



QUALIFICATION FILE

Animator

- Short Term Training (STT) Long Term Training (LTT) Apprenticeship
 Upskilling Dual/Flexi Qualification For ToT For ToA

- General Multi-skill (MS) Cross Sectoral (CS) Future Skills OEM

NCrF/NSQF Level: **NSQF Level 4**

Submitted By:

Media & Entertainment Skills Council

522-524, DLF Tower-A, Jasola, New Delhi

110025

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Section 1: Basic Details

1.	Qualification Name	Animator										
2.	Sector/s	Media and Entertainment										
3.	Type of Qualification: <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: 2019/ME/MESC/3423 V2.0	Qualification Name of existing/previous version:									
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>											
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	2022/ME/MESC/05192 V3.0	6. NCrf/NSQF Level: NSQF Level 4									
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate										
8.	Brief Description of the Qualification	Individuals at this job need to refer to concept artwork prepared by animation artists to produce animated sequence of 2D/3D images using animation software.										
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>12th Class</td> <td>1 Year of experience</td> </tr> <tr> <td>2</td> <td>I.T.I</td> <td>1 Year of experience</td> </tr> </tbody> </table> b. Age: <Please specify age only in case of any legal restrictions>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	12th Class	1 Year of experience	2	I.T.I	1 Year of experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)										
1	12th Class	1 Year of experience										
2	I.T.I	1 Year of experience										
10.	Credits Assigned to this Qualification, Subject to Assessment <i>(as per National Credit Framework (NCrF))</i>	18	11. Common Cost Norm Category (I/II/III) <i>(wherever applicable):</i> I									
12.	Any Licensing requirements for Undertaking Training on This Qualification <i>(wherever applicable)</i>	NA										

13.	Training Duration by Modes of Training Delivery (<i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i>)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended					
		Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)
		Classroom (offline)	175	335	30		540
		Online					
		<i>(Refer Blended Learning Annexure for details)</i>					
14.	Aligned to NCO/ISCO Code/s (<i>if no code is available mention the same</i>)	NCO 2015-2166.0201					
15.	Progression path after attaining the qualification (<i>Please show Professional and Academic progression</i>)	<ul style="list-style-type: none"> • Senior Animator (NSQF Level 5) • Art Director (NSQF Level 5) 					
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi					
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:					
18.	Is the Job Role Amenable to Persons with Disability	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability: LD					
19.	How Participation of Women will be Encouraged	The Qualification is Agnostic of Gender					
20.	Are Greening/ Environment Sustainability Aspects Covered (<i>Specify the NOS/Module which covers it</i>)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
22.	Name and Contact Details of Submitting / Awarding Body SPOC (<i>In case of CS or MS, provide details of both Lead AB & Supporting ABs</i>)	Name: Mohit Soni Position in the organization: Chief Executive Officer Address if different from above: Tel number(s): 01149048335/ 49048336 E-mail address: ceo@mescindia.org					
23.	Final Approval Date by NSQC: 27/01/2022	24. Validity Duration: 5 Years			25. Next Review Date: 25/01/2027		

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

Th.-Theory Pr.-Practical OJT-On the Job Man.-Mandatory Training Rec.-Recommended Proj.-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Understand Animation Requirements	MES/N0701	Core	4	1	10	20			30	50	50			100	20
2.	Conceptualise creative ideas for Production	MES/N0702	Core	4	2	15	45			60	50	50			100	10
3.	Plan Tools and Workflow	MES/N0703	Core	4	2	15	45			60	50	50			100	10
4.	Produce 2D Animation	MES/N0704	Core	4	3	30	60			90	50	50			100	10
5.	Produce 3D Animation	MES/N0705	Core	4	3	30	60			90	50	50			100	15
6.	Produce Stop Motion Animation	MES/N0706	Core	4	3	30	60			90	50	50			100	15
7.	Maintain Workplace Health and Safety	MES/N0104	Non-Core	4	1	15	15			30	50	50			100	10
8.	Employability Skills	DGT/VSQ/N0102	Non-Core	4	2	30	30			60	20	30			50	10
Duration (in Hours) / Total Marks					17	175	335	30		540	370	380			750	100

Elective NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.																
2.																
Duration (in Hours) / Total Marks																

Optional NOS/s:

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.																
2.																
Duration (in Hours) / Total Marks																

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70% (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: 70% (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	<p>Minimum Educational Qualifications: Class XII or Graduation in Fine Arts or equivalent.</p> <p>Domain Certification: Certified for Job Role: "Animator" mapped to QP: "MES/Q 0701". Minimum accepted score as per SSC guidelines is 80%.</p> <p>Platform Certification: Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "SSC/Q1402" with scoring of minimum 80%.</p>
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		Experience: 3 years Animator or 2 years Lead Animator
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	<p>Minimum Educational Qualifications: Class XII or Graduation in Fine Arts or equivalent.</p> <p>Domain Certification: Certified for Job Role: "Animator" mapped to QP: "MES/Q 0701". Minimum accepted score as per SSC guidelines is 80%.</p> <p>Platform Certification: Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "SSC/Q1402" with scoring of minimum 80%.</p> <p>Experience: 5 years Animator or 4 years Lead Animator</p>
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<p>Minimum Educational Qualifications: Graduation in Fine Arts or equivalent.</p> <p>Experience: 3 years Animator or 2 years Lead Animator</p>
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	Post Graduation with 2 Years of relevant experience
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	<p>Minimum Educational Qualifications: Graduation in Fine Arts or equivalent.</p> <p>Experience: 5 years Animator or 4 years Lead Animator</p>
4.	Assessment Mode (Specify the assessment mode)	Blended
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No):
4.	Number of Industry validation provided:
5.	Estimated nos. of persons to be trained and employed:
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: If "No", why:

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors <i>(Mandatory)</i>	<i>Annexure 1</i>
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	<i>Annexure 2</i>
3.	Annexure: Detailed Assessment Criteria <i>(Mandatory)</i>	<i>Annexure 4</i>
4.	Annexure: Assessment Strategy <i>(Mandatory)</i>	<i>Annexure 5</i>
5.	Annexure: Blended Learning <i>(Mandatory, in case selected Mode of delivery is "Blended Learning")</i>	<i>Annexure 3</i>
6.	Annexure: Multiple Entry-Exit Details <i>(Mandatory, in case qualification has multiple Entry-Exit)</i>	
7.	Annexure: Acronym and Glossary <i>(Optional)</i>	<i>Annexure 6</i>
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	<i>Model Curriculum</i>
9.	Supporting Document: Career Progression <i>(Mandatory - Public view)</i>	
10.	Supporting Document: Occupational Map <i>(Mandatory)</i>	
11.	Supporting Document: Assessment SOP <i>(Mandatory)</i>	
12.	Any other document you wish to submit:	

Annexure: Evidence of Level

NCrf/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrf/NSQF level descriptor	NCrf/NSQF Level
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Professional Theoretical Knowledge/Process	<ol style="list-style-type: none"> 1. Analyse Script Requirements 2. Conceptualise creative ideas for Production 3. Plan Tools and Workflow 4. Produce 2D Animation 5. Produce 3D Animation 6. Produce Stop Motion Animation 7. Maintain workplace health and safety Description 	<p>Job holder is expected to understand the script brief by application of basic creative principles and processes for digital asset creation by interpreting script and storyboard. Considering the core skills, which, a 2d and 3d Animator creates possesses in terms to animate an character or an object properties to this outcome is pegged at Level 4</p>	Level 4
Professional and Technical Skills/ Expertise/ Professional Knowledge	<ol style="list-style-type: none"> 1. Analyse Script Requirements 2. Conceptualise creative ideas for Production 3. Plan Tools and Workflow 4. Produce 2D Animation 5. Produce 3D Animation 6. Produce Stop Motion Animation 7. Maintain workplace health and safety Description 	<p>Jobholder is expected to have knowledge the script and the understanding needs to meet the standards of the storyboard, in terms of their in terms of their technical, generic, professional and organizational specific knowledge of Understanding the production specifics from the Director and Art Director in term of producing an animation from an animation Considering the in-depth professional and factual knowledge which an animator outcome is pegged at Level 4</p>	Level 4
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	<ol style="list-style-type: none"> 1. Analyse Script Requirements 2. Conceptualise creative ideas for Production 3. Plan Tools and Workflow 4. Produce 2D Animation 5. Produce 3D Animation 6. Produce Stop Motion Animation 7. Maintain workplace health and safety Description 	<p>The Animator has to actively engage with Script and Storyboard. Also actively engage with Director and Art Director. Jobholder is expected to conduct themselves in ways, where they plan individual timelines and deliver on schedule in Plan and Organize manner, understanding of shot break up, time lapse required Understanding of the social and professional environment for Planned production workflow, timelines and deliverables Considering the core</p>	Level 4

		skills, which an animator must possess of basic understanding of 2d and 3d animation Outcome is pegged at Level 4.	
Broad Learning Outcomes/Core Skill	<ol style="list-style-type: none"> 1. Analyse Script Requirements 2. Conceptualise creative ideas for Production 3. Plan Tools and Workflow 4. Produce 2D Animation 5. Produce 3D Animation 6. Produce Stop Motion Animation 7. Maintain workplace health and safety Description 	<p>The jobholder is needs to have Generic Skills of writing, Oral and Communication Skills A Jobholder needs to Document the notes, project brief, reference links, videos, decisions on the technique etc., that can serve as a reference document for circulation to the production team. Variations in the strategy for an animator to Read and understand the script and determine animation requirements (including specifics of the characters, country, culture emerging techniques in animation and also updating skills accordingly. the jobholder need to accordingly plan his task based on his own learning and experience, which he gained having practical knowledge from Director and Art director of Understanding , clarify and agree on the project brief and parameters of the end-product to be produced Involved in this outcome this is pegged at level 4.</p>	Level 4
Responsibility	<ol style="list-style-type: none"> 1. Analyse Script Requirements 2. Conceptualise creative ideas for Production 3. Plan Tools and Workflow 4. Produce 2D Animation 5. Produce 3D Animation 6. Produce Stop Motion Animation 	<p>An Animator carries out his assigned functions like Preparation of a prototype 2D and 3D work product/previsualization for review, Preparation 2d and 3d films, television series, advertisements, education content, work products for the internet, promotional material/corporate presentations,</p>	Level 4

	7. Maintain workplace health and safety Description	game art, augmented reality and industry specific content such as scientific animation, legal hand drawn animation, cut out animation, 2D and 3D animation techniques, Animate expressions and lip movements to match dialogues and sound he is responsible for carrying out his/her job, some of which will require them to make choices about the approaches they adopt. They also require to constantly improvising their approach based on their experience. Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing also Ensure that the work-products meet quality standards Therefore this is pegged at level 4.	
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Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Webcamera		1
2	Video Camera		1
3	Autodesk Maya/Max Software		15
4	2.1 Multimedia Speakers		1
5	Headphones		15
6	2D Animation Light Box		15
7	High End Graphics Computer With Single Monitor		15

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. Laptops

2. Whiteboards and markers
3. Projector
4. Screen
5. Stationery

Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)

Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

- 1.
- 2.

Content availability for previous versions of qualifications:

Participant Handbook Facilitator Guide Digital Content Qualification Handbook Any Other:

Languages in which Content is available:

Annexure: Blended Learning

Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET "Guidelines for Blended Learning for Vocational Education, Training & Skilling" available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

S. No.	Select the Components of the Qualification	List Recommended Tools – for all Selected Components	Offline : Online Ratio
1	<input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge	LCD, Projector, Laptop, MSOffice Suite, Flipchart, whiteboard, Markers, wi-fi connectivity	50:50
2	<input type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners		
3	<input type="checkbox"/> Showing Practical Demonstrations to the learners	LCD, Projector, Laptop, MSOffice Suite, various tools and software, computer camera, computer speakers, wi-fi connectivity	50:50
4	<input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	Computer systems for all students, printers, wi-fi connectivity	50:50
5	<input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice	Learning management system	0:100
6	<input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations	Online assessment portals, tablet for each student	0:100
7	<input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training	Access to industry partner in relevant field	100:0

Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Analyse Script Requirements	<ul style="list-style-type: none"> PC1. Understand, clarify and agree on the project brief from the Director, Art Director and Supervisors. This could include the following: 	20	15		

	Objective, concept/style of animation, script, storyboard and animatic, do's and don'ts for animation, target audience, project pipeline/ asset management/ scheduling and activities, project timelines and constraints, production brief/ key milestones for delivery, creative brief/desired look of the end-product – using similar projects for reference, quality standards to be maintained, technical details like aspect ratio, output format, list of deliverables and their respective output format				
	<ul style="list-style-type: none"> PC2. Analyse various parameters of the end product that would influence production requirements (e.g. duration, style, number of characters, subject and storyline, culture and period the story is based in, effects required, format, music etc.) 	10	15		
	<ul style="list-style-type: none"> PC3. Analyse the treatment of the output that needs to be produced and the volume of the final output 	10	10		
	<ul style="list-style-type: none"> PC4. Analyse the shot sequence (high-level) and continuity / consistency required 	5	5		
	<ul style="list-style-type: none"> PC5. Select an appropriate animation technique based on the output required. This could include: · 2D animation: cell animation e.g. early episodes of tom and jerry (series), cut out animation e.g. charlie and lola (series), limited animation e.g. south park, empire square (series) 3D Animation: realistic 3D animation e.g. beowulf, avatar, gollum (movies), semirealistic e.g. little krishna, brave (movies), toon animation e.g. kung-fu panda (movie), simulation of traditional & stop motion techniques e.g. vinetacucini and amaron battery (advertisements, flushed away (movie), stopmotion animation, VFX, stereo conversion 	5	5		
	Total Marks	50	50		
Conceptualise creative ideas for Production	<ul style="list-style-type: none"> PC1. Research and find character references that would aid and inspire designs 	20	20		
	<ul style="list-style-type: none"> PC2. Generate creative concepts and ideas for production using visualization and using references from the concept art-work prepared by the designers, drawing from imagination, acting and performing 	15	10		
	<ul style="list-style-type: none"> PC3. Present ideas to the Director, Art Director and Supervisors 	10	10		

	<ul style="list-style-type: none"> PC4. Agree on the style of the work-product that would most appeal to the target audience in sync with the schedule and show requirement" 	5	10		
	Total Marks	50	50		
Plan Tools and Workflow Plan Tools and Workflow	<ul style="list-style-type: none"> PC1. Stay apprised of the various types of software tools available for production in the market 	15	15		
	<ul style="list-style-type: none"> PC2. Research and Suggest the best tool for the production 	15	15		
	<ul style="list-style-type: none"> PC3. Evaluate timelines for production in accordance to the production schedule (supervisor) 	10	10		
	<ul style="list-style-type: none"> PC4. Read, follow and update the production workflow/schedule, deliverables and timelines with the Director, Art Director and Supervisors 	10	10		
	Total Marks	50	50		
Produce 2D Animation	<ul style="list-style-type: none"> P1. Follow the storyboard for composition i.e. positioning of the character with respect to the background and camera to create the desired animation 	5	5		
	<ul style="list-style-type: none"> P2. Draw/source key frame drawings to establish a reference point for strong poses 	5	5		
	<ul style="list-style-type: none"> PC3. Incorporate audio/music assets 	3	2		
	<ul style="list-style-type: none"> PC4. Create shadows for animation using pre-defined lighting keys 	2	3		
	<ul style="list-style-type: none"> PC5. Bring assets together to produce sequences and scenes/shots as per requirements and ensuring continuity 	3	2		
	<ul style="list-style-type: none"> PC6. Ensure that the hook-up/transition from one scene to another is done properly 	2	3		
	<ul style="list-style-type: none"> PC7. How to work with layers and get a good perspective view 	3	2		
	<ul style="list-style-type: none"> PC8. Work effectively within the team and with other departments, namely, assets, lighting and effects 	2	3		
	<ul style="list-style-type: none"> PC9. Critically review animation produced, keeping in mind the creative and design specifications and producer brief 	3	2		
	<ul style="list-style-type: none"> PC10. Refine the output based on deviations observed and/or modifications required within requisite timelines 	2	3		
	<ul style="list-style-type: none"> PC11. Ensure that the work-products meet quality standards (so that they can be approved with minimum iterations) and are delivered within the requisite" 	2	3		
	<ul style="list-style-type: none"> PC12. How to achieve the required output targets 	3	2		

	<ul style="list-style-type: none"> PC13. Organise, store and manage work-products into file formats using standard file naming conventions and maintain assets for further use 	2	3		
	<ul style="list-style-type: none"> PC14. Train junior animators to improve their quality ability to deliver within given timelines 	2	3		
	<ul style="list-style-type: none"> PC15. Apply principles of design, 2D animation and film-making to create sequences and scenes/shots 	5	5		
	<ul style="list-style-type: none"> PC16. Apply varied techniques and styles based on the requirement 	3	2		
	<ul style="list-style-type: none"> PC17. Use graphics and animation software to produce in-between poses for Animation 	3	2		
	Total Marks	50	50		
Produce 3D Animation	<ul style="list-style-type: none"> PC1. follow the storyboard for composition (eg: positioning of the character with respect to the background/camera to create the desired animation) 	10	15		
	<ul style="list-style-type: none"> PC2. prepare prototype work product/previsualisation 	5	5		
	<ul style="list-style-type: none"> PC3. apply principles of design, 3d animation and film-making to create sequences and scenes/shots 	5	5		
	<ul style="list-style-type: none"> PC4. animate expressions and lip movements to match dialogues and sound 	2	3		
	<ul style="list-style-type: none"> PC5. communicate requirements to camera and lighting for motion capture, where required 	3	2		
	<ul style="list-style-type: none"> PC6. work with motion capture data received from the motion/performance capture studio (clean up the data and map animation data to 3d models) 	3	2		
	<ul style="list-style-type: none"> PC7. apply 3d animation techniques, including: realistic 3d animation- motion capture + key frame animation (e.g. in films such as beowulf, avatar and lord of the ringss gollum) semi-realistic 3d animation (e.g. in films such as little krishna and brave) toon 3d animation (e.g. films such as kung-fu panda) simulation of traditional & stop motion techniques (e.g. advertisements such as vineta cucini, amaron battery etc.) 	2	3		
	<ul style="list-style-type: none"> PC8. produce 3d movements and performance with the help of 3d animation tools such as autodesk maya, xsi, 3d studio max, blender, motion capture tools like marker tracking cameras and inertial suits 	3	2		

	<ul style="list-style-type: none"> PC9. critically review animation produced, keeping in mind creative and design specifications and the production brief 	3	2		
	<ul style="list-style-type: none"> PC10. refine the output based on deviations observed and/or modifications required within requisite timelines 	3	2		
	<ul style="list-style-type: none"> PC11. ensure that work-products meet quality standards (so that they can be approved with minimum iterations) and are delivered in requisite timelines 	3	2		
	<ul style="list-style-type: none"> PC12. organise, store and manage work-products into file formats using standard file naming conventions and maintain assets for further use 	3	2		
	<ul style="list-style-type: none"> PC13. work and communicate effectively within the team and other departments, namely design, modeling/rigging, texturing, editing, rendering, compositing 	2	3		
	<ul style="list-style-type: none"> PC14. train junior animators to improve their output quality and skills, if appropriate to the role 	3	2		
	Total Marks	50	50		
Produce Stop Motion Animation	<ul style="list-style-type: none"> PC1. Analyse requirements including the way the characters will act/move in accordance to the storyboard " 	10	10		
	<ul style="list-style-type: none"> PC2. Move characters and construct/compose a shot in accordance to the script and storyboard as a prototype 	10	10		
	<ul style="list-style-type: none"> PC3. Animate stop motion characters (puppets or models) in accordance to the script and directors instructions 	10	10		
	<ul style="list-style-type: none"> PC4. Contribute creative ideas during the animation process 	10	10		
	<ul style="list-style-type: none"> PC5. Apply stop motion animation techniques including traditional frame by-frame capture, Claymation and cut-out using compute generated tools 	10	10		
	Total Marks	50	50		
Maintain workplace health and safety	<ul style="list-style-type: none"> PC1. maintain one's posture and position to minimize fatigue and the risk of injury 	5	5		
	<ul style="list-style-type: none"> PC2. maintain first aid kit and keep oneself updated on the first aid procedures 	5	5		
	<ul style="list-style-type: none"> PC3. identify and document potential risks like sitting postures while using computer, eye fatigues and other hazards at the workplace 	3	2		
	<ul style="list-style-type: none"> PC4. accurately maintain accident reports 	3	2		

	<ul style="list-style-type: none"> PC5. report health and safety risks/ hazards to concerned personnel 	5	5		
	<ul style="list-style-type: none"> PC6. participate in organization's health and safety knowledge sessions and drills 	5	5		
	<ul style="list-style-type: none"> PC7. identify the people, responsible for health and safety at the workplace, including those to contact in case of an emergency 	5	5		
	<ul style="list-style-type: none"> PC8. identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms 	5	5		
	<ul style="list-style-type: none"> PC9. identify aspects of workplace that could cause potential risk to own and others health and safety 	3	2		
	<ul style="list-style-type: none"> PC10. ensure own personal health and safety, and that of others in the workplace through precautionary measures 	3	2		
	<ul style="list-style-type: none"> PC11. identify and recommend opportunities for improving health, safety, and security to the designated person 	2	3		
	<ul style="list-style-type: none"> PC12. report any hazards outside the individual's authority to the relevant person in line with organisational procedures and warn other people who may be affected 	2	3		
	<ul style="list-style-type: none"> PC13. follow organisation's emergency procedures for accidents, fire or any other natural calamity in case of a hazard 	2	3		
	<ul style="list-style-type: none"> PC14. identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority 	2	3		
	Total Marks	50	50		
Employability Skills	<ul style="list-style-type: none"> <i>Introduction to Employability Skills</i> 	1	1		
	<ul style="list-style-type: none"> PC1. understand the significance of employability skills in meeting the job requirements 	-	-		
	<ul style="list-style-type: none"> <i>Constitutional values – Citizenship</i> 	1	1		
	<ul style="list-style-type: none"> PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices 	-	-		
	<ul style="list-style-type: none"> <i>Becoming a Professional in the 21st Century</i> 	1	3		
	<ul style="list-style-type: none"> 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				
	• <i>Basic English Skills</i>	2	3		
	• PC4. speak with others using some basic English phrases or sentences	-	-		
	• <i>Communication Skills</i>	1	1		
	• PC5. follow good manners while communicating with others	-	-		
	• PC6. work with others in a team	-	-		
	• <i>Diversity & Inclusion</i>	1	1		
	• PC7. communicate and behave appropriately with all genders and PwD	-	-		
	• PC8. report any issues related to sexual harassment	-	-		
	• <i>Financial and Legal Literacy</i>	3	4		
	• 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	-	-		
	• <i>Essential Digital Skills</i>	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	-	-		
	• <i>Entrepreneurship</i>	3	5		
	• PC14. identify and assess opportunities for potential business	-	-		
	• PC15. identify sources for arranging money and associated financial and legal challenges	-	-		
	• <i>Customer Service</i>	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	-	-		
	Total Marks	20	30		

Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

Mention the detailed assessment strategy in the provided template.

<1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module (which covers the job profile of Automotive Service Assistant Technician) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT
 -
4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment
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Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body
ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf