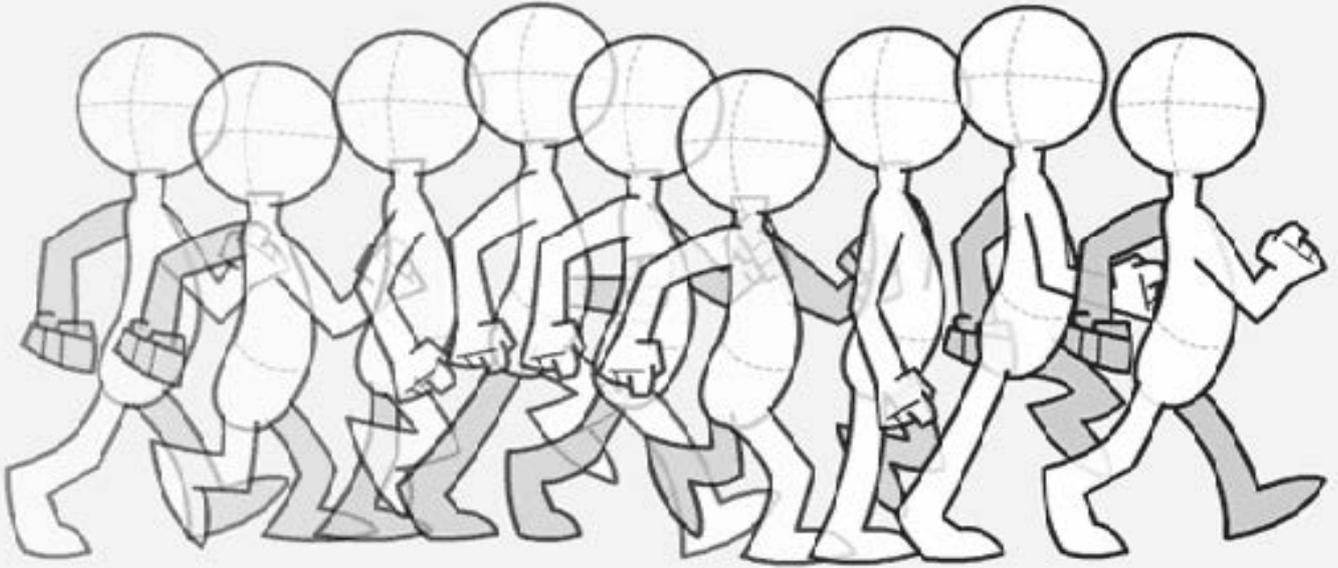


Qualification Pack



Animator

QP Code: MES/Q0701

Version: 3.0

NSQF Level: 4

Media & Entertainment Skills Council || Commercial premises No Ja522, 5th Floor, DLF Tower A, Jasola,
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Qualification Pack

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Qualification Pack

MES/Q0701: Animator

Brief Job Description

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.

Personal Attributes

This job requires the individual to know the fundamentals of life drawing including human anatomy, emotions, actions and expressions. The individual must know and keep updated on graphics and animation software and apply principles of design, animation and film-making to create animation sequences. The individual must be able to collaborate and work effectively as a member of a team to deliver work-products within requisite timelines.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

- [1. MES/N0701: Understand Animation Requirements](#)
- [2. MES/N0702: Conceptualize Creative Ideas for Production](#)
- [3. MES/N0703: Plan Tools and Workflow](#)
- [4. MES/N0704: Produce 2D Animation](#)
- [5. MES/N0705: Produce 3D Animation](#)
- [6. MES/N0706: Produce Stop Motion Animation](#)
- [7. MES/N0104: Maintain Workplace Health & Safety](#)
- [8. DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Animator
Country	India



Qualification Pack

NSQF Level	4
Credits	18
Aligned to NCO/ISCO/ISIC Code	NCO 2015- 2166.0201
Minimum Educational Qualification & Experience	12th Class with 1 Year of experience OR I.T.I (2 years after 10th) with 1 Year of experience
Minimum Level of Education for Training in School	10th Class
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	24/02/2027
NSQF Approval Date	24/02/2022
Version	3.0
Reference code on NQR	2022/ME/MESC/06890
NQR Version	3.0

Remarks:

Next Review Date 28/01/2027

Qualification Pack

MES/N0701: Understand Animation Requirements

Description

This OS unit is about understanding the project brief, product requirements and methodology/technique(s) to be used for production

Elements and Performance Criteria

Understanding production requirements

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

- PC1.** understand, clarify and agree on the project brief from the director, art director and supervisors. this could include the following: creative objectives, as appropriate to the role concept/style of animation and the desired look target audiences project timelines and constraints

Understanding the type of end-product that needs to be produced

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

- PC2.** understand 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, aspect ratio, music etc.)
- PC3.** understand the treatment of the output that needs to be produced, the volume of the final output
- PC4.** understand the shot sequence (high-level) and continuity/consistency required

Selecting the animation technique(s) to be used

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

- PC5.** select an appropriate animation technique based on the output required, which 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- motion capture + key frame animation (e.g. in films such as beowulf, avatar and lord of the rings gollum) semi-realistic 3d animation (e.g. films like 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.) stop-motion animation others including vfx, stereo conversion

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the objective/purpose that the end-product intends to achieve
- KU2.** the needs and expectations of the producer/project sponsor
- KU3.** the expectations of the director, art director and supervisor with respect to the process and techniques to be used
- KU4.** limitations on the time and resources and issues that might arise during production
- KU5.** the animation process and technical pipeline to be followed for animation
- KU6.** the format of the end-product and the medium on which it would be exhibited

Qualification Pack

- KU7.** the fundamentals and principles of animation
- KU8.** the principles of animation, posing and character emotion
- KU9.** the basic rules of animation including squash and stretch, anticipation, staging, straight action, pose-to-pose, follow-through, overlapping action, ease in ease out, exaggeration, timing, appeal and secondary action
- KU10.** life drawing including human anatomy, emotions, actions and expressions
- KU11.** production concepts and their applicability to each project
- KU12.** the various techniques available for animating objects
- KU13.** how to observe, act and emote
- KU14.** the technical aspects of the job undertaken by other members of the production team (before and after the work of an animator)
- KU15.** applicability of various techniques to post production of each project
- KU16.** intellectual property rights to ensure that the end-product, elements, artwork etc. created is unique and does not infringe upon the rights of other products

Generic Skills (GS)

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

- GS1.** document the project brief that can serve as a reference document for circulation to the production team (supervisor)
- GS2.** document decisions on the technique to be used and reasons thereof (supervisor)
- GS3.** document other areas (e.g. requirements of the target audience, market, end-product, reference links, videos etc.) that may be relevant for the production team
- GS4.** document notes on the project brief, techniques and other useful information for personal use (team)
- GS5.** read and understand the script and determine animation requirements (including specifics of the characters, country, culture etc.)
- GS6.** read about emerging techniques in animation and update skills accordingly
- GS7.** read and understand the comments given by the supervisor, director or customer
- GS8.** research the various types of end-products that have been produced and are available in the public domain
- GS9.** understand, clarify and agree on the project brief and parameters of the end-product with the producer and director
- GS10.** discuss and agree on the technique to be used with the director and art director
- GS11.** communicate the project brief effectively to team members, other animators and members from various departments involved in the animation process (supervisor)
- GS12.** clarify needs and communicate with clients (knowledge of english is preferred)
- GS13.** document creative and production requirements, for oneself or the wider team, in an organized manner
- GS14.** work effectively as a member of the team and help realise overall timelines
- GS15.** prioritise work-products and tasks based on requirements
- GS16.** understand the perspective of client, director, art director and supervisors so as to critically evaluate and select appropriate animation techniques

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding production requirements</i>	20	15	-	-
PC1. understand, clarify and agree on the project brief from the director, art director and supervisors. this could include the following: creative objectives, as appropriate to the role concept/style of animation and the desired look target audiences project timelines and constraints	20	15	-	-
<i>Understanding the type of end-product that needs to be produced</i>	25	30	-	-
PC2. understand 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, aspect ratio, music etc.)	10	15	-	-
PC3. understand the treatment of the output that needs to be produced, the volume of the final output	10	10	-	-
PC4. understand the shot sequence (high-level) and continuity/consistency required	5	5	-	-
<i>Selecting the animation technique(s) to be used</i>	5	5	-	-
PC5. select an appropriate animation technique based on the output required, which 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- motion capture + key frame animation (e.g. in films such as beowulf, avatar and lord of the rings gollum) semi-realistic 3d animation (e.g. films like 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.) stop-motion animation others including vfx, stereo conversion	5	5	-	-
NOS Total	50	50	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0701
NOS Name	Understand Animation Requirements
Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Animator
NSQF Level	4
Credits	1
Version	1.0
Last Reviewed Date	30/07/2013
Next Review Date	24/02/2027
NSQF Clearance Date	24/02/2022



Qualification Pack

MES/N0702: Conceptualize Creative Ideas for Production

Description

This OS unit is about detailing the creative and design aspects of production

Elements and Performance Criteria

Gathering visual references to serve as aids during the animation process

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

- PC1.** research and find character references that aid and inspire designs, including: previously executed animation work-products animations products available in the public domain artwork and other human, animal and creature behavioral videos

Conceptualising creative ideas for animation

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

- PC2.** generate creative concepts and ideas for production using the concept art-work prepared by the designers, including: characters look, colors, dressing, attitude and behavior character expressions, emotions, poses character movement (e.g. walk, run, jump) and timing (body mechanics) costume designs color, lighting concepts and shadow placement, environment
- PC3.** present and discuss concepts with the director, art director or supervisors
- PC4.** agree on the style of the work-product that would most appeal to the target audience, taking into account production timelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the guidelines provided by the director, animation supervisor and the producer with respect to characters and look and feel of the end-product
- KU2.** the elements/concept artwork (prepared by the character designers and the background/layout designers) and the colour/lighting/shadow keys (prepared by the art director, colour key artists)
- KU3.** the resources that are going to be used for production
- KU4.** the trends in animation and reference work-products produced before that closely relate to the style and technique that needs to be produced
- KU5.** how to observe and study human behavior and expressions to help visualise concepts
- KU6.** how to enact and emote
- KU7.** how to create hook up poses and animation
- KU8.** how to use camera angles to emphasize performance
- KU9.** new media technology including what is good for the web, mobile, tablets
- KU10.** how to evaluate the strengths and weaknesses of the hardware, software being used in the production pipeline

Generic Skills (GS)

Qualification Pack

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

- GS1.** document links, animation videos, artwork etc. that can be used as references during the production process
- GS2.** document character profiles and background descriptions, to help present to directors and supervisors, and guide the production process
- GS3.** interpret the storyboard/animatic correctly and understand the mood of the sequence/shot
- GS4.** research visual and written content to find appropriate references to be used during animation
- GS5.** keep apprised of the trends and work-products that are being produced in the market
- GS6.** suggest creative ideas to the director and animation supervisor
- GS7.** communicate clearly and collaborate effectively with colleagues from various departments
- GS8.** document creative ideas and concepts in an organized manner
- GS9.** work effectively as a member of the team and help realise overall timelines
- GS10.** prioritise work-products and tasks based on requirements
- GS11.** critically evaluate visual and written content/products during concept conceptualization

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Gathering visual references to serve as aids during the animation process</i>	20	20	-	-
PC1. research and find character references that aid and inspire designs, including: previously executed animation work-products animations products available in the public domain artwork and other human, animal and creature behavioral videos	20	20	-	-
<i>Conceptualising creative ideas for animation</i>	30	30	-	-
PC2. generate creative concepts and ideas for production using the concept art-work prepared by the designers, including: characters look, colors, dressing, attitude and behavior character expressions, emotions, poses character movement (e.g. walk, run, jump) and timing (body mechanics) costume designs color, lighting concepts and shadow placement, environment	15	10	-	-
PC3. present and discuss concepts with the director, art director or supervisors	10	10	-	-
PC4. agree on the style of the work-product that would most appeal to the target audience, taking into account production timelines and requirements	5	10	-	-
NOS Total	50	50	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0702
NOS Name	Conceptualize Creative Ideas for Production
Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Animator
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	30/07/2013
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

Qualification Pack

MES/N0703: Plan Tools and Workflow

Description

This OS unit is about selecting the most appropriate software tool(s) for production and planning the workflow for animation

Elements and Performance Criteria

Understanding the software tools to be used for production

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

- PC1.** stay apprised of the various types of software tools available for production in the market including: 2d animation: toon boom harmony, adobe flash, hand-drawing 3d animation: autodesk maya, xsi, motion builder, 3d studio max, blender other custom and in-house tools
- PC2.** research and recommend the most appropriate tools for the production

Understanding and following the work plan

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

- PC3.** Understand the workplan including production schedule, workflow, timelines, department wise output targets and technical specifications for the show
- PC4.** evaluate timelines for workflow, for oneself or the wider animation team, in accordance with the production schedule
- PC5.** read, follow and update the production workflow/schedule, deliverables and timelines with the director, art director and supervisors

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the production process followed by the organization
- KU2.** the production team and their individual roles and capabilities
- KU3.** the standards for quality set by the organization
- KU4.** the production process and creative brief
- KU5.** the software tools and equipment available in-house and/or through third-party providers
- KU6.** the nuances of various tools and how to suggest the best tool suitable for the production
- KU7.** traditional drawing tools and techniques
- KU8.** how to plan a shot-break-up
- KU9.** how to prepare a production schedule, including a break-up of activities that would need to be performed and deliverables that would need to be produced (supervisor)
- KU10.** how to estimate the expected effort, expected time for production and delivery keeping in mind the delivery dates, quality standards and project schedule (supervisor)
- KU11.** the principles of project management like project planning, scheduling, effort estimation, resource requirements (right from people to machines, space and communication tools)
- KU12.** risk and mitigation planning
- KU13.** rework and review management (efficiency and effectiveness)

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- KU14.** techniques to identify trends in rework and propose/implement corrective action
- KU15.** cpm and pert techniques
- KU16.** configuration management
- KU17.** the technical aspects of the job undertaken by other members of the production team (before and after the work of an animator)
- KU18.** how to prepare a detailed work plan and demarcate roles and responsibilities to members of the production team (supervisor)

Generic Skills (GS)

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

- GS1.** prepare the work-plan (production plan and schedule) in an appropriate format that can be used as a reference point for planning workflow and assigning responsibilities(supervisor)
- GS2.** track the workflow on a regular basis and document deviations from timelines (supervisor)
- GS3.** create and present project status reports
- GS4.** write in english (added advantage)
- GS5.** keep apprised of the various software tools that are being used to produce animation
- GS6.** read and understand the software manuals and help tools, where required
- GS7.** read and understand the production and creative brief prepared by the director and art director
- GS8.** read and understand notes, instructions and inputs from clients
- GS9.** read in english (added advantage)
- GS10.** clarify the production and creative brief from the director, art director and supervisors
- GS11.** understand the production specifications and quality standards to be maintained
- GS12.** discuss and agree upon the software tools to be used for production
- GS13.** discuss and agree upon the production schedule and work plan
- GS14.** communicate effectively with team members to demarcate workflow and responsibilities
- GS15.** seek clarifications on the work plan from supervisors
- GS16.** assess the effort, duration and cost involved for each work activity
- GS17.** plan the production workflow, timelines and deliverables
- GS18.** agree on the roles and responsibilities of the team members
- GS19.** foresee any risks, issues and challenges that might arise during the production environment and plan accordingly

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding the software tools to be used for production</i>	20	20	-	-
PC1. stay apprised of the various types of software tools available for production in the market including: 2d animation: toon boom harmony, adobe flash, hand-drawing 3d animation: autodesk maya, xsi, motion builder, 3d studio max, blender other custom and in-house tools	10	10	-	-
PC2. research and recommend the most appropriate tools for the production	10	10	-	-
<i>Understanding and following the work plan</i>	30	30	-	-
PC3. Understand the workplan including production schedule, workflow, timelines, department wise output targets and technical specifications for the show	10	10	-	-
PC4. evaluate timelines for workflow, for oneself or the wider animation team, in accordance with the production schedule	10	10	-	-
PC5. read, follow and update the production workflow/schedule, deliverables and timelines with the director, art director and supervisors	10	10	-	-
NOS Total	50	50	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0703
NOS Name	Plan Tools and Workflow
Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Animator
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	30/07/2013
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

Qualification Pack

MES/N0704: Produce 2D Animation

Description

This OS unit is about producing a set of 2D animated images, based on the storyboard, which would create an illusion of movement once played back in a sequential manner.

Elements and Performance Criteria

Preparing a prototype 2D work product/pre-visualisation

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

- PC1.** follow the storyboard for composition i.e. positioning of the character with respect to the background and camera to create the desired animation
- PC2.** draw/source key frame drawings to establish reference points for poses

Preparing 2D animation end-products

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

- PC3.** incorporate audio/music assets
- PC4.** create shadows for animation using pre-defined lighting keys
- PC5.** bring assets together to produce sequences and scenes/shots as per requirements and ensuring continuity
- PC6.** ensure that the hook-up/transition from one scene to another is done properly
- PC7.** how to work with layers and get a good perspective view

Using 2D animation tools

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

- PC8.** work effectively within the team and with other departments, namely, assets, lighting and effects

Reviewing, refining and storing end-products

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

- PC9.** critically review animation produced, keeping in mind creative and design specifications and the production brief
- PC10.** refine the output based on deviations observed and/or modifications required within requisite timelines
- PC11.** ensure that work-products meet quality standards (so that they can be approved with minimum iterations) and are delivered in requisite timelines
- PC12.** how to achieve the required output targets

Working effectively within the animation team

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

- PC13.** organise, store and manage work-products into file formats using standard file naming conventions and maintain assets for further use
- PC14.** train junior animators to improve their output quality and skills, if appropriate to the role
- PC15.** apply principles of design, 2d animation and film-making to create sequences and scenes/shots
- PC16.** apply varied techniques and styles based on the requirement

Qualification Pack

PC17. use graphics and animation software to produce in-between poses for animation

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the objective/purpose that the end-product intends to achieve
- KU2.** responsibilities and scope of work for various departments
- KU3.** the expectations of the client, director, animation supervisor and the producer with respect to the process, techniques to be used and guidelines with respect to characters and look and feel of the end-product
- KU4.** limitations on the effort, schedule, resources and issues that might arise during production
- KU5.** the production requirements and quality that needs to be reflected in the final output
- KU6.** the timelines within which the product needs to be delivered
- KU7.** the fundamentals and principles of animation and film-making
- KU8.** life drawing including human anatomy, emotions, actions and expressions
- KU9.** how to enact and emote; and thereby animate characters in accordance to the demands of the script and animatic
- KU10.** principles of movement and timing
- KU11.** how to work with graphics and animation software including adobe flash, harmony and understand their specifics
- KU12.** design standards and specifications that needs to be complied with to produce the final output
- KU13.** the interaction between various characters in a given scene and bring out that dynamic in the animation
- KU14.** applicable health and safety guidelines

Generic Skills (GS)

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

- GS1.** report output, efforts and schedule taken to complete the allotted task
- GS2.** read and understand the script and character descriptions
- GS3.** read the work plan and production schedule to ensure that progress is in line
- GS4.** suggest creative ideas to the director and animation supervisor
- GS5.** communicate clearly and collaborate effectively with colleagues who are working with the previous or next scenes/shots
- GS6.** understand the modifications required from the director, animation supervisor and producer
- GS7.** discuss the challenges faced during production and discuss ways to address
- GS8.** such challenges in future projects
- GS9.** make decisions in order to be able to work collectively and independently, where required
- GS10.** understand shot break up and plan effort and time required for each element of the shot
- GS11.** how to plan and prioritise individual timelines and deliver on schedule



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- GS12.** work effectively as a member of the team and help realise overall timelines
- GS13.** prioritise work-products and tasks based on requirements
- GS14.** address comments and make changes
- GS15.** seek assistance and guidance from the director, art director and supervisors, where required
- GS16.** improve work-products and performance based on feedback received and through self-appraisal
- GS17.** understand the perspective of client, director, art director and supervisors and apply it to the animation being produced

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Preparing a prototype 2D work product/pre-visualisation</i>	10	10	-	-
PC1. 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	-	-
PC2. draw/source key frame drawings to establish reference points for poses	5	5	-	-
<i>Preparing 2D animation end-products</i>	13	12	-	-
PC3. incorporate audio/music assets	3	2	-	-
PC4. create shadows for animation using pre-defined lighting keys	2	3	-	-
PC5. bring assets together to produce sequences and scenes/shots as per requirements and ensuring continuity	3	2	-	-
PC6. ensure that the hook-up/transition from one scene to another is done properly	2	3	-	-
PC7. how to work with layers and get a good perspective view	3	2	-	-
<i>Using 2D animation tools</i>	2	3	-	-
PC8. work effectively within the team and with other departments, namely, assets, lighting and effects	2	3	-	-
<i>Reviewing, refining and storing end-products</i>	10	10	-	-
PC9. critically review animation produced, keeping in mind creative and design specifications and the production brief	3	2	-	-
PC10. refine the output based on deviations observed and/or modifications required within requisite timelines	2	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. ensure that work-products meet quality standards (so that they can be approved with minimum iterations) and are delivered in requisite timelines	2	3	-	-
PC12. how to achieve the required output targets	3	2	-	-
<i>Working effectively within the animation team</i>	15	15	-	-
PC13. organise, store and manage work-products into file formats using standard file naming conventions and maintain assets for further use	2	3	-	-
PC14. train junior animators to improve their output quality and skills, if appropriate to the role	2	3	-	-
PC15. apply principles of design, 2d animation and film-making to create sequences and scenes/shots	5	5	-	-
PC16. apply varied techniques and styles based on the requirement	3	2	-	-
PC17. use graphics and animation software to produce in-between poses for animation	3	2	-	-
NOS Total	50	50	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0704
NOS Name	Produce 2D Animation
Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Animator
NSQF Level	4
Credits	3
Version	1.0
Last Reviewed Date	30/07/2013
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

Qualification Pack

MES/N0705: Produce 3D Animation

Description

This OS unit is about animating 3D models using relevant techniques, based on the storyboard

Elements and Performance Criteria

Preparing a prototype 3D work product/pre-visualisation

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

- PC1.** follow the storyboard for composition (eg: positioning of the character with respect to the background/camera to create the desired animation)
- PC2.** prepare prototype work product/pre-visualisation

Preparing 3D animation end-products

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

- PC3.** apply principles of design, 3d animation and film-making to create sequences and scenes/shots
- PC4.** animate expressions and lip movements to match dialogues and sound
- PC5.** communicate requirements to camera and lighting for motion capture, where required
- PC6.** work with motion capture data received from the motion/ performance capture studio (clean up the data and map animation data to 3d models)

Applying 3D animation techniques

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

- 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 rings 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.)

Using 3D animation tools

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

- 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

Reviewing, refining and storing end-products

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

- PC9.** critically review animation produced, keeping in mind creative and design specifications and the production brief
- PC10.** refine the output based on deviations observed and/or modifications required within requisite timelines
- PC11.** ensure that work-products meet quality standards (so that they can be approved with minimum iterations) and are delivered in requisite timelines
- PC12.** organise, store and manage work-products into file formats using standard file naming conventions and maintain assets for further use

Working effectively within the animation team

Qualification Pack

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

PC13. work and communicate effectively within the team and other departments, namely design, modeling/rigging, texturing, editing, rendering, compositing

PC14. train junior animators to improve their output quality and skills, if appropriate to the role

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. the objective/purpose that the end-product intends to achieve

KU2. the profile of the target audience for the end-product

KU3. responsibilities and scope of work expected from the animator

KU4. the expectations of the client, director, animation supervisor and the producer with respect to the process, techniques to be used and guidelines with respect to characters and look and feel of the end-product

KU5. limitations on the effort, duration, schedule and resources and issues that might arise during production

KU6. the production requirements and quality that needs to be reflected in the final output

KU7. the timelines within which the product needs to be delivered

KU8. the typical processes involved 3d animation production i.e. staging, blocking, 1st. level animation, lip-sync and facials, final animation, specialised animation (cloth and hair simulation), secondary animation (accessories), lighting & rendering, sfx and compositing

KU9. applicable health and safety guidelines

KU10. basic/advanced scripting

KU11. the fundamentals and principles of 3d animation, 3d environments and film-making

KU12. art and visual treatment

KU13. fundamentals of motion capture and performance capture technologies

KU14. principles of movement and timing

KU15. principles of human/ animal/ character anatomy and how they can be applied to animation

KU16. how to observe and study human/ animal/ character behavior and expressions to help visualise concepts

KU17. how to enact and emote; and thereby animate characters in accordance to the demands of the script and animatic

KU18. properties of the surfaces that are being used in the animation

KU19. how to work with graphics and animation software including autodesk maya, softimage, xsi, 3d studio max and blender

KU20. design standards and specifications that needs to be complied with to produce the final output

KU21. 3d output and delivery formats

KU22. basics of modeling and rigging (added advantage)

KU23. applicable health and safety guidelines

Generic Skills (GS)



Qualification Pack

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

- GS1.** report output, efforts and schedule taken to complete the allotted task
- GS2.** read and understand the script and character descriptions
- GS3.** read the work plan and production schedule to ensure that progress is in line
- GS4.** read and understand the short division, character identification and frames planned during motion / performance capture
- GS5.** suggest creative ideas to the director and animation supervisor
- GS6.** communicate clearly and collaborate effectively with colleagues who are working with the previous or next scenes/shots
- GS7.** understand the modifications required from the director, animation supervisor and producer
- GS8.** discuss the challenges faced during production and discuss ways to address
- GS9.** how to plan individual timelines and deliver on schedule
- GS10.** work effectively as a member of the team and help realise overall timelines
- GS11.** prioritise work-products and tasks based on requirements
- GS12.** understand shot break up and plan effort and time required for each element of the shot
- GS13.** address comments and make changes
- GS14.** seek assistance and guidance from the director, art director and supervisors, where required
- GS15.** improve work-products and performance based on feedback received and through self-appraisal

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Preparing a prototype 3D work product/pre-visualisation</i>	15	20	-	-
PC1. follow the storyboard for composition (eg: positioning of the character with respect to the background/camera to create the desired animation)	10	15	-	-
PC2. prepare prototype work product/pre-visualisation	5	5	-	-
<i>Preparing 3D animation end-products</i>	13	12	-	-
PC3. apply principles of design, 3d animation and film-making to create sequences and scenes/shots	5	5	-	-
PC4. animate expressions and lip movements to match dialogues and sound	2	3	-	-
PC5. communicate requirements to camera and lighting for motion capture, where required	3	2	-	-
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	-	-
<i>Applying 3D animation techniques</i>	2	3	-	-
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	-	-
<i>Using 3D animation tools</i>	3	2	-	-
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	-	-
<i>Reviewing, refining and storing end-products</i>	12	8	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC9. critically review animation produced, keeping in mind creative and design specifications and the production brief	3	2	-	-
PC10. refine the output based on deviations observed and/or modifications required within requisite timelines	3	2	-	-
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	-	-
PC12. organise, store and manage work-products into file formats using standard file naming conventions and maintain assets for further use	3	2	-	-
<i>Working effectively within the animation team</i>	5	5	-	-
PC13. work and communicate effectively within the team and other departments, namely design, modeling/rigging, texturing, editing, rendering, compositing	2	3	-	-
PC14. train junior animators to improve their output quality and skills, if appropriate to the role	3	2	-	-
NOS Total	50	50	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0705
NOS Name	Produce 3D Animation
Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Animator
NSQF Level	4
Credits	3
Version	1.0
Last Reviewed Date	30/07/2013
Next Review Date	19/07/2023
NSQC Clearance Date	19/01/2023

Qualification Pack

MES/N0706: Produce Stop Motion Animation

Description

This OS unit is about producing stop motion animation using relevant techniques, based on the storyboard

Elements and Performance Criteria

Preparing a prototype work product/pre-visualisation

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

- PC1.** understand requirements including the way the characters will act/move in accordance to the storyboard
- PC2.** move characters and construct/compose a shot in accordance to the script and storyboard as a prototype

Preparing stop motion animation end-products

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

- PC3.** animate stop motion characters (puppets or models) in accordance to the script and directors instructions
- PC4.** contribute creative ideas during the animation process

Applying stop-motion animation techniques

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

- PC5.** apply stop motion animation techniques including traditional frameby-frame capture, claymation and cut-out using computer-generated tools

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the objective/purpose that the end-product intends to achieve
- KU2.** the profile of the target audience for the end-product
- KU3.** responsibilities and scope of work for various departments
- KU4.** the expectations of the director, animation supervisor and the producer with respect to the process, techniques to be used and guidelines with respect to characters and look and feel of the end-product
- KU5.** limitations on the time and resources and issues that might arise during production
- KU6.** the production requirements and quality that needs to be reflected in the final output
- KU7.** the timelines within which the product needs to be delivered
- KU8.** the fundamentals and principles of animation and film-making
- KU9.** stop motion animation techniques
- KU10.** principles of movement and timing
- KU11.** how to develop/portray the character in accordance to the script
- KU12.** principles of human anatomy and how they can be applied to animation
- KU13.** how to observe and study human behavior and expressions to help visualise concepts

Qualification Pack

- KU14.** how to enact and emote; and thereby animate characters in accordance to the demands of the script and animatic
- KU15.** properties of the characters and materials that are being used in the animation
- KU16.** how to work with graphics and animation software including autodesk maya, xsi, 3d studio max and blender
- KU17.** design standards and specifications that needs to be complied with to produce the final output
- KU18.** applicable health and safety guidelines
- KU19.** applicable health and safety guidelines

Generic Skills (GS)

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

- GS1.** read and understand the script and character descriptions
- GS2.** read the work plan and production schedule to ensure that progress is in line
- GS3.** suggest creative ideas to the director and animation supervisor
- GS4.** communicate clearly and collaborate effectively with colleagues who are working with the previous or next scenes/shots
- GS5.** understand the modifications required from the director, animation supervisor and producer
- GS6.** discuss the challenges faced during production and discuss ways to address such challenges in future projects
- GS7.** how to plan individual timelines and deliver on schedule
- GS8.** work effectively as a member of the team and help realise overall timelines
- GS9.** prioritise work-products and tasks based on requirements
- GS10.** address comments and make changes
- GS11.** seek assistance and guidance from the director, art director and supervisors, where required
- GS12.** improve work-products and performance based on feedback received and through self-appraisal

Qualification Pack

Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Preparing a prototype work product/pre-visualisation</i>	20	20	-	-
PC1. understand requirements including the way the characters will act/move in accordance to the storyboard	10	10	-	-
PC2. move characters and construct/compose a shot in accordance to the script and storyboard as a prototype	10	10	-	-
<i>Preparing stop motion animation end-products</i>	20	20	-	-
PC3. animate stop motion characters (puppets or models) in accordance to the script and directors instructions	10	10	-	-
PC4. contribute creative ideas during the animation process	10	10	-	-
<i>Applying stop-motion animation techniques</i>	10	10	-	-
PC5. apply stop motion animation techniques including traditional frameby-frame capture, claymation and cut-out using computer-generated tools	10	10	-	-
NOS Total	50	50	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MES/N0706
NOS Name	Produce Stop Motion Animation
Sector	Media & Entertainment
Sub-Sector	Animation, Gaming
Occupation	Animator
NSQF Level	4
Credits	3
Version	1.0
Last Reviewed Date	30/07/2013
Next Review Date	24/02/2027
NSQC Clearance Date	24/02/2022

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>	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	-	-
<i>Knowing the people responsible for health and safety and the resources available</i>	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	-	-
<i>Identifying and reporting risks</i>	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 through precautionary measures	5	5	-	-
PC9. 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
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	-	-
<i>Complying with procedures in the event of an emergency</i>	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	-	-

Qualification Pack

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	2
Version	1.0
Last Reviewed Date	17/01/2022
Next Review Date	17/01/2027
NSQC Clearance Date	17/01/2022

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>	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development & Goal Setting</i>	1	2	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
<i>Diversity & Inclusion</i>	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-

Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	2	3	-	-
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship & Jobs</i>	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
NOS Total	20	30	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	30/04/2025
Next Review Date	30/04/2028
NSQC Clearance Date	30/04/2025

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.

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/N0701.Understand Animation Requirements	50	50	-	-	100	20
MES/N0702.Conceptualize Creative Ideas for Production	50	50	-	-	100	10
MES/N0703.Plan Tools and Workflow	50	50	-	-	100	10
MES/N0704.Produce 2D Animation	50	50	-	-	100	10
MES/N0705.Produce 3D Animation	50	50	-	-	100	15
MES/N0706.Produce Stop Motion Animation	50	50	-	-	100	15
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	0	0	50	10
Total	370	380	0	0	750	100



Qualification Pack

Acronyms

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

Qualification Pack

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.

Qualification Pack

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.
ANIMATIC	Animatic is a story-board for animation which includes an series of images edited together with dialogues and sound
BUDGET	Budget is an estimate of the total cost of production that may include a break-up of cost components
COMPOSITING	Compositing is the process of combining layers of images/elements into a single frame
COMPOSITION	Composition is the positioning of the character with respect to the background and camera
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.
KEY FRAME	Key Frames are the key poses, usually the start and end poses for a particular animation sequence
MODELING	Modeling is the process of creating three-dimensional models for animation using a specialised software application.
RENDERING	Rendering is the process of converting three-dimensional models into two-dimensional images with 3D effects

Qualification Pack

RIGGING	Rigging is the process of adding joints to a static three-dimensional model to aid movement during posing
TIMELINES	Timelines is a listing of dates by which the production milestones/stages need to be completed
SECTOR	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
SUB-SECTOR	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
VERTICAL	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
OCCUPATION	Occupation is a set of job roles, which perform similar/related set of functions in an industry
FUNCTION	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
SUB-FUNCTIONS	Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.
JOB ROLE	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
OCCUPATIONAL STANDARDS (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
PERFORMANCE CRITERIA	Performance Criteria are statements that together specify the standard of performance required when carrying out a task
NATIONAL OCCUPATIONAL STANDARDS (NOS)	NOS are Occupational Standards which apply uniquely in the Indian context.
QUALIFICATION PACK CODE	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
QUALIFICATION PACK	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.

Qualification Pack

UNIT CODE	Unit Code is a unique identifier for an Occupational Standard, which is denoted by an alphanumeric™.
UNIT TITLE	Unit Title gives a clear overall statement about what the incumbent should be able to do.
DESCRIPTION	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
SCOPE	Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required.
KNOWLEDGE AND UNDERSTANDING	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
ORGANIZATIONAL CONTEXT	Organizational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
TECHNICAL KNOWLEDGE	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
CORE SKILLS/GENERIC SKILLS	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.