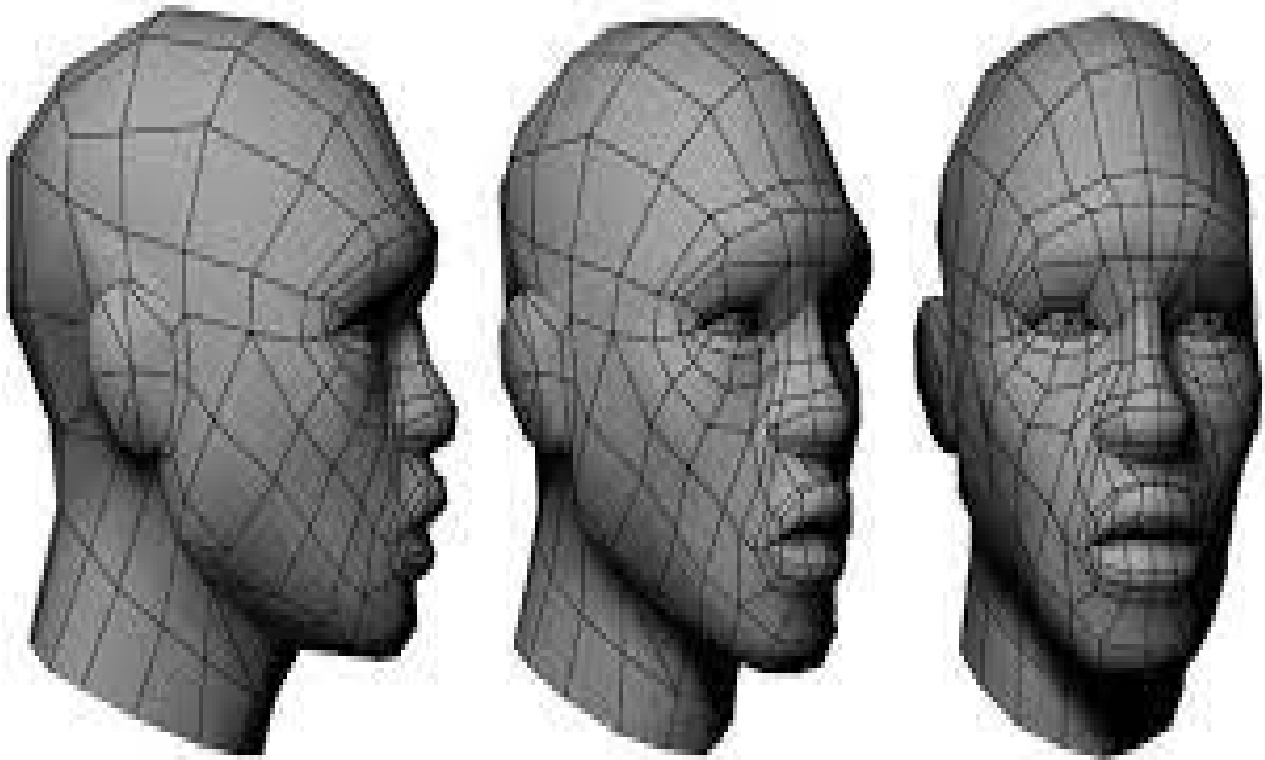


## Qualification Pack



# Modeller

QP Code: MES/Q2501

Version: 3.0

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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## Qualification Pack

### MES/Q2501: Modeller

#### Brief Job Description

Individuals at this job are responsible for creating computer generated models (characters, machines, props, objects etc.) for animation under close supervision of a senior.

#### Personal Attributes

This job requires the individual to create various types of models using modelling software and tools such as Maya, 3D Studio Max etc. The individual must also have a good understanding of the human anatomy, skeleton structure, joints, facial muscles, expressions etc. The individual must be well-versed with the principles and techniques of 3D modelling and animation.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [MES/N2501: Interpret the script/brief/storyboard](#)
2. [MES/N2502: Prepare computer generated models](#)
3. [MES/N2503: Test computer generated models](#)
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>	Animation, Gaming
<b>Occupation</b>	Asset Creation
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Credits</b>	NA
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO 2015- 2166.0202



## 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>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	27/01/2027
<b>NSQC Approval Date</b>	27/01/2022
<b>Version</b>	3.0
<b>Reference code on NQR</b>	2022/ME/MESC/05210
<b>NQR Version</b>	3.0

### Remarks:

This QP was approved in 2015 and NSQC Extended it in 2019 without any change in QP. Therefore, NQR code used is of 2019.



## Qualification Pack

### MES/N2501: Interpret the script/brief/storyboard

#### Description

This OS unit is about interpreting the script/ brief/ storyboard for the animation process

#### Elements and Performance Criteria

##### *Interpretation of script/ brief/ storyboard*

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

- PC1.** understand the script, brief and storyboard from the art director and character designers
- PC2.** understand the design brief in context of his/her job (appearance, complexion, dressing, moods, personalities, expressions etc.)
- PC3.** understand the requirements (number, types, duplicates etc.)
- PC4.** understand the specifications (dimensions, operating parameters etc.)
- PC5.** understand the technical needs of the project relevant to his/ her job role (Television, Film, Gaming, Internet, DVD etc.)
- PC6.** be aware and responsible of his/her role in the pre-production, production and post-production process

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the creative vision and elements of production relevant to his/her job role
- KU2.** the project pipeline/schedule and timelines relevant to their work
- KU3.** the intended purpose/ end-use of the models that need to be created
- KU4.** principles of animation
- KU5.** human anatomy, skeleton structure, joints, facial muscles etc.
- KU6.** human mannerisms, emotions, behavior, facial expressions etc.
- KU7.** techniques and workflow
- KU8.** drawing and illustration techniques
- KU9.** how to prepare an output that is consistent with the creative look of the production and in accordance to the script and design brief
- KU10.** the sources for research and reference material
- KU11.** applicable copyright norms and intellectual property rights
- KU12.** applicable health and safety guidelines

#### Generic Skills (GS)

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

- GS1.** document notes while understanding the brief, requirements and specifications from the art director and character designers to refer to during the production process



## Qualification Pack

- GS2.** read and understand the design brief and character pack
- GS3.** research links, videos, artwork etc. that can be used as references
- GS4.** understand the design brief and requirements from the art director and character designers
- GS5.** breakup the tasks required and estimate the time required for each task, so as to manage own work in assigned time schedule
- GS6.** identify any creative problems that may arise during the production and work back with the art director and character designers to find suitable solutions to address them

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interpretation of script/ brief/ storyboard</i>	<b>40</b>	<b>60</b>	-	-
<b>PC1.</b> understand the script, brief and storyboard from the art director and character designers	10	10	-	-
<b>PC2.</b> understand the design brief in context of his/her job (appearance, complexion, dressing, moods, personalities, expressions etc.)	10	10	-	-
<b>PC3.</b> understand the requirements (number, types, duplicates etc.)	5	15	-	-
<b>PC4.</b> understand the specifications (dimensions, operating parameters etc.)	5	15	-	-
<b>PC5.</b> understand the technical needs of the project relevant to his/ her job role (Television, Film, Gaming, Internet, DVD etc.)	5	5	-	-
<b>PC6.</b> be aware and responsible of his/her role in the pre-production, production and post-production process	5	5	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N2501
<b>NOS Name</b>	Interpret the script/brief/storyboard
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Animation, Gaming
<b>Occupation</b>	Asset Creation
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/07/2013
<b>Next Review Date</b>	27/01/2027
<b>NSQF Clearance Date</b>	27/01/2022





## Qualification Pack

### MES/N2502: Prepare computer generated models

#### Description

This OS unit is about creating computer generated models for the animation process

#### Elements and Performance Criteria

##### *Preparation of computer generated 3D models*

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

- PC1.** prepare digital models according to the design brief, requirements, specifications and technical needs of the project specified by the art director/ character designers
- PC2.** create prototypes/pilots for testing
- PC3.** understand the final display medium and adapt / suggest the model for its polycounts, mesh complexity, movement capability etc. under supervision of the art director and character designers
- PC4.** ensure that the models will be able to perform properly once animated, are uniform and consistent and are delivered in appropriate formats that can be used by others

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the creative vision and elements of production relevant to his/her job role
- KU2.** the pipeline/schedule and timelines relevant to their work
- KU3.** the intended purpose/ end-use of the models that need to be created
- KU4.** principles of 3D modeling and animation including concepts like polygons, nurbs, and sub surface modeling etc.
- KU5.** human anatomy, skeleton structure, joints, facial muscles etc.
- KU6.** human mannerisms, emotions, behavior, facial expressions etc.
- KU7.** basics of rigging to help build models with the minimum necessary spline, nurbs and polygons
- KU8.** techniques and workflow of UV mapping
- KU9.** principles of engineering
- KU10.** physics of motion, resistance and volume
- KU11.** form, scale and proportion of various models
- KU12.** the techniques of sculpting (added advantage)
- KU13.** drawing and illustration techniques
- KU14.** how to create various types of models (organic, non-organic, simple, complex)
- KU15.** how to use modelling software and tools such as Maya, 3D Studio Max, Blender, Mud-Box, Zbrush, Mari etc.
- KU16.** how to design and develop models consistent with the creative look of the production and in accordance to the script and design brief



## Qualification Pack

- KU17.** how to build models with the necessary detailing and as per the camera distance
- KU18.** the sources for research and reference material
- KU19.** how to design models to suit the final use. e.g. a model created for feature films is different from model created for television series and it is further different from model created for a game or e-learning module
- KU20.** how to test models (through the basic phonemes test, basic expression test, simulation tests, grayscale turnarounds) to ensure that they meet the design specification and production requirements
- KU21.** how to test characters, props and environments to ensure they appear correctly from all required camera positions and angles
- KU22.** how to optimise mesh as per production requirements
- KU23.** applicable copyright norms and intellectual property rights
- KU24.** applicable health and safety guidelines

### Generic Skills (GS)

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

- GS1.** document notes /draw illustrations to assist during the modelling process
- GS2.** read and understand the design brief and character pack
- GS3.** research links, videos, artwork etc. that can be used as references during the modelling process
- GS4.** understand the design brief and requirements from the art director and character designers
- GS5.** present the final character models to the art director and solicit feedback
- GS6.** breakup the tasks required and estimate the time required for each task, so as to manage own work in assigned time schedule
- GS7.** identify any creative problems that may arise during the production and work back with the art director and character designers to find suitable solutions to address them
- GS8.** have a keen eye for detail and maintain an aesthetic sense towards colour shapes, forms and software capabilities of the final output

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Preparation of computer generated 3D models</i>	<b>40</b>	<b>60</b>	-	-
<b>PC1.</b> prepare digital models according to the design brief, requirements, specifications and technical needs of the project specified by the art director/ character designers	10	15	-	-
<b>PC2.</b> create prototypes/pilots for testing	10	15	-	-
<b>PC3.</b> understand the final display medium and adapt / suggest the model for its polycounts, mesh complexity, movement capability etc. under supervision of the art director and character designers	10	15	-	-
<b>PC4.</b> ensure that the models will be able to perform properly once animated, are uniform and consistent and are delivered in appropriate formats that can be used by others	10	15	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N2502
<b>NOS Name</b>	Prepare computer generated models
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Animation, Gaming
<b>Occupation</b>	Asset Creation
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/12/2021
<b>Next Review Date</b>	27/01/2027
<b>NSQC Clearance Date</b>	27/01/2022



## Qualification Pack

### MES/N2503: Test computer generated models

#### Description

This OS unit is about testing computer generated models to ensure that they conform to specifications and requirements

#### Elements and Performance Criteria

##### *Testing the models*

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

- PC1.** test the models to ensure that they meet the design specifications and production requirements and function as required
- PC2.** work out any problems with the models that emerge during production or construction in collaboration with peers and under supervision of the art director and character designers
- PC3.** review models with relevant people
- PC4.** respond positively to feedback about the models created, making refinements as needed
- PC5.** remain constantly flexible and adaptable to new directions, creative requirements and developments in model making

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the creative vision and elements of production relevant to his/her job role
- KU2.** the pipeline/schedule and timelines relevant to their work
- KU3.** the intended purpose/ end-use of the models that need to be created
- KU4.** principles of 3D modeling and animation including concepts like polygons, nurbs, and sub surface modeling etc.
- KU5.** human anatomy, skeleton structure, joints, facial muscles etc.
- KU6.** human mannerisms, emotions, behavior, facial expressions etc.
- KU7.** basics of rigging to help build models with the minimum necessary spline, nurbs and polygons
- KU8.** techniques and workflow of UV mapping
- KU9.** principles of engineering
- KU10.** physics of motion, resistance and volume
- KU11.** form, scale and proportion of various models
- KU12.** the techniques of sculpting (added advantage)
- KU13.** drawing and illustration techniques
- KU14.** how to create various types of models (organic, non-organic, simple, complex)
- KU15.** how to use modelling software and tools such as Maya, 3D Studio Max, Blender, Mud-Box, Zbrush, Mari etc.

## Qualification Pack

- KU16.** how to design and develop models consistent with the creative look of the production and in accordance to the script and design brief
- KU17.** how to build models with the necessary detailing and as per the camera distance
- KU18.** the sources for research and reference material
- KU19.** how to design models to suit the final use. e.g. a model created for feature films is different from model created for television series and it is further different from model created for a game or e-learning module
- KU20.** how to test models (through the basic phonemes test, basic expression test, simulation tests, grayscale turnarounds) to ensure that they meet the design specification and production requirements
- KU21.** how to test characters, props and environments to ensure they appear correctly from all required camera positions and angles
- KU22.** how to optimise mesh as per production requirements
- KU23.** applicable copyright norms and intellectual property rights
- KU24.** applicable health and safety guidelines

## Generic Skills (GS)

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

- GS1.** document notes /draw illustrations to assist during the modelling process
- GS2.** read and understand the design brief and character pack
- GS3.** research links, videos, artwork etc. that can be used as references during the modelling process
- GS4.** understand the design brief and requirements from the art director and character designers
- GS5.** present the final character models to the art director and solicit feedback
- GS6.** breakup the tasks required and estimate the time required for each task, so as to manage own work in assigned time schedule
- GS7.** identify any creative problems that may arise during the production and work back with the art director and character designers to find suitable solutions to address them
- GS8.** handle technical issues such as pipeline concerns, optimizing efficiency of assets and asset integration in collaboration with peers and under supervision of the art director

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Testing the models</i>	40	60	-	-
<b>PC1.</b> test the models to ensure that they meet the design specifications and production requirements and function as required	10	15	-	-
<b>PC2.</b> work out any problems with the models that emerge during production or construction in collaboration with peers and under supervision of the art director and character designers	10	15	-	-
<b>PC3.</b> review models with relevant people	10	5	-	-
<b>PC4.</b> respond positively to feedback about the models created, making refinements as needed	5	20	-	-
<b>PC5.</b> remain constantly flexible and adaptable to new directions, creative requirements and developments in model making	5	5	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N2503
<b>NOS Name</b>	Test computer generated models
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Animation, Gaming
<b>Occupation</b>	Asset Creation
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/07/2013
<b>Next Review Date</b>	27/01/2027
<b>NSQF Clearance Date</b>	27/01/2022



## 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



## Qualification Pack

**GS22.** Apply balanced judgments in different situations

## Qualification Pack

### 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>	27/01/2027
<b>NSQF Clearance Date</b>	27/01/2022



## Qualification Pack

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

#### Description

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

#### Scope

The scope covers the following :

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

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

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

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

##### *Constitutional values - Citizenship*

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

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

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

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

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

##### *Basic English Skills*

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



## Qualification Pack

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

### *Career Development & Goal Setting*

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

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

### *Communication Skills*

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

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

### *Diversity & Inclusion*

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

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

### *Financial and Legal Literacy*

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

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

### *Essential Digital Skills*

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

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

### *Entrepreneurship*

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

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

### *Customer Service*

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

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





## Qualification Pack

**PC28.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

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

**PC29.** create a professional Curriculum vitae (Résumé)

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

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

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

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

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

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

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

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

**KU7.** about effective communication

**KU8.** POSH Act

**KU9.** Gender sensitivity and inclusivity

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

**KU11.** how to compute income and expenditure

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

**KU13.** different legal rights and laws

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

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

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

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

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

## Generic Skills (GS)

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

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

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



## Qualification Pack

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

## Qualification Pack

### 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>	17/11/2025
<b>NSQC Clearance Date</b>	17/11/2022

## 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.



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**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/N2501. Interpret the script/brief/storyboard	40	60	-	-	100	25
MES/N2502. Prepare computer generated models	40	60	-	-	100	25
MES/N2503. Test computer generated models	40	60	-	-	100	30
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>190</b>	<b>260</b>	<b>-</b>	<b>-</b>	<b>450</b>	<b>100</b>



## Qualification Pack

### 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
<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualification Framework
<b>QP</b>	Qualifications Pack
<b>NEQFV</b>	National Vocational Education Qualifications Framework
<b>NVQF</b>	National Vocational Qualifications Framework



## 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>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-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 performs similar or 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 that an individual must achieve when carrying out a function at 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

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<b>National Occupational Standard</b>	NOS are the occupational standards which are applied uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OSs, together with the educational training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Electives</b>	Electives are NOS or a 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 or a 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>Unit Code</b>	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.
<b>Description</b>	Description gives a short summary of the unit content. This will be helpful to anyone searching on a database to verify that this is the appropriate OS they have been looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with while carrying out the functions which have a critical impact on quality of performance required.
<b>Knowledge and Understanding</b>	Knowledge and understanding are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs to perform for the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organization is structured and how it operates, including the extent of operative knowledge.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills</b>	Core skills or generic skills are a group of skills that are the key to learning and working in today's world. These skills are typically needed in all the work environments in today's world. In the context of the OS, these include communication related skills that are applicable to most of the job roles.