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Media & Entertainment Skills Council

# Facilitator Guide



Sector  
Media and Entertainment

Sub-Sector  
Film, Television, Animation, Gaming, Radio,  
Advertising

Occupation  
Acting / Voice-overs

Reference ID: MES/ Q 0101, Version 1.0  
NSQF Level 4

# Voice-over Artist





**Shri Narendra Modi**

Prime Minister of India

“ Skilling is building a better India.  
If we have to move India towards  
development then Skill Development  
should be our mission. ”



## Acknowledgements

Media & Entertainment Skills Council (MESC) would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “Facilitator Guide”. Without their contribution it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules.

The preparation of this manual would not have been possible without the Media and Entertainment Industry’s support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the Industry.

This manual is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavors.

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## About this Guide

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

## Symbols Used



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lab



Demonstrat



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



Role Play



Example

## Table of Contents

S.No.	Modules and Units	Page No.
1.	<b>Introduction</b>	<b>9</b>
	Icebreaker	11
	Unit 1.1: Introduction to Media and Entertainment Sector	12
	Unit 1.2: Duties and Responsibilities of Assistant Cameraman	13
2.	<b>Understanding the requirements and planning workflow (MES/N3501)</b>	<b>15</b>
	Unit 2.1: Introduction to VFX	17
3.	<b>Managing Equipment and Material (MES/N3502)</b>	<b>20</b>
	Unit 3.1: Managing files and preparing images as required	22
4.	<b>Rotoscoping Footage (MES/N3506)</b>	<b>24</b>
	Unit 4.1: Introduction to Rotoscopy	26
	Unit 4.2: Performing Rotoscopy using Silhouette Software	<b>Error! Bookmark not defined.</b>
5.	<b>Importance of Health, Safety, and Hygiene (MES/N3508)</b>	<b>28</b>
	Unit 5.1: Maintain Workplace Health and Safety	29
7.	<b>Annexures</b>	<b>30</b>







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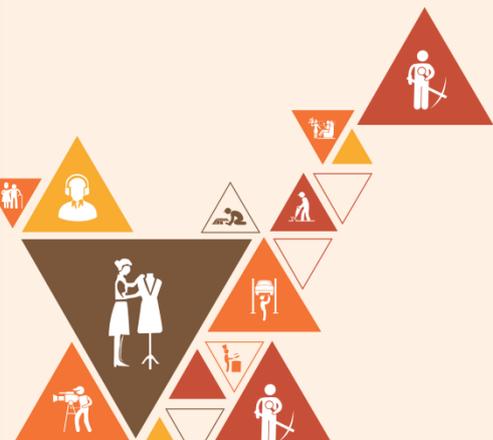
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# 1. Introduction

Unit 1.1 - Introduction to the Media and Entertainment Sector

Unit 1.2 - Duties and Responsibilities of a Voice-over Artist



## Key Learning Outcomes



**At the end of this module, you will be able to:**

1. Explain the key features of the Media and Entertainment sector
2. Discuss various processes and products of Media & Entertainment sector
3. Learn about the role of Voice-over Artist in industry.
4. Identify the minimum requirement to become a certified Voice-over Artist.
5. Describe the work area of Voice-over Artist.
6. Identify the opportunities available for Voice-over Artist.

## Icebreaker

### Unit Objectives

**At the end of this unit, you will be able to:**

1. Introduce each other
2. Build rapport with fellow students and the trainer
3. Find the interest of students

### Resources to be used

- Available objects such as a duster, pen, notebook etc.
- A small bag to be used as parcel

### Do

- Make the students stand in a circle, close enough to the person each side of them that they can pass the parcel quickly.
- Say 'Stop' when the when students least expect it. The person who has the parcel at that time should get out.
- Those who get out should introduce themselves by providing their names and a little additional information such as favorite hobbies, likes, dislikes etc.
- The winner of the game should stand and introduce himself/herself at the end of the game.

### Say

- Thank the students for their participation.

### Notes for Facilitation

- You could ask the students who get out during the game to be the music keepers. They can start and stop the music as the game progresses.
- Encourage shy students to provide information about themselves by prompting them with questions such as 'what do you enjoy doing the most', 'what is your favorite movie or book' etc.

## Unit 1.1: Introduction to Media and Entertainment Sector

### Unit Objectives



**At the end of this unit, students will be able to:**

1. Describe the media and entertainment industry in India
2. Describe the growth expected in the media & entertainment industry
3. Explain the various products and processes of the industry
4. Identify some keywords used in the industry

### Notes for Facilitation



- Ask the students to define what media and entertainment is.
- Give the students some time and let them discuss with each other to come up with best definition.
- Ask the students if they can find media and entertainment elements around them.
- Discuss about the media and entertainment industry of India and places where it is in force.
- Discuss the role of Bollywood and advertisement industry in India economy.
- Explain the acts, legislations and key bodies related to Media and Entertainment in India.
- Explain the major sub-sectors of media and entertainment sector.

## Unit 1.2: Duties and Responsibilities of Voice-over Artist

### Unit Objectives



**At the end of this unit, students will be able to:**

1. Introduction to Voice-over Artist job role.
2. Describe the work area of Voice-over Artist.
3. Find the opportunities for Voice-over Artist.
4. Identify the basic functions performed by Voice-over Artist.

### Explain



- Explain the job role of Voice-over Artist.
- Describe the opportunities of Voice-over Artist.
- Explain the key skills to be present in a Voice-over Artist.

### Ask



- Ask the students about the job or work of Voice-over Artist.
- Ask the student about the need of Voice-over Artist in film and television industry.





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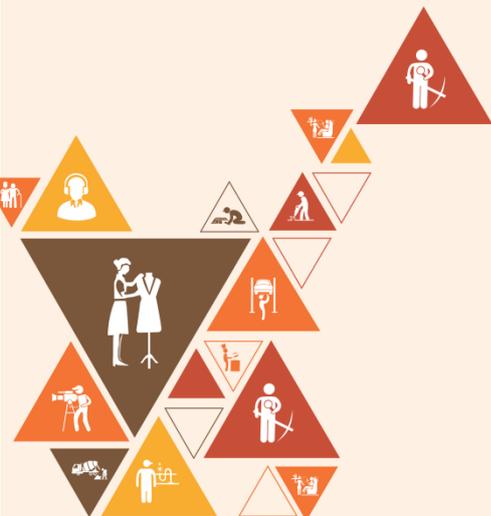


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## 2. Audition and qualify for voicing roles

Unit 2.1 – Principle of voicing and performance technique

Unit 2.2 – Preparing for Audition



MES/N0101

## Key Learning Outcomes

**At the end of this module, students will be able to:**

1. Understand the requirements of the audition
2. Adapt his/her performance to the auditions' requirements
3. Showcase strengths and perform confidently during auditions
4. Improvise and provide different voice interpretations, as required by Auditions.

## UNIT 2.1: Principle of voicing and performance technique

### Unit Objectives

**At the end of this unit, students will be able to:**

1. Understand the requirements of the audition
2. Adapt his/her performance to the auditioners' requirements
3. Showcase strengths and perform confidently during auditions
4. Improvise and provide different voice interpretations, as required by Auditioners

### Explain

- Explain the history of Voice-over.
- Explain the Common principles of voicing.
- Explain the performance techniques for a voice over artist.
- Explain the importance of taking voicing lessons.
- Explain the method of practical voice exercises.

### Practical

- Demonstrate the mimicry of some famous actors.
- Demonstration of Lip syncing and mood-matching.

### Notes for Facilitation

- Ask the students if they have seen or performed voice-over at any place. If yes then ask them to give a short performance on dais.
- If your students say no then invite any one student and guide him to perform.

## UNIT 2.2: Preparing for Audition

### Unit Objectives

**At the end of this unit, students will be able to:**

1. Understand the requirements of the audition
2. Adapt his/her performance to the auditioners' requirements
3. Showcase strengths and perform confidently during auditions
4. Improvise and provide different voice interpretations, as required by Auditioners.

### Explain

- Explain the process of preparing for audition.
- Explain the fundamentals like breathing and vocal exercises for preparation.
- Explain the tools and equipment required for voice recording.
- Explain the process of finding an agent for auditioning.

### Practical

- Perform a live demonstration on voicing a character shown by video.

### Notes for Facilitation

- Ask the students to vocal exercises for voice-over.
- Ask your students to search agents for auditioning.





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# 3. Preparing for Voicing Performance

Unit 3.1 – Tools and Equipment

MES/N0102

## Key Learning Outcomes

**At the end of this module, students will be able to:**

1. Understand and interpret characters in scripts within the specified time-period (in general, time available is very limited)
2. Adapt personality and performance in accordance to the requirements of the role
3. Become proficient with own and co-actors lines and understand interdependencies between roles

## Unit 3.1: Principle of Cinematography and Focus Requirements

### Unit Objectives

**At the end of this unit, students will be able to:**

1. Understand and interpret characters in scripts within the specified time-period (in general, time available is very limited)
2. Adapt personality and performance in accordance to the requirements of the role
3. Become proficient with own and co-actors lines and understand interdependencies between roles.

### Notes for Facilitation

- Discuss the tools used by voice-over artist.
- Discuss the common types and brands of tools.

### Explain

- Explain the Functioning of microphone and its types.
- Explain the Functioning of head phones and its types.
- Explain the uses of microphone stand and its types.
- Explain the benefits of using pop filter.
- Explain the use of shock mount.

### Ask

- Ask the students if they know what is acoustic treatment. If yes, ask them about importance and benefits.
- Ask the students about the function of preamps.

### Practical

- Perform a setup of the studio for voice-over.
- Perform checks and setup hardware for voicing performance.

### Summarize

- Summarize the process of setting up a home studio for voice acting.





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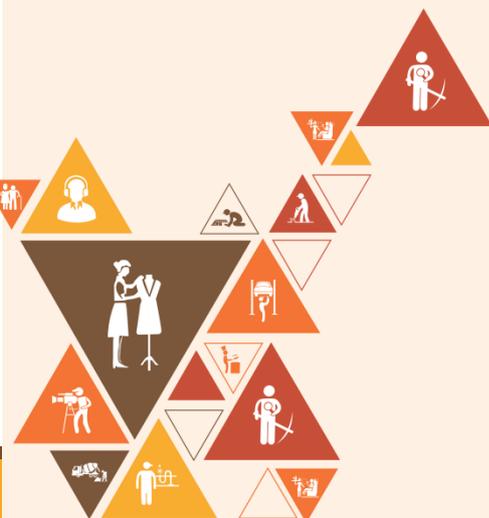
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# 4. Perform voice-overs in accordance to requirements

Unit 4.1 – Performing voice-overs



MES/N0103

## Key Learning Outcomes

**At the end of this module, students will be able to:**

1. Perform convincing interpretations of roles by portraying emotions (using speech, tone etc.)
2. Improvise and adapt (provide valuations, vary speed, volume, pitch etc.) dynamically to the demands of the script
3. Deliver within the shortest possible time-frame with minimum number of takes.

## Unit 4.1: Performing voice-overs

### Unit Objectives

**At the end of this unit, students will be able to:**

1. Perform convincing interpretations of roles by portraying emotions (using speech, tone etc.)
2. Improvise and adapt (provide valuations, vary speed, volume, pitch etc.) dynamically to the demands of the script
3. Deliver within the shortest possible time-frame with minimum number of takes.

### Notes for Facilitation

- Discuss the types of roles played by voice over artist.
- Discuss the method of marking script.

### Practical

- Perform voice-over narration and ask the students to do the same.

### Summarize

- Summarize the processes of performing voice-over.





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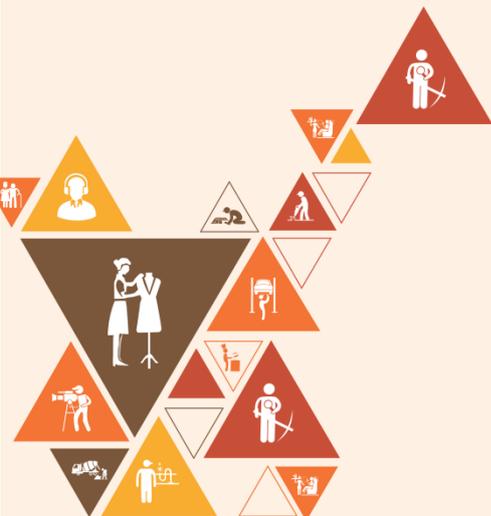
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# 5. Health & Safety Comply with Workplace

Unit 5.1 – Safety, Health, and Hygiene  
Unit 5.2 – First Aid



MES/ N 0104

## Key Learning Outcomes

### At the end of this module, students will be able to:

1. Observing and understand the current health, safety, security policies and procedure of organization.
2. Understand the safe working practices pertaining to own occupation.
3. Understand the government rules and policies related to the health and safety including emergency procedures for accidents, illness, fires or others.
4. Identifying the person responsible for health and safety in the working area, including those person whom to contact in emergency.
5. Identifying the security signals in the workplace fire alarms, staircases, fire warden stations, first aid and medical rooms.
6. Identifying the possible work hazards in the working area which can cause risk to others health and safety.
7. Ensuring own and others health and safety in the workplace through precautionary measures.
8. Identify and recommend the basic terms and opportunities to the designated person of your workplace for improving health, safety, and security.
9. Identify and correct the cause of accidents, illness, and fires in your working area and within the limits of individual's authority.

## Unit 5.1: Maintain Workplace Health and Safety

### Unit Objectives

#### At the end of this unit, students will be able to:

1. State some common reasons of accidents at site.
2. State common accidents and prevention techniques
3. State ways to stay healthy and hygienic (personal hygiene)
4. Describe the common accidents that occur in studio.
5. Describe the preventive measures to be taken to minimize accidents.
6. Learn the procedure to use fire extinguisher
7. Learn the ingredients of First-Aid Kit.
8. Learn the methods of giving First-Aid in case of accident.

## Notes for Facilitation



- Discuss the importance of safety at the workplace. Give some live examples if you have.
- Discuss what PPE (Personal Protective Equipment) is.
- Ask the students to discuss the important things to be taken care of while working in workshop.
- Ask the student what is the definition of health.
- Tell the correct definition of health and discuss its importance.

## 5.1.1: General Safety Rules

### Say



- There are some safety rules which are common on every type of manufacturing work. Like, you should never drink liquor when you are on work.
- You should not ignore the safety rules as it may cause injury to you and your colleagues nearby.

### Do



- Explain to the participants the importance safety rules.
- Divide the class into two groups and ask them to tell general safety rules one by one.
- If first group is not able to suggest safety rule then pass it to other.
- Give points to the groups on each correct safety rule suggested for engraving studio.

### Demonstrate



- Rearrange the desks in the classroom in random way so that there is very narrow passage to pass through them.
- Ask one student to run through the passage and ask the other student to run behind him to catch.
- Soon the student will get stuck in the passage or hit the desk. Tell the students if the things were arranged properly this should not have happened.

### Steps: General Safety Rules



- Work intelligently.
- Keep studio space neat and orderly.

- Ensure appropriate ventilation.
- Have proper protective gear and cleaning supplies available.
- Wash hands and other exposed body parts after working, and before eating or using the bathroom.
- Maintain your health and fitness.

## Summarize



- Summarize the general safety rules.

## 4.1.2: Health

## Say



- There is a famous proverb “Health is Wealth” which means if a person is healthy he/she can do work and earn wealth.
- As defined by World Health Organization (WHO), Health is a "State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity."
- We should always stay healthy by mind, body and soul.

## Explain



- Explain to the participants the importance of health.
- Explain the methods to stay mentally healthy.
- Explain the methods to stay physically healthy.
- Explain why it is important to be healthy by soul means having good thoughts for work as well as your colleagues.

## Demonstrate



- Demonstrate the ill effects of bad habits on health via videos and encourage the students to quit bad habits if they have any.

## Summarize



- Summarize the methods to stay healthy and fit.

### 4.1.3: Maintaining Personal Hygiene

Say



- Personal hygiene is a very important aspect of human which differentiate us from animals.
- Personal hygiene involves very basic things like taking bath regularly, brushing teeth etc.

Explain



- Explain the importance of maintaining personal hygiene.
- Explain how we can maintain personal hygiene.

Demonstrate



- Demonstrate the effect of not maintaining personal hygiene with the help of videos.

Summarize



- Summarize the methods to maintain personal hygiene.

## 4.1.4: What is an Accident?

Say



- An **accident** is a specific, unpredictable, unusual and unintended external action which occurs in a particular time and place, with no apparent and deliberate cause but with marked effects.

Explain



- Explain the types of accidents.

Demonstrate



- Demonstrate the common occurring accidents through videos or chart.

Summarize



- Summarize the types of accidents and measures to be taken to stop them.

## 4.1.5: What is a Fire Extinguisher?

Say



- Fire extinguishers are fire protection device used to extinguish or control small fires.

Explain



- Explain the types of fire extinguishers.
- Explain the use of different type of fire extinguishers.
- Explain the importance of proper pressure in the fire extinguisher and how to read pressure.

Demonstrate



- Demonstrate the types of fire extinguishers.
- Demonstrate the parts of fire extinguisher and use of each part.

Summarize



- Summarize the types of accidents and measures to be taken to stop them.

## Activity



- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Skill Practice	Time	Resources
Use of different type of Fire Extinguisher	6 hours	Fire Extinguisher, wood, plastic, electric supply and arrangement for short circuit, petrol to set mock fire

## Do



- Ask the volunteer to come forward for using Fire Extinguisher.
- Ask the rest of students to keep a safe distance from the mock test area and watch very carefully.
- Go around and make sure the distance is safe.
- Handle different type of fire extinguishers to volunteers.
- Charge different type of mock fires in the open area and ask volunteers to extinguish the fire.

## 4.1.6: First Aid and First Aid Kit

### Say



- First Aid is the assistance given to any person suffering a sudden illness or injury with care provided to preserve life, prevent the condition from worsening, or promote recovery.
- First-Aid Kit is an important part of tool kit. Accidents can occur anywhere so First Aid Kit should always be available in the toolbox.

### Explain



- Explain the importance of First Aid Kit.
- Explain the methods of first aid in different situations.

### Demonstrate



- Demonstrate the First Aid procedures in different situations.

### Summarize



- Summarize the items in First Aid kit and the procedure to give first aid in different situations.

## Role Play



- Ask the students to assemble together.
- Form the groups of 2-2 students.
- Ask one student in a group to provide first aid to other student in a given situation.
- Similarly, give different situations of first aid to each student.

Skill Practice	Time	Resources
Providing First Aid	8 hours	First Aid kit, notebook
		First Aid kit, notebook

## Do



- Note down the performance of each group in providing first-aid.
- Once the role play is over, discuss the good and bad of students' performance.

## 4.1.7: Personal Protective Equipment (PPE)

Say



- Personal protective equipment (PPE) refers to protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection. The hazards addressed by protective equipment include physical, electrical, heat, chemicals, biohazards, and airborne particulate matter

Explain



- Explain the importance of PPE.

Demonstrate



- Demonstrate the components of personal protective equipment.





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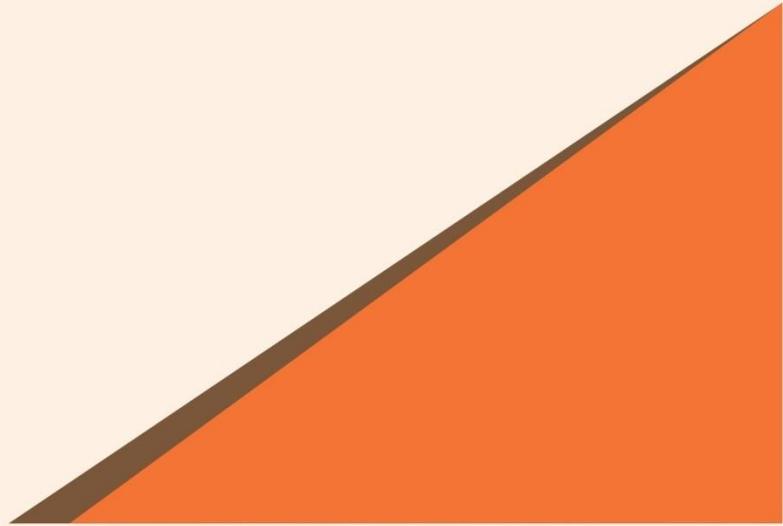


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## 7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



## Annexure I

### Training Delivery Plan

Training Delivery Plan			
Program Name:	Voice-over Artist		
Qualification Pack Name & Ref. ID	Voice-over Artist & Ref ID: MES/ Q 0101		
Version No.	1.0	Version Update Date	01/06/16
Pre-requisites to Training	Experience: N/A		
Training Outcomes	<p><b>By the end of this program, the participants would have achieved the following competencies:</b></p> <ul style="list-style-type: none"> <li>• Understand the requirements of the audition.</li> <li>• Adapt his/her performance to the auditioners' requirements.</li> <li>• Showcase strengths and perform confidently during auditions.</li> <li>• Improvise and provide different voice interpretations, as required by auditioners.</li> <li>• Understand and interpret characters in scripts within the specified time-period (in general, time available is very limited).</li> <li>• Adapt personality and performance in accordance to the requirements of the role.</li> <li>• Become proficient with own and co-actors lines and understand interdependencies between roles.</li> <li>• Perform convincing interpretations of roles by portraying emotions (using speech, tone etc.)</li> <li>• Improvise and adapt (provide valuations, vary speed, volume, pitch etc.) dynamically to the demands of the script</li> <li>• Deliver within the shortest possible time-frame with minimum number of takes.</li> <li>• Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency</li> <li>• Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms</li> <li>• Identify and recommend opportunities for improving health, safety, and security to the designated person</li> <li>• Report any hazards outside the individual's authority to the relevant person in line with organisational procedures and warn other people who may be affected</li> <li>• Ensure own personal health and safety, and that of others in the workplace through precautionary measures</li> <li>• Follow organisation's emergency procedures for accidents, fires or any other natural calamity in case of a hazard</li> </ul>		

S. No.	Module	Sessions	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Hr
1	Introduction to Trade	Introduction to Voice-over Artist Course	<ul style="list-style-type: none"> <li>Learn about the role of Voice-over Artist in industry.</li> <li>Identify the minimum requirement to become a certified Voice-over Artist.</li> <li>Describe the work area of Voice-over Artist.</li> <li>Identify the opportunities available for Voice-over Artist.</li> </ul>		<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Demonstration</li> </ul>	PowerPoint & Hand-outs, posters, film clips	4 Hr
		Practical Session	Group Discussion on benefits of becoming Voice-over Artist. Also, discuss about the foreign job opportunities.		<ul style="list-style-type: none"> <li>Group Discussion</li> <li>Visit to camera shoot site</li> </ul>	-	8Hr
2	Audition and qualify for voicing roles	Principle of voicing and performance technique	<ul style="list-style-type: none"> <li>Understand the requirements of the audition</li> <li>Adapt his/her performance to the auditioners' requirements</li> <li>Showcase strengths and perform confidently during auditions</li> <li>Improvise and provide different voice interpretations, as required by Auditioners.</li> </ul>	MES/N0101 PC1,PC2,PC3,PC4,KA1,KA2,KA3,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8,KB9,KB10,KB11,KB12,KB13,KB14,KB15,KB16,KB17,KB18,KB19,KB20,KB21,KB22	<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Group Discussion</li> <li>Demonstration</li> </ul>	Laptop, PowerPoint & white board, marker, projector, Microphones Headphones & Handsets, Microphone stands, Pop Filter, Studio Monitors, XLR Cable, A Mic stand, Ear Training software, Cables, DAW/Audio Interface Combo	12 Hr
		Practical Session 1	<ul style="list-style-type: none"> <li>Perform mimicry of famous actors</li> </ul>	MES/N 0101 PC1,PC2,PC3,PC4,SA1,SA2,SA3,SA4,SA5,SA6,SA7,SA8,SA9,SA10,SA11,SA12,SB1,SB2,SB3,SB4,SB5,SB6	Hands on Practical individually	Laptop, PowerPoint & white board, marker, projector, Microphones Headphones & Handsets, Microphone stands, Pop Filter, Studio Monitors, XLR Cable, A Mic stand,	16 Hr

						Ear Training software, Cables, DAW/Audio Interface Combo	
		Practical Session 2	<ul style="list-style-type: none"> <li>Perform lip-syncing and mood matching with character</li> </ul>	MES/N 0101 PC1,PC2,PC3,PC4,SA1,SA2,SA3,SA4,SA5,SA6,SA7,SA8,SA9,SA10,SA11,SA12,SB1,SB2,SB3,SB4,SB5,SB6	Hands on Practical individually	Laptop, PowerPoint & white board, marker, projector, Microphones Headphones & Handsets, Microphone stands ,Pop Filter, Studio Monitors, XLR Cable, A Mic stand, Ear Training software, Cables, DAW/Audio Interface Combo	16 Hr
		Preparing for Audition	<ul style="list-style-type: none"> <li>Understand the requirements of the audition</li> <li>Adapt his/her performance to the auditioners' requirements</li> <li>Showcase strengths and perform confidently during auditions</li> <li>Improvise and provide different voice interpretations, as required by Auditioners.</li> </ul>	MES/N0101 PC1,PC2,PC3,PC4,KA1,KA2,KA3,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8,KB9,KB10,KB11,KB12,KB13,KB14,KB15,KB16,KB17,KB18,KB19,KB20,KB21,KB22	<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Group Demonstration</li> <li>Multimedia</li> </ul>	Laptop, PowerPoint & white board, marker, projector, Microphones Headphones & Handsets, Microphone stands ,Pop Filter, Studio Monitors, XLR Cable, A Mic stand, Ear Training software, Cables, DAW/Audio Interface Combo	4 Hr
		Practical Session	<ul style="list-style-type: none"> <li>Perform a live demonstration on voicing a character shown by video</li> </ul>	MES/N 0101 PC1,PC2,PC3,PC4,SA1,SA2,SA3,SA4,SA5,SA6,SA7,SA8,SA9,SA10,SA11,SA12,SB1,SB2,SB3,SB4,SB5,SB6	Hands on Practical individually	Laptop, PowerPoint & white board, marker, projector, Microphones Headphones & Handsets, Microphone stands ,Pop Filter, Studio Monitors,	16 Hr

						XLR Cable, A Mic stand, Ear Training software, Cables, DAW/Audio Interface Combo	
3	Preparin g for Voicing Performa nce	Tools and Equipme nt	<ul style="list-style-type: none"> <li>Understand and interpret characters in scripts within the specified time-period (in general, time available is very limited)</li> <li>Adapt personality and performance in accordance to the requirements of the role</li> <li>Become proficient with own and co-actors lines and understand interdependencies between roles</li> </ul>	MES/N 0102 PC1,PC2,PC3,K A1,KA2,KB1,KB 2, KB3,KB4,KB5,K B6,KB7,KB8,KB 9, KB10, KB11,KB12,KB1 3,KB14,KB15, KB16,KB17,KB1 8,KB19	<ul style="list-style-type: none"> <li>Instruc tor Led Trainin g</li> <li>Group Demon stratio n</li> <li>Multim edia</li> </ul>	Laptop, PowerPoint & white board, marker, projector, Microphones Headphones & Handsets, Microphone stands ,Pop Filter, Studio Monitors, XLR Cable, A Mic stand, Ear Training software, Cables, DAW/Audio Interface Combo	8 Hr
		Practical Session	Check and setup hardware for voicing performance	MES/N 0102 PC1,PC2,PC3,S A1,SA2,SA3,SA 4,SA5,SA6,SA7, SA8,SB1,SB2,SB 3,SB4,SB5,SB6	<ul style="list-style-type: none"> <li>Hands on Practical Individually</li> </ul>	Laptop, PowerPoint & white board, marker, projector, Microphones Headphones & Handsets, Microphone stands ,Pop Filter, Studio Monitors, XLR Cable, A Mic stand, Ear Training software, Cables, DAW/Audio Interface Combo	16 Hr
4	Perform voice- overs in accordan ce to requirem ents	Performi ng voice overs	<ul style="list-style-type: none"> <li>Perform convincing interpretations of roles by portraying emotions (using speech, tone etc.)</li> <li>Improvise and adapt (provide valuations, vary speed, volume, pitch etc.)</li> <li>dynamically to the demands of the script</li> </ul>	MES/N 0103 PC1,PC2,PC3,K A1,KA2,KA3,KB 1,KB2,KB3,KB4, KB5,KB6,KB7,K B8,KB9, KB10,KB11,KB1	<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Group Demonstra tion</li> </ul>	Laptop, PowerPoint & white board, marker, projector, Microphones Headphones & Handsets, Microphone stands ,Pop	16 Hr

			<ul style="list-style-type: none"> <li>Deliver within the shortest possible time-frame with minimum number of takes.</li> </ul>	2,KB13,KB14,KB15,KB16,KB17,KB18,KB19,KB20,KB21,KB22,KB23,KB24,KB25		Filter, Studio Monitors, XLR Cable, A Mic stand, Ear Training software, Cables, DAW/Audio Interface Combo	
		Practical Session	<ul style="list-style-type: none"> <li>Perform the voice over as per the given data sheet</li> </ul>	MES/N 0103 PC1,PC2,PC3,SA1,SA2,SA3,SA4,SA5,SA6,SA7,SA8,SB1,SB2,SB3,SB4,SB5	<ul style="list-style-type: none"> <li>Hands on Practical</li> <li>Group Discussion</li> </ul>	Laptop, PowerPoint & white board, marker, projector, Microphones Headphones & Handsets, Microphone stands, Pop Filter, Studio Monitors, XLR Cable, A Mic stand, Ear Training software, Cables, DAW/Audio Interface Combo	24 Hr
5	Importance of Safety, Health & Hygiene	Safety, Health and Hygiene	<ul style="list-style-type: none"> <li>Comply with health and safety related instructions applicable to the workplace</li> <li>Use and maintain personal protective equipment as per protocol</li> <li>Carry out own activities in line with approved guidelines and procedures</li> <li>Maintain a healthy lifestyle and guard against dependency on intoxicants</li> <li>Follow environment management system related procedures</li> <li>Store materials and tools in line with manufacturer's and organizational requirements</li> <li>Safely handle and move waste and debris</li> <li>Minimize health and safety risks to self and others due to own actions</li> <li>Seek clarifications, from supervisors or other authorized</li> </ul>	MES/ N 0104 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SA1,SA2,SA3,SA4,SA5	<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Demonstration</li> <li>Multimedia</li> <li>Group Discussion</li> </ul>	PPTs, Handbook, First Aid Kit	8 Hr

		<p>personnel in case of perceived risks</p> <ul style="list-style-type: none"> <li>• Monitor the workplace and work processes for potential risks and threats</li> <li>• Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned</li> </ul>				
	Quiz Test	<p>Quiz on Personal health management and Group Discussion on Personal Protective Equipment (PPE)</p>	<p>MES/ N 0104 PC1,PC2,PC3,PC4,PC5,PC6,PC7, PC8,PC9,PC10, PC11,PC12,KA1,KA2, KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6, SB1,SB2,SB3,SB4,SB5,SB6,SB7, SA1, SA2,SA3,SA4,SA5</p>	<p>Quiz Group Discussion</p>	<p>Quiz sheet with questions and answers, PPE</p>	<p>8 Hr</p>
	First Aid	<ul style="list-style-type: none"> <li>• Report hazards and potential risks/ threats to supervisors or other authorized personnel</li> <li>• Participate in mock drills/ evacuation procedures organized at the workplace</li> <li>• Undertake first aid, fire-fighting and emergency response training, if asked to do so</li> <li>• Take action based on instructions in the event of fire, emergencies or accidents</li> <li>• Follow organisation procedures for evacuation when required</li> </ul>	<p>MES/ N 0104 PC1,PC2,PC3,PC4,PC5,PC6,PC7, PC8,PC9,PC10, PC11,PC12,KA1,KA2, KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6, SB1,SB2,SB3,SB4,SB5,SB6,SB7, SA1, SA2,SA3,SA4,SA5</p>	<ul style="list-style-type: none"> <li>• Instructor Led Training</li> <li>• Demonstration</li> </ul>	<p>PPTs, Handbook, PPE, Fire Extinguisher, First-Aid Kit</p>	<p>8 Hr</p>
	Practical Session 1	<p>Practical on use of Fire Extinguisher on different type of fires</p>	<p>MES/ N 0104 PC1,PC2,PC3,PC4,PC5,PC6,PC7, PC8,PC9,PC10, PC11,PC12,KA1</p>	<ul style="list-style-type: none"> <li>• Hands on Practical in group</li> </ul>	<p>Fire Extinguisher</p>	<p>8 Hr</p>

				,KA2, KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6, SB1,SB2,SB3,SB4,SB5,SB6,SB7, SA1, SA2,SA3,SA4,SA5			
		Practical Session 2	Role Play on First Aid and Group Discussion	MES/ N 0104 PC1,PC2,PC3,PC4,PC5,PC6,PC7, PC8,PC9,PC10,PC11,PC12,KA1, KA2, KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SB6,SB7,SA1, SA2,SA3,SA4,SA5	<ul style="list-style-type: none"> <li>Hands on Practical in group</li> <li>Group Discussion</li> </ul>	First-Aid Kit	8 Hr
6	Entrepreneurship and Softskills	<ul style="list-style-type: none"> <li>Personal Strengths &amp; Value Systems</li> <li>Digital Literacy: A Recap</li> <li>Money Matters</li> <li>Preparing for</li> </ul>	<ul style="list-style-type: none"> <li>Explain the meaning of health</li> <li>List common health issues</li> <li>Discuss tips to prevent common health issues</li> <li>Explain the meaning of hygiene</li> <li>Understand the purpose of Swacch Bharat Abhiyan</li> <li>Recall the functions of basic computer keys</li> <li>Discuss the main applications of MS Office</li> <li>Discuss the benefits of Microsoft Outlook</li> <li>Discuss the different types of e-commerce</li> <li>List the benefits of e-commerce for retailers and customers</li> <li>Discuss how the Digital India campaign will help boost e-commerce in India</li> <li>Explain how you will sell a product or service on an e-commerce platform</li> </ul>		<ul style="list-style-type: none"> <li>Instructor Led Training</li> <li>Demonstration</li> </ul>	Handbook, White board, marker, computer system, projector, PPTs	40 Hr

		<p>Employment &amp; Self Employment</p> <ul style="list-style-type: none"> <li>• Understanding Entrepreneurship</li> <li>• Preparing to be an Entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the need for CRM</li> <li>• Discuss the benefits of CRM</li> <li>• Discuss the need for networking</li> <li>• Discuss the benefits of networking</li> <li>• Understand the importance of setting goals</li> <li>• Differentiate between short-term, medium-term and long-term goals</li> <li>• Discuss how to write a business plan</li> <li>• Explain the financial planning process</li> </ul>				
		Practice sessions	1 Project on camera setting and marking under trainer guidance		Hands on Practical under guidance of instructor	All used in previous sessions	32 Hr

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria	
Job Role	Voice-over Artist
Qualification Pack	MES/ Q 0101, v1.0
Sector Skill Council	Media & Entertainment

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Media and Entertainment Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC.
2	Each NOS will be assessed both for theoretical knowledge and practical
3	The assessment for the theory & Practical part will be based on knowledge bank of questions created by the AA and approved by SSC.
4	Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre
5	To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS
6	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

	NOS	NOS NAME	Weightage
1	MES/ N 0101	Audition and qualify for voicing roles	25%
2	MES/ N 0102	Prepare for voicing performances	25%
3	MES/ N 0103	Perform voice-overs in accordance to requirements	40%
4	MES/ N 0104	Maintain workplace health and safety	10%
			100%

Job Role	Voice-over Artist					
NOS CODE	NOS NAME	Performance Criteria			Marks Allocation	
			Total Mark	Out Of	Theory	Skills Practical
<b>ES/ N 0101</b> <b>(Audition and qualify for voicing roles)</b>	<ul style="list-style-type: none"> <li>Understand the requirements of the audition</li> </ul>	100	25	25	5	75
	<ul style="list-style-type: none"> <li>Adapt his/her performance to the auditioners' requirements</li> </ul>					
	<ul style="list-style-type: none"> <li>Showcase strengths and perform confidently during auditions</li> </ul>					
	<ul style="list-style-type: none"> <li>Improvise and provide different voice interpretations, as required by auditioners</li> </ul>					
			<b>Total</b>	<b>100</b>	<b>25</b>	<b>50</b>
<b>MES/ N 0102</b> <b>(Prepare for voicing performances)</b>	<ul style="list-style-type: none"> <li>Understand and interpret characters in scripts within the specified time-period (in general, time available is very limited)</li> </ul>	100	30	40	5	50
	<ul style="list-style-type: none"> <li>Adapt personality and performance in accordance to the requirements of the role</li> </ul>					
	<ul style="list-style-type: none"> <li>Become proficient with own and co-actors lines and understand interdependencies between roles</li> </ul>					
			<b>Total</b>	<b>100</b>	<b>25</b>	<b>75</b>

<b>MES/ N 0103 (Perform voice-overs in accordance to requirements)</b>	<ul style="list-style-type: none"> <li>Perform convincing interpretations of roles by portraying emotions (using speech, tone etc.)</li> </ul>	100	30	10	75
	<ul style="list-style-type: none"> <li>Improvise and adapt (provide valuations, vary speed, volume, pitch etc.) dynamically to the demands of the script</li> </ul>		40	15	
	<ul style="list-style-type: none"> <li>Deliver within the shortest possible time-frame with minimum number of takes</li> </ul>		30	5	
		<b>Total</b>	<b>100</b>	<b>25</b>	
<b>Assessment outcomes</b>	<b>Assessment criteria for outcomes</b>	<b>Marks Allocation</b>			
		<b>Total mark</b>	<b>Out of</b>	<b>Theory</b>	<b>Skills Practical</b>
<b>MES/ N 0104 (Maintain workplace health and safety Description)</b>	<ul style="list-style-type: none"> <li>Understand and comply with the organisation's current health, safety and security policies and procedures</li> </ul>	100	10	5	50
	<ul style="list-style-type: none"> <li>Understand the safe working practices pertaining to own occupation</li> </ul>		10	5	
	<ul style="list-style-type: none"> <li>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</li> </ul>		5	3	
	<ul style="list-style-type: none"> <li>Participate in organization health and safety knowledge sessions and drills</li> </ul>		5	2	
	<ul style="list-style-type: none"> <li>Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency</li> </ul>		10	5	
	<ul style="list-style-type: none"> <li>Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms</li> </ul>		10	5	
	<ul style="list-style-type: none"> <li>Identify aspects of your workplace that could cause potential risk to own and others health and safety</li> </ul>		10	5	
	<ul style="list-style-type: none"> <li>Ensure own personal health and safety, and that of others in the workplace though precautionary</li> </ul>		10	5	







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