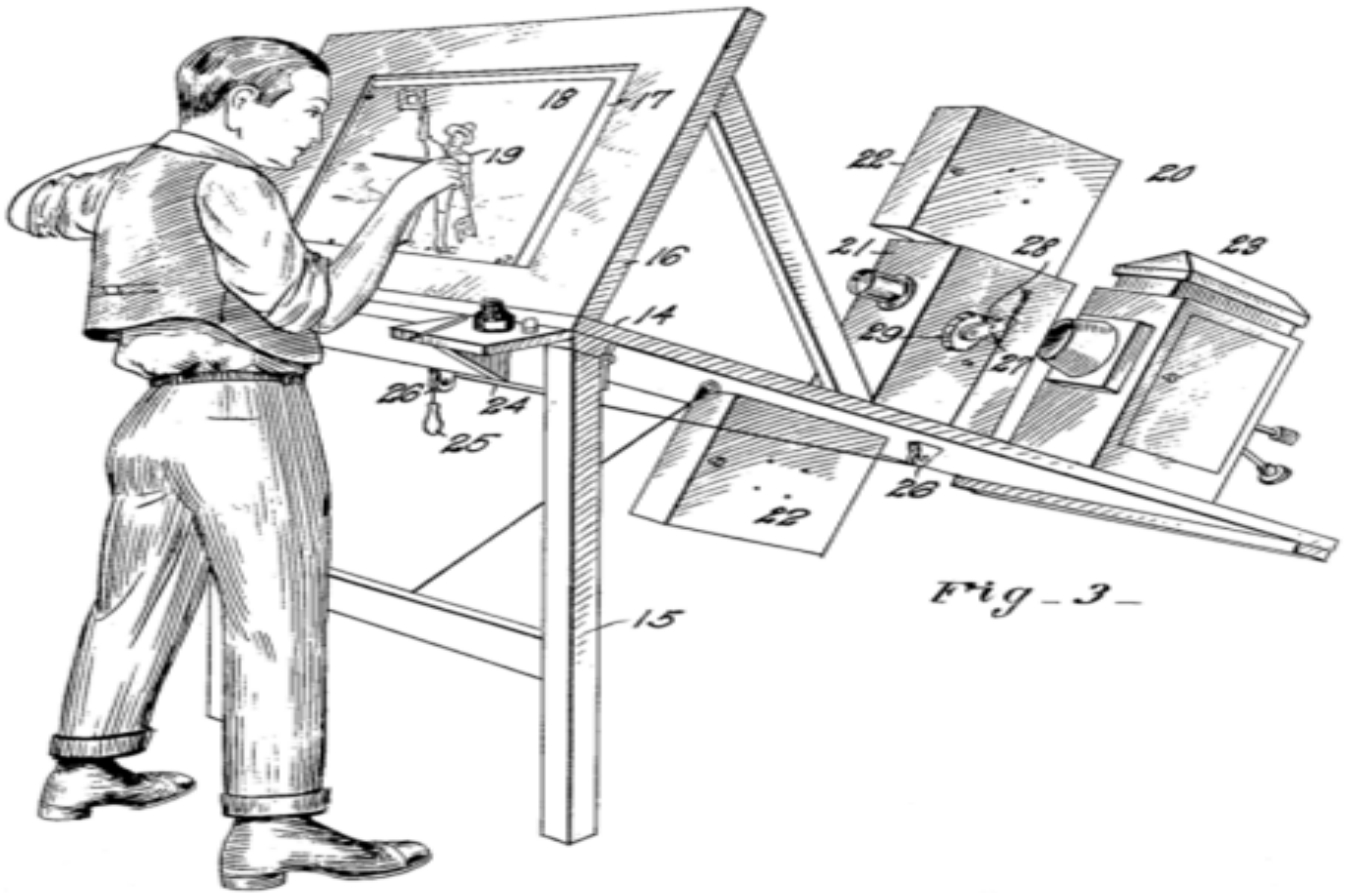


## Qualification Pack



# Roto Artist

QP Code: MES/Q3504

Version: 4.0

NSQF Level: 4

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



## Qualification Pack

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## MES/Q3504: Roto Artist

### Brief Job Description

Individuals at this job need to break content down into individual frames/elements and alter/re-create content in accordance to requirements

### Personal Attributes

This job requires the individual to have a good understanding of the fundamentals and principles of film-making. The individual must know the fundamentals of depth and should possess good drawing and illustration skills. The individual must have a good working knowledge of rotoscoping software including Nuke, After Effects, Silhouette etc.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [MES/N3501: Understand requirements and plan workflow](#)
2. [MES/N3502: Manage Equipment & Material](#)
3. [MES/N3506: Rotoscoping footage](#)
4. [MES/N0104: Maintain Workplace Health & Safety](#)
5. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Animation, Advertising
<b>Occupation</b>	Asset Creation, Art and Design
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	15
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO 2015- 2166.0212

## Qualification Pack

<b>Minimum Educational Qualification &amp; Experience</b>	12th Class with 1 Year of experience OR I.T.I (2 years after 10th) with 1 Year of experience
<b>Minimum Level of Education for Training in School</b>	10th Class
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	17 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	24/02/2027
<b>NSQC Approval Date</b>	24/02/2022
<b>Version</b>	4.0
<b>Reference code on NQR</b>	2022/ME/MESC/06902
<b>NQR Version</b>	4.0

**Remarks:**

## MES/N3501: Understand requirements and plan workflow

### Description

This OS unit is about understanding the post-production requirements and planning the process and workflow

### Elements and Performance Criteria

#### *Understanding requirements for post-production*

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

- PC1.** understand the creative and technical requirements and expectations in terms of quality of deliverables and timelines, as necessary to the role

#### *Planning the process for post-production*

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

- PC2.** determine key post-production processes that would be involved to produce the desired outcome and chart-out the process workflow, as per role key processes could include computer-generated effects, colour grading, digital intermediate, screen conversion, rendering, rotoscoping, keying, match-moving and compositing

#### *Preparing and finalising effort estimates and work plan*

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

- PC3.** translate, or support senior personnel in translating, expectations into effort estimates for each process
- PC4.** prepare a work plan, for oneself or other team members if appropriate, keeping in mind the impact on the production budget, timelines and technical viability

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** production vision, objectives, expected output, distribution/exhibition channels
- KU2.** post-production objectives, expected outcomes and quality standards
- KU3.** the technical, budget and time constraints applicable
- KU4.** established data management and work flow systems
- KU5.** how to maintain quality control as production scales
- KU6.** post-production techniques that would apply to the current production, as per role
- KU7.** the relevant equipment and software required e.g. Silhouette, Nuke, Fusion, Combustion, Shake Premier, PF track, After Effects, Renderman, Quantel, Smoke, Flame, Avid, 3DS Max and FCP
- KU8.** how to translate script requirements and post-production objectives into a schedule that could cover the workflow, key activities, deliverables and timelines, as appropriate to the role
- KU9.** the implications of each activity on time, materials, equipment, manpower and budget, as appropriate to the role

## Qualification Pack

- KU10.** the impact of each activity on the ones own, or the wider teams, process workflow
- KU11.** how to estimate the cost and time it would take, keeping in mind the intended visual style
- KU12.** domestic and international post-production best practices prevalent in the industry
- KU13.** applicable copyright norms and intellectual property rights
- KU14.** applicable health and safety guidelines

## Generic Skills (GS)

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

- GS1.** document post-production requirements that can serve as a reference document for circulation to the team
- GS2.** document decisions on the processes involved and techniques to be used with reasons thereof
- GS3.** document the project work-plan including the key deliverables, resources involved and timelines, as required in the role
- GS4.** document dos and donts for different machines and software for reference of the team
- GS5.** document other areas (e.g. requirements of the target audience, market, end-product, reference links and videos) that may be relevant for the team
- GS6.** read and understand the script and determine requirements, as per role
- GS7.** read and research about emerging techniques in post-production
- GS8.** read user manuals for equipment and software
- GS9.** read about the tastes and preferences of the target audience and the market where the end-product intends to be distributed
- GS10.** understand the creative vision of the director and producer, and resolve any issues, as necessary to the role
- GS11.** communicate with team members, relay instructions, collaborate and resolve issues with members of the post-production team handling different aspects/processes to determine the effort involved for the activities that would need to be performed (supervisor)
- GS12.** plan the activities, workflow, resourcing and timelines in accordance to the creative and technical requirements
- GS13.** create post-production schedules, for oneself or the wider team
- GS14.** use time management techniques so that the scheduled time is not exceeded
- GS15.** manage and enforce deadlines successfully--on time
- GS16.** work well in a fast-paced environment
- GS17.** identify any issues that may arise during post-production and find solutions to address them
- GS18.** have a keen eye for detail and maintain an aesthetic sense towards colour grading, vfx components and software capabilities of the final output
- GS19.** envision the impact of selecting a particular technique/activity on the budget, resourcing and timelines
- GS20.** appraise the quality of the raw footage gathered to ensure it is in line with the post-production requirements and quality standards
- GS21.** manage decision on suitable course of action



## Qualification Pack

**GS22.** check that the medium finalized/selected meets project/customer requirements

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding requirements for post-production</i>	<b>15</b>	<b>15</b>	-	-
<b>PC1.</b> understand the creative and technical requirements and expectations in terms of quality of deliverables and timelines, as necessary to the role	15	15	-	-
<i>Planning the process for post-production</i>	<b>15</b>	<b>15</b>	-	-
<b>PC2.</b> determine key post-production processes that would be involved to produce the desired outcome and chart-out the process workflow, as per role key processes could include computer-generated effects, colour grading, digital intermediate, screen conversion, rendering, rotoscoping, keying, match-moving and compositing	15	15	-	-
<i>Preparing and finalising effort estimates and work plan</i>	<b>20</b>	<b>20</b>	-	-
<b>PC3.</b> translate, or support senior personnel in translating, expectations into effort estimates for each process	10	10	-	-
<b>PC4.</b> prepare a work plan, for oneself or other team members if appropriate, keeping in mind the impact on the production budget, timelines and technical viability	10	10	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N3501
<b>NOS Name</b>	Understand requirements and plan workflow
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Animation, Advertising
<b>Occupation</b>	VFX and DI
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	21/11/2014
<b>Next Review Date</b>	24/02/2027
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### MES/N3502: Manage Equipment & Material

#### Description

This OS unit is about managing equipment and material throughout the post-production process

#### Elements and Performance Criteria

##### *Preparing materials and equipment for the post production process*

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

- PC1.** gather raw footage/material and select, or assist in selecting, relevant material that can be used for post-production
- PC2.** ingest, or support in ingesting, the footage and keep the material ready for the post-production process

##### *Managing interim work-products during post-production*

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

- PC3.** ensure that back-ups for interim work-products are saved in the appropriate file formats, and take responsibility/manage others interim work-products as relevant to the role

##### *Ensuring work-products are distribution/exhibition ready as per technical specifications*

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

- PC4.** ensure, or supervise others in ensuring, that final work-products are prepared in appropriate file formats (such as mp4, avi, wmv, mpg and mov), appropriate mediums (such as DVD, film, tape and digital), and are compatible with intended distribution/exhibition mediums
- PC5.** clear logs/data and keep the software and equipment ready for future use

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the purpose and intended use of the end-product
- KU2.** the creative and technical specifications of the work-product, including the quality standards expected of the final output
- KU3.** the intended distribution/exhibition mediums for the production
- KU4.** established data management and work flow systems
- KU5.** how to maintain quality control as production scales
- KU6.** how to work on relevant equipment and software e.g. Silhouette, Nuke, Fusion, Combustion, Shake Premier, PF track, After Effects, Renderman, Quantel, Smoke, Flame, Avid, 3DS Max and FCP
- KU7.** the format, resolution and quality in which the material would need to be ingested, based on the intended final output
- KU8.** how to identify issues with the raw material/footage prior to, or during, the ingest process
- KU9.** the storage media relevant to the type of production
- KU10.** file-naming conventions appropriate to the production
- KU11.** applicable health and safety guidelines

## Qualification Pack

### Generic Skills (GS)

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

- GS1.** prepare documentation to accompany the work-product
- GS2.** read and understand the technical specifications of equipment and software
- GS3.** gather and watch raw footage/material
- GS4.** gather references of work-products and productions that could provide ideas and help conceptualise possibilities for post-production
- GS5.** discuss and understand requirements and specifications from the producer and supervisor
- GS6.** discuss any problems with the footage that could impact the post-production process and solicit suggestions for resolving them
- GS7.** plan and prioritise work according to the requirements
- GS8.** manage and enforce deadlines successfully--on time
- GS9.** work well in a fast-paced environment
- GS10.** highlight any issues (such as visual and sound) with the raw material that may impact the post production process and take pro-active steps to resolve them
- GS11.** identify and resolve commonly occurring issues in the equipment
- GS12.** select the equipment to be used in line with the budget allocated and project specifications and targets.
- GS13.** check that the equipment selected (hardware and software components) meets project specifications and requirements
- GS14.** have precise attention to all the details of systems, project specifications, outputs of post production.
- GS15.** have a keen eye for detail and maintain an aesthetic sense towards the final output

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Preparing materials and equipment for the post production process</i>	20	20	-	-
<b>PC1.</b> gather raw footage/material and select, or assist in selecting, relevant material that can be used for post-production	10	10	-	-
<b>PC2.</b> ingest, or support in ingesting, the footage and keep the material ready for the post-production process	10	10	-	-
<i>Managing interim work-products during post-production</i>	10	10	-	-
<b>PC3.</b> ensure that back-ups for interim work-products are saved in the appropriate file formats, and take responsibility/manage others interim work-products as relevant to the role	10	10	-	-
<i>Ensuring work-products are distribution/exhibition ready as per technical specifications</i>	20	20	-	-
<b>PC4.</b> ensure, or supervise others in ensuring, that final work-products are prepared in appropriate file formats (such as mp4, avi, wmv, mpg and mov), appropriate mediums (such as DVD, film, tape and digital), and are compatible with intended distribution/exhibition mediums	10	10	-	-
<b>PC5.</b> clear logs/data and keep the software and equipment ready for future use	10	10	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N3502
<b>NOS Name</b>	Manage Equipment & Material
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Animation, Advertising
<b>Occupation</b>	VFX and DI
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	21/11/2014
<b>Next Review Date</b>	24/02/2027
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### MES/N3506: Rotoscoping footage

#### Description

This OS unit is about altering/re-creating content frame-by-frame

#### Elements and Performance Criteria

##### *Understanding rotoscoping objectives*

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

- PC1.** understand rotoscoping objectives, which could include: tracing live action images for animation  
creating depth maps for stereo conversion removing faults/wires in live action footage  
creating mattes for visual effects colour grading for specific objects/frames

##### *Breaking-down and altering elements*

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

- PC2.** use the software to break the content down into individual frames in accordance to requirements
- PC3.** ensure that the work-products meet rotoscoping objectives and quality standards and are ready for compositing

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** production vision and objectives
- KU2.** the technical, budget and time constraints applicable
- KU3.** the creative and technical specifications of the work-product, including the quality standards expected of the final output
- KU4.** established data management and work flow systems
- KU5.** how to maintain quality control as production scale
- KU6.** the fundamentals and principles of film-making (live action, motion control, variable speed shooting and animation techniques)
- KU7.** life drawing including human anatomy, emotions, actions and expressions
- KU8.** the fundamentals of depth
- KU9.** how to work with graphics and animation software including adobe flash, harmony
- KU10.** how to work on rotoscoping software including mocha, silhouette, nuke, after effects etc.
- KU11.** how to apply motion tracking in rotoscoping
- KU12.** the design standards and specifications that needs to be complied with to produce the final output
- KU13.** relevant copyright norms and guidelines
- KU14.** applicable health and safety guidelines

#### Generic Skills (GS)

## Qualification Pack

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

- GS1.** document notes and specifications to assist in the process
- GS2.** gather appropriate reference material and raw footage that can be used as a guide during the process
- GS3.** understand objectives, requirements and specifications from the director and producer
- GS4.** present interim and final work-products to the producer and solicit feedback on areas of improvement
- GS5.** plan and prioritise work according to the requirements and agreed timelines
- GS6.** work effectively as a member of the team and help realise overall timelines
- GS7.** address comments on the interim/final work-products and make changes
- GS8.** assess the raw footage to determine if it is suitable for rotoscoping
- GS9.** appraise the quality of the final output to ensure it is in line with the expected quality standards

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding rotoscopy objectives</i>	<b>15</b>	<b>15</b>	-	-
<b>PC1.</b> understand rotoscopy objectives, which could include: tracing live action images for animation creating depth maps for stereo conversion removing faults/wires in live action footage creating mattes for visual effects colour grading for specific objects/frames	15	15	-	-
<i>Breaking-down and altering elements</i>	<b>35</b>	<b>35</b>	-	-
<b>PC2.</b> use the software to break the content down into individual frames in accordance to requirements	15	15	-	-
<b>PC3.</b> ensure that the work-products meet rotoscopy objectives and quality standards and are ready for compositing	20	20	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N3506
<b>NOS Name</b>	Rotoscoping footage
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Animation, Advertising
<b>Occupation</b>	VFX and DI
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	26/11/2014
<b>Next Review Date</b>	24/02/2027
<b>NSQC Clearance Date</b>	24/02/2022

## Qualification Pack

### MES/N0104: Maintain Workplace Health & Safety

#### Description

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

#### Elements and Performance Criteria

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

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

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

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

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

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

##### *Identifying and reporting risks*

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

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

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

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

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

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

## Qualification Pack

- 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>	<b>15</b>	<b>15</b>	-	-
<b>PC1.</b> understand and comply with the organizations current health, safety and security policies and procedures	5	5	-	-
<b>PC2.</b> understand the safe working practices pertaining to own occupation	5	5	-	-
<b>PC3.</b> 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	-	-
<b>PC4.</b> 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>	<b>10</b>	<b>10</b>	-	-
<b>PC5.</b> identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	5	5	-	-
<b>PC6.</b> 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>	<b>18</b>	<b>17</b>	-	-
<b>PC7.</b> identify aspects of your workplace that could cause potential risk to own and others health and safety	5	5	-	-
<b>PC8.</b> ensure own personal health and safety, and that of others in the workplace through precautionary measures	5	5	-	-
<b>PC9.</b> identify and recommend opportunities for improving health, safety, and security to the designated person	3	2	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> 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>	<b>7</b>	<b>8</b>	-	-
<b>PC11.</b> follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard	5	5	-	-
<b>PC12.</b> identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority	2	3	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

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

## Qualification Pack

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

#### Description

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

#### Scope

The scope covers the following :

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

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

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

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

##### *Constitutional values - Citizenship*

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

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

##### *Becoming a Professional in the 21st Century*

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

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

##### *Basic English Skills*

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



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

### *Career Development & Goal Setting*

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

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

### *Communication Skills*

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

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

### *Diversity & Inclusion*

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

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

### *Financial and Legal Literacy*

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

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

### *Essential Digital Skills*

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

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

### *Entrepreneurship*

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

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

### *Customer Service*

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

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

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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



## 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>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> 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.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> 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>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> understand the difference between job and career	-	-	-	-
<b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC16.</b> select financial institutions, products and services as per requirement	-	-	-	-
<b>PC17.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC18.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC19.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC20.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC21.</b> use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
<b>PC22.</b> 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>	<b>2</b>	<b>3</b>	-	-
<b>PC23.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC24.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC26.</b> identify different types of customers	-	-	-	-
<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC29.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC31.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	20/11/2025
<b>NSQC Clearance Date</b>	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/N3501.Understand requirements and plan workflow	50	50	-	-	100	25
MES/N3502.Manage Equipment & Material	50	50	-	-	100	30
MES/N3506.Rotoscoping footage	50	50	-	-	100	25
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>220</b>	<b>230</b>	<b>-</b>	<b>-</b>	<b>450</b>	<b>100</b>





## Acronyms

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

## Qualification Pack

### Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	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.
<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.
<b>BUDGET</b>	Budget is an estimate of the total cost of production that may include a break-up of cost components
<b>COLOUR GRADING</b>	Colour grading is the process of modifying/enhancing the colour of productions
<b>COMPOSITING</b>	Compositing is the process of combining layers of images/elements into a single frame
<b>COMPUTER-GENERATED EFFECTS</b>	Computer-generated effects is the process of creating illusionary images for use in productions
<b>CREATIVE BRIEF</b>	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.
<b>DIGITAL INTERMEDIATE</b>	Digital Intermediate is the process of altering the colour characteristics of a digital version of the production

## Qualification Pack

<b>EDITING</b>	Editing is the process of organizing, cutting and putting together audio, visual footage to prepare an accurate, condensed and consistent final output that communicates the expected content
<b>FOOTAGE</b>	Recorded medium in any media
<b>INGEST</b>	Ingest is the process of importing the relevant audio visual files and/or images to the computer's hard disk and uploading them to the editing software
<b>MODELING</b>	Modeling is the process of creating three-dimensional models for animation using a specialised software application.
<b>RENDERING</b>	Rendering is the process of converting three-dimensional models into two-dimensional images with 3D effects
<b>ROTOSCOPY</b>	Rotoscopy is the process of breaking down content into individual frames, tracing out individual images and altering content according to requirements
<b>SCREEN CONVERSION</b>	Screen conversion is the process of conversion from 2D to 3D
<b>Sound editing</b>	Editing of sound materials with/ without visuals
<b>VISUAL EFFECTS</b>	Visual effects is the process of integrating live-action footage with computer-generated effects
<b>TIMELINES</b>	It is a basic part of editing software to view/ cut material
<b>SECTOR</b>	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.
<b>SUB-SECTORS</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>VERTICAL</b>	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
<b>OCCUPATION</b>	Occupation is a set of job roles, which perform similar/related set of functions in an industry
<b>FUNCTION</b>	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.
<b>SUB-FUNCTIONS</b>	Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.

## Qualification Pack

<b>JOB ROLE</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
<b>OCCUPATIONAL STANDARDS (OS)</b>	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.
<b>PERFORMANCE CRITERIA</b>	Performance Criteria are statements that together specify the standard of performance required when carrying out a task
<b>NATIONAL OCCUPATIONAL STANDARDS (NOS)</b>	NOS are Occupational Standards which apply uniquely in the Indian context.
<b>QUALIFICATION PACK CODE</b>	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
<b>QUALIFICATION PACK (QP)</b>	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.