- GS3.** confirm factual information used for the storyline to ensure it is accurate and supports the concept
- GS4.** understand the overall production concept and story concept from the concept brief, scriptwriter, or producer
- GS5.** present, discuss and solicit feedback on the story outlines from the scriptwriter or script editor
- GS6.** plan and prioritize work according to the requirements and agreed timelines
- GS7.** identify any problems with successful execution of the task and resolve them in consultation with the producer and director
- GS8.** envision the impact of the script on the production budget, requirements and process

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Writing drafts and checking the accuracy of final materials</i>	50	50	-	-
PC1. liaise with the scriptwriter to understand requirements in the script drafting process	10	10	-	-
PC2. prepare a story outline covering aspects such as story plot, structure, theme, setting, character profiles and key turning points, as appropriate	10	10	-	-
PC3. ensure that written contributions and drafts are factually accurate and employ the correct language	10	10	-	-
PC4. understand and explain clearly potential issues (legal, ethical or regulatory) that can arise in the written form, and how to develop scripts that avoid those errors	10	10	-	-
PC5. offer information and advice constructively, and in enough time to allow any changes to the script within deadlines	10	10	-	-
NOS Total	50	50	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	MES/N3005
NOS Name	Assist in drafting scripts
Sector	Media & Entertainment
Sub-Sector	Film, Television, Animation, Gaming, Advertising
Occupation	Screen/Script Writing
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/N0104: Maintain Workplace Health & Safety

Description

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

Elements and Performance Criteria

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

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

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

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

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

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

Identifying and reporting risks

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

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

Complying with procedures in the event of an emergency

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

Generic Skills (GS)

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

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



GS22. Apply balanced judgments in different situations

Assessment Criteria

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

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

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National Occupational Standards (NOS) Parameters

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

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

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

Introduction to Employability Skills

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

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

Constitutional values - Citizenship

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

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

Becoming a Professional in the 21st Century

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

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

Basic English Skills

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

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

Career Development & Goal Setting

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

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

Communication Skills

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

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

Diversity & Inclusion

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

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

Financial and Legal Literacy

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

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

Essential Digital Skills

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

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

Entrepreneurship

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

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

Customer Service

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

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

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

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

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

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

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

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

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

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

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

KU11. how to compute income and expenditure

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

KU13. different legal rights and laws

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

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

KU16. how to identify business opportunities

KU17. types and needs of customers

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

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

Generic Skills (GS)

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

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

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



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

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/N3007.Understand and detail the concept	50	50	0	0	100	30
MES/N3002.Undertake the research for scripts	50	50	-	-	100	20
MES/N3005.Assist in drafting scripts	50	50	-	-	100	30
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	220	230	-	-	450	100



Acronyms

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

Qualification Pack

Glossary

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

Qualification Pack

Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
BUDGET	Budget is an estimate of the total cost of production that may include a break-up of cost components
CONTINUITY	Continuity represents the seamless transition from one shot to another
COPYRIGHT LAWS	A legal framework linked to intellectual property and the rights given to creators of original products/ concepts
SCREENPLAY	Screenplay is the script coupled with key characteristics of the scene and directions for acting
SCRIPT	Script is a structured narrative of a story
SECTOR	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
SUB-SECTOR	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
TARGET AUDIENCE	Group of people at who content/ advertising is aimed. A target audience is typically defined by age, gender, economic classification, geography and any other relevant parameters

Qualification Pack

VERTICAL	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
OCCUPATION	Occupation is a set of job roles, which perform similar/related set of functions in an industry
FUNCTION	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
SUB-FUNCTION	Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.
JOB ROLE	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
OCCUPATIONAL STANDARDS (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
PERFORMANCE CRITERIA	Performance Criteria are statements that together specify the standard of performance required when carrying out a task
NATIONAL OCCUPATIONAL STANDARDS (NOS)	NOS are Occupational Standards which apply uniquely in the Indian context.
QUALIFICATION PACK CODE	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
QUALIFICATION PACK (QP)	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
UNIT CODE	Unit Code is a unique identifier for an Occupational Standard, which is denoted by an alphanumeric™.
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 the 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 the quality of performance required.

Qualification Pack

<p>KNOWLEDGE AND UNDERSTANDING</p>	<p>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.</p>
<p>ORGANIZATIONAL CONTEXT</p>	<p>Organizational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.</p>
<p>TECHNICAL KNOWLEDGE</p>	<p>Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</p>
<p>CORE SKILLS/GENERIC SKILLS</p>	<p>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.</p>