Storyboard Artist

QP Code: MES/Q0507

Version: 2.0

NSQF Level: 3

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Contents

MES/Q0507: Storyboard Artist

Brief Job Description

Individuals at this job need to translate the script/ story/ idea/ concept into a visual medium using a series of illustrated frames

Personal Attributes

This job requires the individual to have excellent drawing skills and an understanding of the elements of storyboarding. The individual must be able to visualize frames/ scenes and conceptualise creative ways to illustrate them using software such as Adobe Photoshop Storyboard Pro, Storyboard Artist Studio, Microsoft Powerpoint etc.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. MES/N0518: Analyzing the script

2. MES/N0508: Prepare storyboard

3. MES/N0509: Create visual references

4. MES/N0104: Maintain Workplace Health & Safety

5. DGT/VSQ/N0101: Employability Skills (30 Hours)

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Art and Design
Country	India
NSQF Level	3
Credits	11
Aligned to NCO/ISCO/ISIC Code	NCO 2015- 2166.0209

Minimum Educational Qualification & Experience	10th Class with 1 Year of experience OR 8th Class (with ITI) with 1 Year of experience
Minimum Level of Education for Training in School	8th 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/06913
NQR Version	2.0

Remarks:

MES/N0518: Analyzing the script

Description

This OS unit is about analyzing the script during pre-production to define the overall 'appearance/look' of characters in the production with costumes and to determine the number of characters and their costume requirements.

Scope

The scope covers the following :

- This unit/task covers the following:
- Analyse script breakdown scene by scene
- Defining costumes for the characters
- Research-based on the style of characters

Elements and Performance Criteria

Scripts break down scene by scene

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

PC1. analyse the script and making a careful analysis of the plot, tone, and period of the story being told

PC2. • break down scripts scene by scene to work out how many characters are
• involved and what costumes are required

PC3. check with the sponsor/ director or production manager on the exact number of characters needing costumes, as any non-speaking characters the director plans to include may not have been listed in the script

Defining costumes for characters

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

PC4. develop costume plots for each character

PC5. check costume colours and styles do not mimic each other in the same scene,unless required.

PC6. costumes designed highlight the characters' emotional journeys by varying the intensity and depth of colours

PC7. create the look of each character by designing clothes and accessories the actors will wear in performance

PC8. ensure ndividual props and wardrobes created/designed reflect the story being told and portray the character's personalities, cultures, ages, status and relationships

PC9. design costumes such way they depict characters Social position, economic status, occupation, gender, age, sense of style, tendencies towards conformity or individualism, etc.

PC10. co-relate each characters as per scene demand

Research based on the style of character

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

PC11. carry out research into the costume styles, designs and construction methods suitable for the time period depicted in the script or era of the story and the production concept

PC12. use resources such as libraries, museums and the Internet to design the style.

PC13. design costume such a way that they sets mood and establishes setting of the plot

PC14. ability and desire to research and continually learn about scenarios, cultures and periods of history which help demonstrate the director's vision

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. constraints such as budget, time, logistics and skills-sets

KU2. the capabilities of the resources that could potentially be employed on the project

KU3. idea of film Production process.

KU4. identifying improvements.

KU5. completing work according to the schedule with attention to detail without damage to goods and equipments

KU6. about film, production, theatre, marketing, and fashion design.

KU7. able to design many costumes for a character as costumes define the attitude and feel which may change according to the scenes, setting or development

KU8. how to visualize a story from the script and adapt it to costume design.

KU9. how to estimate the cost, number of resources required and skill-sets that would be required to develop and design the costumes.

KU10. final designs are done in full color and they show the style, silhouette, textures,accessories and unique features of each costume.

KU11. have a wide-ranging cultural knowledge base.

KU12. relevant copyright norms and intellectual property rights.

KU13. relevant production software and hardware relating to costume designing.

KU14. applicable health and safety guidelines

Generic Skills (GS)

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

GS1. document the pros and cons for each production idea

GS2. study scripts and story lines to get an idea on how to conceptualize the appropriate costume style

GS3. has a good feel for the overall plot, the director's focus and intent, as well as the personalities, roles and relationships various characters have throughout the production.

GS4. know about costume history and modern fashion industry trends and developments.

GS5. if the production is set in a specific historical era, the fashions of this period will need to be researched

GS6. creative collaboration with the director and the cinematographer ensuring that the costumes are smoothly integrated into the production as a whole.

GS7. work across departments within film production.

GS8. discuss costume and character ideas with director, producer, cameraman, make-up man, hair-stylist and performers.

GS9. discuss color palettes with the director of photography and the production designer.

GS10. break down scripts in terms of costume plots.

GS11. distinguish between major and minor characters.

GS12. have a creative feel for how to dress to particular faces or physiques in order to create characters.

GS13. break down scripts in terms of costume plots to be used during production

GS14. able to communicate the costume plots requirements analyzed with the production team

GS15. able to solve creative and production issues will creating costume plots

GS16. communicate the costume plots analyzed with the production team.

GS17. foresee the costume plots to be developed as per the script updations

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Scripts break down scene by scene	**6**	**8**	**-**	**-**
PC1. analyse the script and making a careful analysis of the plot, tone, and period of the story being told	2	3	-	-
PC2. • break down scripts scene by scene to work out how many characters are • involved and what costumes are required	2	2	-	-
PC3. check with the sponsor/ director or production manager on the exact number of characters needing costumes, as any non-speaking characters the director plans to include may not have been listed in the script	2	3	-	-
Defining costumes for characters	**16**	**48**	**-**	**-**
PC4. develop costume plots for each character	3	7	-	-
PC5. check costume colours and styles do not mimic each other in the same scene,unless required.	3	7	-	-
PC6. costumes designed highlight the characters' emotional journeys by varying the intensity and depth of colours	2	8	-	-
PC7. create the look of each character by designing clothes and accessories the actors will wear in performance	2	7	-	-
PC8. ensure ndividual props and wardrobes created/designed reflect the story being told and portray the character's personalities, cultures, ages, status and relationships	2	8	-	-
PC9. design costumes such way they depict characters Social position, economic status, occupation, gender, age, sense of style, tendencies towards conformity or individualism, etc.	2	8	-	-
PC10. co-relate each characters as per scene demand	2	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Research based on the style of character	**8**	**14**	**-**	**-**
PC11. carry out research into the costume styles, designs and construction methods suitable for the time period depicted in the script or era of the story and the production concept	2	3	-	-
PC12. use resources such as libraries, museums and the Internet to design the style.	2	3	-	-
PC13. design costume such a way that they sets mood and establishes setting of the plot	2	3	-	-
PC14. ability and desire to research and continually learn about scenarios, cultures and periods of history which help demonstrate the director's vision	2	5	-	-
NOS Total	**30**	**70**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0518
NOS Name	Analyzing the script
Sector	Media & Entertainment
Sub-Sector	Film, Television, Live Performance, Advertising
Occupation	Art and Design
NSQF Level	4
Credits	TBD
Version	1.0
Last Reviewed Date	NA
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

MES/N0508: Prepare storyboard

Description

This OS unit is about translating the script/ story/ idea/ concept (largely written material/ text) into a visual medium using a storyboard/series of illustrated frames

Elements and Performance Criteria

Breaking the production idea/script down into frames/ scenes

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

PC1. analyze and break the production idea/script down into frames/scenes/ panels

PC2. conceptualize creative ways of illustrating frames/scenes (all possible technical aspects must be handled carefully in each panel)

Translating the frames into a series of sequential illustrations

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

PC3. prepare storyboards for the script in accordance to specifications, keeping in mind the technical continuity of the story from the concept to the screenplay

PC4. respond positively to feedback and changes in creative requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the objective and outcomes of the production relevant to the individuals job role

KU2. the objective/purpose that the storyboard intends to achieve i.e. to make pitches (e.g. ad films) or to explain requirements/ act as a reference for the production team (e.g. animated content, ad film production)

KU3. the storyboarding requirements and specifications

KU4. the timelines within which the storyboard needs to be delivered

KU5. how to see the story and its requirements through the directors eyes

KU6. the age-group for which the story needs to be presented

KU7. the precautions that need to be kept in mind for a particular script

KU8. the elements of storyboarding including character movements, backgrounds, camera angles, shots, frame composition, perspective, lighting, sets etc.

KU9. how to draw and illustrate using various drawing techniques

KU10. how to illustrate words, emotions and actions in a simple and powerful way

KU11. the human anatomy, emotions, actions and expressions

KU12. basics of theatre, staging, gestures and group behavior

KU13. how to work on storyboarding software such as adobe photoshop storyboard pro, storyboard artist studio, and microsoft powerpoint etc.

KU14. how to present simple and appropriate camera angles to make the scene interesting

KU15. how to use photography as a tool to gather references

KU16. how to break the script down into frames / scenes relevant to the individuals own work

KU17. the basics of frame resolution and ratios

KU18. how to visualize frames/ scenes from the angle of a camera and conceptualize creative ways to illustrate them

KU19. how to research/ collect visual references

KU20. applicable health and safety guidelines

Generic Skills (GS)

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

GS1. document notes on requirements and specifications

GS2. label each frame sequentially and document notes, where required

GS3. read and understand the script/ story/ concept/ idea

GS4. be a good story-teller

GS5. understand storyboard requirements and specifications from the producer and director

GS6. present and pitch storyboards to the producer, director, production team, as appropriate

GS7. plan and prioritize own work according to the requirements and agreed timelines

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Breaking the production idea/script down into frames/ scenes	**30**	**30**	**-**	**-**
PC1. analyze and break the production idea/script down into frames/scenes/ panels	15	15	-	-
PC2. conceptualize creative ways of illustrating frames/scenes (all possible technical aspects must be handled carefully in each panel)	15	15	-	-
Translating the frames into a series of sequential illustrations	**20**	**20**	**-**	**-**
PC3. prepare storyboards for the script in accordance to specifications, keeping in mind the technical continuity of the story from the concept to the screenplay	10	10	-	-
PC4. respond positively to feedback and changes in creative requirements	10	10	-	-
NOS Total	**50**	**50**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0508
NOS Name	Prepare storyboard
Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Art and Design
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	29/10/2014
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

MES/N0509: Create visual references

Description

This OS unit is about translating the script/ story/ idea/ concept into visual references

Elements and Performance Criteria

Creating visual references based on the story/ content, under supervision

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

PC1. translate initial character designs into appropriate visual references showing all required positions, angles and views, with particular regard to continuity and size relationships

PC2. create environmental backgrounds with appropriate perspective and lighting that matches existing designs

PC3. produce reference material that establishes the required mood, meaning and effect within the confines of the required style

PC4. produce accurate visual references that provide the necessary information for use by the animation team, including explanatory notes where required

PC5. remain constantly flexible and adaptable to new directions, creative requirements and developments in design

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the objective and outcomes of the production

KU2. the objective/purpose that the storyboard intends to achieve i.e. to make pitches (e.g. ad films) or to explain requirements/ act as a reference for the production team (e.g. animated content, ad film production

KU3. the storyboarding requirements and specifications

KU4. the timelines within which the storyboard needs to be delivered

KU5. how to see the story and its requirements through the directors eyes

KU6. the age-group for which the story needs to be presented

KU7. the precautions that need to be kept in mind for a particular script

KU8. the elements of storyboarding including character movements, backgrounds, camera angles, shots, frame composition, perspective, lighting, sets etc.

KU9. how to draw and illustrate using various drawing techniques

KU10. how to illustrate words, emotions and actions in a simple and powerful way

KU11. the human anatomy, emotions, actions and expressions

KU12. elements animation technique and the medium that are relevant to the individuals job role

KU13. how to work on storyboarding software such as adobe photoshop storyboard pro, storyboard artist studio, and microsoft powerpoint etc.

KU14. how to present simple and appropriate camera angles to make the scene interesting

KU15. how to use photography as a tool to gather references

KU16. how to break the script down into frames / scenes

KU17. the basics of frame resolution and ratios

KU18. how to visualize frames/ scenes from the angle of a camera and conceptualize creative ways to illustrate them

KU19. how to research/ collect visual references

KU20. applicable health and safety guidelines

Generic Skills (GS)

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

GS1. document notes on requirements and specifications

GS2. label each frame sequentially and document notes, where required

GS3. read and understand the script/ story/ concept/ idea

GS4. be a good story-teller

GS5. understand storyboard requirements and specifications from the producer and director

GS6. present and pitch storyboards to the producer, director, production team and end clients

GS7. plan and prioritize own work according to the requirements and agreed timelines

GS8. identify any problems with successful execution of the individuals tasks and resolve them in consultation with the producer and director

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Creating visual references based on the story/ content, under supervision	**50**	**50**	-	-
PC1. translate initial character designs into appropriate visual references showing all required positions, angles and views, with particular regard to continuity and size relationships	10	10	-	-
PC2. create environmental backgrounds with appropriate perspective and lighting that matches existing designs	15	15	-	-
PC3. produce reference material that establishes the required mood, meaning and effect within the confines of the required style	10	10	-	-
PC4. produce accurate visual references that provide the necessary information for use by the animation team, including explanatory notes where required	10	10	-	-
PC5. remain constantly flexible and adaptable to new directions, creative requirements and developments in design	5	5	-	-
NOS Total	**50**	**50**	-	-

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0509
NOS Name	Create visual references
Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Art and Design
NSQF Level	3
Credits	TBD
Version	1.0
Last Reviewed Date	29/10/2014
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/N0101: Employability Skills (30 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
- 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. understand the significance of employability skills in meeting the job requirements

Constitutional values – Citizenship

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

PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

Becoming a Professional in the 21st Century

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

PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

Basic English Skills

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

PC4. speak with others using some basic English phrases or sentences

Communication Skills

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

PC5. follow good manners while communicating with others

PC6. work with others in a team

Diversity & Inclusion

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

PC7. communicate and behave appropriately with all genders and PwD

PC8. report any issues related to sexual harassment

Financial and Legal Literacy

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

PC9. use various financial products and services safely and securely

PC10. calculate income, expenses, savings etc.

PC11. approach the concerned authorities for any exploitation as per legal rights and laws

Essential Digital Skills

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

PC12. operate digital devices and use its features and applications securely and safely

PC13. use internet and social media platforms securely and safely

Entrepreneurship

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

PC14. identify and assess opportunities for potential business

PC15. identify sources for arranging money and associated financial and legal challenges

Customer Service

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

PC16. identify different types of customers

PC17. identify customer needs and address them appropriately

PC18. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC19. create a basic biodata

PC20. search for suitable jobs and apply

PC21. identify and register apprenticeship opportunities as per requirement

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills

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 basic spoken English language

KU6. Do and dont of effective communication

KU7. inclusivity and its importance

KU8. different types of disabilities and appropriate communication and behaviour towards PwD

KU9. different types of financial products and services

KU10. how to compute income and expenses

KU11. importance of maintaining safety and security in financial transactions

KU12. different legal rights and laws

KU13. how to operate digital devices and applications safely and securely

KU14. ways to identify business opportunities

KU15. types of customers and their needs

KU16. how to apply for a job and prepare for an interview

KU17. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

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

GS1. communicate effectively using appropriate language

GS2. behave politely and appropriately with all

GS3. perform basic calculations

GS4. solve problems effectively

GS5. be careful and attentive at work

GS6. use time effectively

GS7. maintain hygiene and sanitisation to avoid infection

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	**1**	**1**	**-**	**-**
PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
Constitutional values – Citizenship	**1**	**1**	**-**	**-**
PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
Becoming a Professional in the 21st Century	**1**	**3**	**-**	**-**
PC3. explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
Basic English Skills	**2**	**3**	**-**	**-**
PC4. speak with others using some basic English phrases or sentences	-	-	-	-
Communication Skills	**1**	**1**	**-**	**-**
PC5. follow good manners while communicating with others	-	-	-	-
PC6. work with others in a team	-	-	-	-
Diversity & Inclusion	**1**	**1**	**-**	**-**
PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC8. report any issues related to sexual harassment	-	-	-	-
Financial and Legal Literacy	**3**	**4**	**-**	**-**
PC9. use various financial products and services safely and securely	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. calculate income, expenses, savings etc.	-	-	-	-
PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
Essential Digital Skills	**4**	**6**	**-**	**-**
PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
PC13. use internet and social media platforms securely and safely	-	-	-	-
Entrepreneurship	**3**	**5**	**-**	**-**
PC14. identify and assess opportunities for potential business	-	-	-	-
PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
Customer Service	**2**	**2**	**-**	**-**
PC16. identify different types of customers	-	-	-	-
PC17. identify customer needs and address them appropriately	-	-	-	-
PC18. follow appropriate hygiene and grooming standards	-	-	-	-
Getting ready for apprenticeship & Jobs	**1**	**3**	**-**	**-**
PC19. create a basic biodata	-	-	-	-
PC20. search for suitable jobs and apply	-	-	-	-
PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
NOS Total	**20**	**30**	**-**	**-**

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0101
NOS Name	Employability Skills (30 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	2
Credits	1
Version	1.0
Last Reviewed Date	NA
Next Review Date	30/09/2024
NSQC Clearance Date	30/09/2021

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/N0518.Analyzing the script	30	70	0	0	100	25
MES/N0508.Prepare storyboard	50	50	-	-	100	30
MES/N0509.Create visual references	50	50	-	-	100	25
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	-	-	50	10
Total	**200**	**250**	**0**	**0**	**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.
ATTITUDE POSES	Attitude poses are used to describe the body language and personality of the characters
BUDGET	Budget is an estimate of the total cost of production that may include a break-up of cost components
CHARACTER LINE-UP	Character line-up is the portrayal of characters side-by-side
CHARACTER TURNAROUNDS	Character turnarounds are used to depict the characters look from all angles
CLEAN-UP	Refining the interim/rough animation
COLOR KEYS	Color keys are used to depict the mood of the production through hues and tones
COLOR THEORY	Color theory is the art of combining all the colors in the color wheel to create specific color combinations
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.

CREATIVE BRIEF	Creative brief is a document that captures the key questions that serve as a guide for the production including the vision, objective of the project, target audience, timelines, budgets, milestones, stakeholders etc.
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.
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.
JOB ROLE	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
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.
LIGHTING KEYS	Lighting keys are used to depict the mood of the production through intensity, tine and shadows
MOUTH CHART	Mouth chart is used to portray the emotions and expressions of the characters
NATIONAL OCCUPATIONAL STANDARDS (NOS)	NOS are Occupational Standards which apply uniquely in the Indian context.
OCCUPATION	Occupation is a set of job roles, which perform similar/related set of functions in an industry
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.