Media & Entertainment Skills Council

NSDC
National Skill Development Corporation
Transforming the skill landscape

Sound Editor

QP Code: MES/Q3404

Version: 2.0

NSQF Level: 4

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सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

MES/Q3404: Sound Editor

Brief Job Description

Individuals at this job are responsible for preparing, organizing and editing sound sequences that meet the quality standards and requirements of production.

Personal Attributes

This job requires the individual to know how to operate a range of sound equipment and software. Depending on the size of the production, the individual may have to delegate to/supervise several Sound Editing Assistants or Sound Specialists. The individual must be well-versed in the principles of acoustics, psychoacoustics and aural discrimination. The individual must be able to select sound sources and apply various editing techniques and treatments to create quality endproducts that meet production requirements.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. MES/N3408: Edit Sound

2. MES/N3411: Document and store media

3. MES/N3412: Mix sound

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	Sound Creation
Country	India
NSQF Level	4
Credits	17

Aligned to NCO/ISCO/ISIC Code	NCO-2015/3521.0511
Minimum Educational Qualification & Experience	12th Class with 1 Year of experience OR I.T.I with 2 Years of experience OR Not Applicable (Sound Assistant NSQF Level-3) with 2 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	2.0
Reference code on NQR	2022/ME/MESC/06910
NQR Version	2.0

Remarks:

MES/N3408: Edit Sound

Description

This OS unit is about editing different sound sources in accordance with production requirements

Elements and Performance Criteria

Edit various sound sources

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

PC1. identify/align/organise unedited sound materials, and check sound equipment/editing facilities in preparation for editing

PC2. verify the technical/creative quality of sound sources and whether they meet production standards, propose options to resolve issues as required

PC3. critically listen to sound sources to determine the extent and range of required edits w.r.t. the format of the end-product

PC4. cut and synchronise the sound sources, removing any extraneous background sounds in preparation for final sound mixing

PC5. manage the creative/technical quality check of the final sound edit in line with enterprise procedures and production requirements

PC6. organise the digitisation and transfer of sound sources to appropriate equipment, ensuring that the requirements for digital storage and formatting are met

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the technical and creative requirements of the sound edit, as agreed upon during discussions with the director and producers

KU2. the end-use and likely output devices from which the sound would be heard

KU3. applicable timelines and budget for editing the required sound sequences

KU4. industry-standard sound editing conventions, processes and techniques both analogue and digital

KU5. the principles of acoustics, psychoacoustics and aural discrimination, so as to critically analyse sound elements/sequences

KU6. the principles of sonic storytelling, so as to focus attention, intensify action and set the pace/mood

KU7. how to identify sound defects (e.g. muffled dialogue) and troubleshoot these issues

KU8. how to digitise/change/back-up different sound materials w.r.t. file formats, compression and technical standards

KU9. how to synchronise picture and sound using time codes, frame rates and sample rates

KU10. the principles of sound recording, editing and mixing equipment

KU11. how to edit a range of audio sequences/segments using various sound equipment/software (avid, adobe audition, magix music maker, goldwave) to achieve the technical/creative requirements of the production

KU12. the applicable copyright norms and intellectual property rights

Generic Skills (GS)

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

GS1. identify/ obtain, log, label, securely store and back-up sound materials

GS2. accurately note sound effects on spotting sheets

GS3. log/assess sound sequences and submit edit decision lists to relevant production personnel by the agreed deadline

GS4. read and understand the creative and technical requirements for editing

GS5. read the script and understand the context/emotion that would need to be expressed through editing

GS6. keep up-to-date knowledge of editing software and equipment upgrades

GS7. read and interpret sound documentation and edit decision lists

GS8. participate in pre-production meetings with relevant personnel to discuss the creative/technical objectives of the sound edit, as well as post-production spotting sessions to make the appropriate adjustments

GS9. communicate effectively with producers/director/relevant personnel regarding the sound concept, as well as creative/technical requirements

GS10. collaborate with the sound designer, engineer to establish needs/ requirements throughout the production schedule and ensure that the final product meets guidelines

GS11. provide feedback to junior personnel regarding editing techniques (optional), and to equipment/it personnel regarding editing equipment/software quality

GS12. present and solicit feedback on the end-products and identify modifications,

GS13. plan and delegate work (where required and as needed) so as to deliver the end-products required within timelines and within the designated budget

GS14. identify problems with the successful execution of the task (e.g. sound defects, system failures, mechanical breakdowns) and resolve them in consultation with relevant personnel

GS15. critically analyse the end-products to ensure they are of the optimum quality and meet the requirements of post-production

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Edit various sound sources	**40**	**60**	**-**	**-**
PC1. identify/align/organise unedited sound materials, and check sound equipment/editing facilities in preparation for editing	10	5	-	-
PC2. verify the technical/creative quality of sound sources and whether they meet production standards, propose options to resolve issues as required	5	5	-	-
PC3. critically listen to sound sources to determine the extent and range of required edits w.r.t. the format of the end-product	5	5	-	-
PC4. cut and synchronise the sound sources, removing any extraneous background sounds in preparation for final sound mixing	5	15	-	-
PC5. manage the creative/technical quality check of the final sound edit in line with enterprise procedures and production requirements	5	10	-	-
PC6. organise the digitisation and transfer of sound sources to appropriate equipment, ensuring that the requirements for digital storage and formatting are met	10	20	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N3408
NOS Name	Edit Sound
Sector	Media & Entertainment
Sub-Sector	Film, Television, Animation, Gaming, Advertising
Occupation	Sound Creation
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	21/11/2014
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

MES/N3411: Document and store media

Description

This OS unit is about keeping accurate logs, labelling media, and sorting media accurately and safely.

Elements and Performance Criteria

Edit various sound sources

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

PC1. keep an accurate, concise, legible and up-to-date log in the required format

PC2. keep a log which accurately and succinctly shows complete details of the set-up and selected takes, and indicates their quality and acceptability.

PC3. show, the correct title of production, the date when the material was created, and any other relevant details on accurate and up-to-date labels

PC4. label the recorded medium clearly and confirm that the medium and its container carry identical marks

PC5. safeguard materials for future use where commercially important

PC6. store recordings, back-up recordings and related materials securely and store recordings, back-up recordings and related materials securely andsafely

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the technical and creative requirements of the production and storage requirements, as agreed upon during discussions with the director and producers

KU2. the end-use and likely output devices from which the sound would be heard

KU3. applicable timeline/budget for storing required sound sequences

KU4. standard labelling systems, electronic or paper, and which one is required for the media

KU5. what types of media and associated materials are to be stored

KU6. any relevant or required metadata standards

KU7. the basics of sound recording, editing and mixing equipment

KU8. when it is necessary to log session details such as microphone position and desk settings

KU9. what information is required on labels, the technical parameters and synchronization information to be included on the documentation, and the recording format as it should be noted in the log

KU10. how to log problems or other useful information

KU11. the anticipated deterioration times of the media being used, as specified by the manufacturer, and how to replace archive material when necessary

KU12. the storage file and optimum storage conditions of the media and the effect of adverse conditions on it

Generic Skills (GS)

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

GS1. identify/ obtain, log, label, securely store and back-up sound materials

GS2. read and understand the creative and technical requirements for storage of materials

GS3. keep up-to-date knowledge of storage techniques and equipment upgrades

GS4. communicate effectively with producers/director/relevant personnel on possible uses of the documented/stored media

GS5. collaborate with the sound designer, engineer or supervisor to establish requirements and ensure that guidelines are met

GS6. plan and delegate work (where required and as needed) so as to deliver the end-products required within timelines and within the designated budget

GS7. identify problems with the successful execution of the task (e.g. sound defects, system failures, mechanical breakdowns) and resolve them in consultation with relevant personnel

GS8. critically analyse the end-products to ensure they are of the optimum quality and meet the requirements of post-production

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Edit various sound sources	**40**	**60**	-	-
PC1. keep an accurate, concise, legible and up-to-date log in the required format	10	5	-	-
PC2. keep a log which accurately and succinctly shows complete details of the set-up and selected takes, and indicates their quality and acceptability.	5	5	-	-
PC3. show, the correct title of production, the date when the material was created, and any other relevant details on accurate and up-to-date labels	5	5	-	-
PC4. label the recorded medium clearly and confirm that the medium and its container carry identical marks	5	15	-	-
PC5. safeguard materials for future use where commercially important	5	10	-	-
PC6. store recordings, back-up recordings and related materials securely and store recordings, back-up recordings and related materials securely andsafely	10	20	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N3411
NOS Name	Document and store media
Sector	Media & Entertainment
Sub-Sector	Film, Television, Animation, Gaming, Advertising
Occupation	Sound Creation
NSQF Level	5
Credits	TBD
Version	1.0
Last Reviewed Date	21/11/2014
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

MES/N3412: Mix sound

Description

This OS unit is about procedures for preparing and making recordings in a variety of styles as per the production requirements

Elements and Performance Criteria

Work with sound sources

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

PC1. select valid criteria and use reliable methods to assess the sources required for the final mix

PC2. confirm that sound sources have the desired intelligibility, position and image in terms of the required sound

PC3. ensure that stereo and multi-channel sound sources have the required compatibility, where appropriate

PC4. control the level of the composite signal within technical limits and within the desired dynamic range

Mix Sound

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

PC5. manipulate sound sources to achieve the level, balance, tonal quality, perspective and dynamic range appropriate to the required sound

PC6. create the sound mix within production constraints

PC7. create a sound mix which is appropriate to the context in which it will be heard

PC8. accurately identify and promptly correct any problems in creating the mix, minimising disruption to contributors and colleagues

PC9. ensure that tracks and mixes are organised in a way that is suitable for later use in editing

PC10. ensure that any paperwork is accurate, legible and conforms with conventions that will be understood by other mixers, sound technicians etc.

Work with Contributors and Colleagues

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

PC11. efficiently communicate with sound or other crew regarding equipment positioning and requirements

PC12. respond to and interpret suggestions from the contributor, colleagues, client or production during sound mixing, clarify any ambiguities or

PC13. explain clearly any problems with the sound mix, and offer realistic options

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the creative and technical requirements of the production/sound concept

KU2. the expected quality standards for the production

KU3. applicable timelines and budget for recording the required sound

KU4. the functional and operating characteristics of commonly used mixing, ancillary and encoding equipment

KU5. the principles of storytelling and the conventions of different genres and styles of film and programme-making

KU6. the requirements for dynamic range and intelligibility, and how to achieve them

KU7. the different kinds of sound treatment and equalisation, and how to achieve them

KU8. the characteristics of tonal quality and perspective, and how to achieve them

KU9. basic principles of pitch, rhythm, melody, harmony and time signatures and how to apply them

KU10. the characteristics, uses and requirements of mono, stereo and surround formats, and how to achieve them

KU11. the principles and styles of music and different musical ensembles (orchestra, string quartet, rock group, jazz quartet, soloist, etc.

KU12. the context in which the mix will be played, what the end-product will be used for and the equipment it will be heard through- and how to take this into account when creating the mix

KU13. the needs of post-production sound and editing, and how the sound will be used in postproduction

KU14. sound editing/mixing software (e.g.: Adobe Audition, Nuendo, Pyramix) w.r.t. both their theoretical and practical components

KU15. the applicable copyright norms and intellectual property rights

Generic Skills (GS)

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

GS1. prepare notes to use during the recording/mixing sessions

GS2. read and understand the sound concept

GS3. read and understand the creative and technical requirements for recording

GS4. read the script and understand the context/emotion that would need to be expressed through the sound

GS5. communicate with the sound supervisor, producers or contributors regarding the sound concept, and any other creative/technical requirements

GS6. discuss the possibilities of creating sound with the given sound sources so as to conform to the sound concept

GS7. present/solicit feedback on end-products and identify modifications required

GS8. plan individual work and timelines so as to deliver the end-products required within timelines and within the designated budget

GS9. identify problems with successful execution of the task and resolve them in consultation with the sound supervisor

GS10. critically analyze the end-products to ensure they are of the optimum quality and meet the requirements of post-production

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Work with sound sources	**12**	**18**	**-**	**-**
PC1. select valid criteria and use reliable methods to assess the sources required for the final mix	4	6	-	-
PC2. confirm that sound sources have the desired intelligibility, position and image in terms of the required sound	4	6	-	-
PC3. ensure that stereo and multi-channel sound sources have the required compatibility, where appropriate	2	3	-	-
PC4. control the level of the composite signal within technical limits and within the desired dynamic range	2	3	-	-
Mix Sound	**20**	**30**	**-**	**-**
PC5. manipulate sound sources to achieve the level, balance, tonal quality, perspective and dynamic range appropriate to the required sound	4	6	-	-
PC6. create the sound mix within production constraints	2	3	-	-
PC7. create a sound mix which is appropriate to the context in which it will be heard	4	6	-	-
PC8. accurately identify and promptly correct any problems in creating the mix, minimising disruption to contributors and colleagues	4	6	-	-
PC9. ensure that tracks and mixes are organised in a way that is suitable for later use in editing	2	3	-	-
PC10. ensure that any paperwork is accurate, legible and conforms with conventions that will be understood by other mixers, sound technicians etc.	4	6	-	-
Work with Contributors and Colleagues	**8**	**12**	**-**	**-**

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. efficiently communicate with sound or other crew regarding equipment positioning and requirements	4	6	-	-
PC12. respond to and interpret suggestions from the contributor, colleagues, client or production during sound mixing, clarify any ambiguities or	2	3	-	-
PC13. explain clearly any problems with the sound mix, and offer realistic options	2	3	-	-
NOS Total	**40**	**60**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N3412
NOS Name	Mix sound
Sector	Media & Entertainment
Sub-Sector	Film, Television, Radio, Animation, Gaming, Advertising
Occupation	Sound Creation
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	21/11/2014
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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 though 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:

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 activites
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
Understanding the health, safety and security risks prevalent in the workplace	**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	-	-
Knowing the people responsible for health and safety and the resources available	**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	-	-
Identifying and reporting risks	**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 though precautionary measures	5	5	-	-
PC9. identify and recommend opportunities for improving health, safety, and security to the designated person	3	2	-	-

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

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

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:

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.

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

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
Introduction to Employability Skills	**1**	**1**	**-**	**-**
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
Constitutional values – Citizenship	**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	-	-	-	-
Becoming a Professional in the 21st Century	**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	-	-	-	-
Basic English Skills	**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	-	-	-	-
Career Development & Goal Setting	**1**	**2**	**-**	**-**

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	-	-	-	-
Communication Skills	**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	-	-	-	-
Diversity & Inclusion	**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	-	-	-	-
Financial and Legal Literacy	**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	-	-	-	-
Essential Digital Skills	**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	-	-	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Entrepreneurship	**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	-	-	-	-
Customer Service	**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	-	-	-	-
Getting ready for apprenticeship & Jobs	**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**	**-**	**-**

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.

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/N3408.Edit Sound	40	60	-	-	100	30
MES/N3411.Document and store media	40	60	-	-	100	30
MES/N3412.Mix sound	40	60	-	-	100	20
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
Total	**190**	**260**	**-**	**-**	**450**	**100**

Acronyms

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

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.

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/ adverting is aimed. A target audience is typically defined by age, gender, economic classification, geography and any other relevant parameters

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 â€˜Nâ€™.
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.

KNOWLEDGE AND UNDERSTANDING	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
ORGANIZATIONAL CONTEXT	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.
TECHNICAL KNOWLEDGE	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
CORE SKILLS/GENERIC SKILLS	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.