



Qualification Pack



ThreeD Animator Assistant

QP Code: MSME/MES/Q3602

Version: 1.0

NSQF Level: 3

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Qualification Pack

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Qualification Pack

MSME/MES/Q3602: ThreeD Animator Assistant

Brief Job Description

Learners who attain this qualification are competent in the following area, Create Visual Design in 3D software, Add Texturing, Lighting and Rendering process in created models, Create Character Animation, Edit the created animation video clip. Qualified learner to get a job in Photo studio, advertising/media company or become an entrepreneur.

Personal Attributes

Learners who attain this qualification are competent in the following area, Create Visual Design in 3D software, Add Texturing, Lighting and Rendering process in created models, Create Character Animation, Edit the created animation video clip. Qualified learner to get a job in Photo studio, advertising/media company or become an entrepreneur.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [MSME/MES/N3611: Understand the Fundamentals of Video Editing](#)
2. [MSME/MES/N3610: Gain In-depth knowledge to Animate a 3D Character](#)
3. [MSME/MES/N3609: Gain Knowledge to Texture, add Lights and Render 3D file](#)
4. [MSME/MES/N3608: Gain in-depth knowledge to create 3D Models](#)
5. [MSME/MES/N3607: Understand concepts to create Computer Graphics](#)
6. [MSME/MES/N3612: Employability Skills 3](#)

Qualification Pack (QP) Parameters

Sector	Media & Entertainment
Sub-Sector	
Occupation	Animation
Country	India
NSQF Level	3



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Credits	20
Aligned to NCO/ISCO/ISIC Code	3521.03
Minimum Educational Qualification & Experience	10th grade pass OR Previous relevant Qualification of NSQF Level 2.5 with 1.5 years of experience relevant experience
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	16 Years
Last Reviewed On	07/10/2026
Next Review Date	30/04/2027
NSQC Approval Date	30/04/2024
Version	1.0
Reference code on NQR	QG-03-ME-02418-2024-V1-MSME
NQR Version	1



Qualification Pack

MSME/MES/N3611: Understand the Fundamentals of Video Editing

Description

To understand the fundamental concepts, tools, and techniques of video editing, including media organization, cutting, transitions, audio synchronization, effects, and video export.

Scope

The scope covers the following :

- To understand the fundamental concepts, tools, and techniques of video editing, including media organization, cutting, transitions, audio synchronization, effects, and video export.

Elements and Performance Criteria

MSME/3DANI/05

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

- PC1.** Demonstrates understanding of video editing concepts and techniques.
- PC2.** Shows learner's familiarity with basic color theory.
- PC3.** Utilizes video editing software adeptly and navigates its interface effectively.
- PC4.** Learner imports and organizes media files competently within the software
- PC5.** Learner creates sequences and adds clips skillfully.
- PC6.** Utilizes essential editing tools and shortcuts proficiently
- PC7.** Effectively adjusts clip dimensions and toolbar options
- PC8.** Demonstrates learner's proficient knowledge and application of green screen methods.
- PC9.** Learner creates basic titles and templates proficiently.
- PC10.** Installs fonts and applies custom text animations competently.
- PC11.** Skillfully combines video and titles, applying various effects
- PC12.** Separates audio from video, removes background noise, and syncs clips with music adeptly.
- PC13.** Applies audio effects with learner's skill.
- PC14.** Exports HD video efficiently and understands platform-specific export settings.
- PC15.** Learner understands and applies keyframe animation techniques.
- PC16.** Creates various transitions with learner's skill.
- PC17.** Understands and applies color correction and grading techniques effectively.
- PC18.** Applies advanced video effects and techniques proficiently.
- PC19.** Implements techniques to prevent software crashes and manages cache data effectively
- PC20.**
 - Adds timecode stamps, creates smooth transitions, utilizes highlighting techniques, sources and uses free stock
 - videos/templates proficiently.



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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>MSME/3DANI/05</i>	-	100	-	-
PC1. Demonstrates understanding of video editing concepts and techniques.	-	-	-	-
PC2. Shows learner's familiarity with basic color theory.	-	-	-	-
PC3. Utilizes video editing software adeptly and navigates its interface effectively.	-	-	-	-
PC4. Learner imports and organizes media files competently within the software	-	-	-	-
PC5. Learner creates sequences and adds clips skillfully.	-	-	-	-
PC6. Utilizes essential editing tools and shortcuts proficiently	-	-	-	-
PC7. Effectively adjusts clip dimensions and toolbar options	-	-	-	-
PC8. Demonstrates learner's proficient knowledge and application of green screen methods.	-	-	-	-
PC9. Learner creates basic titles and templates proficiently.	-	-	-	-
PC10. Installs fonts and applies custom text animations competently.	-	-	-	-
PC11. Skillfully combines video and titles, applying various effects	-	-	-	-
PC12. Separates audio from video, removes background noise, and syncs clips with music adeptly.	-	-	-	-
PC13. Applies audio effects with learner's skill.	-	-	-	-
PC14. Exports HD video efficiently and understands platform-specific export settings.	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC15. Learner understands and applies keyframe animation techniques.	-	-	-	-
PC16. Creates various transitions with learner's skill.	-	-	-	-
PC17. Understands and applies color correction and grading techniques effectively.	-	-	-	-
PC18. Applies advanced video effects and techniques proficiently.	-	-	-	-
PC19. Implements techniques to prevent software crashes and manages cache data effectively	-	-	-	-
PC20. - Adds timecode stamps, creates smooth transitions, utilizes highlighting techniques, sources and uses free stock - videos/templates proficiently.	-	-	-	-
NOS Total	-	100	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N3611
NOS Name	Understand the Fundamentals of Video Editing
Sector	Media & Entertainment
Sub-Sector	
Occupation	Animation
NSQF Level	3
Credits	3
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024



Qualification Pack

MSME/MES/N3610: Gain In-depth knowledge to Animate a 3D Character

Description

To develop in-depth knowledge and practical skills in 3D character animation, including rigging, keyframing, posing, movement, timing, facial expressions, and refining animation sequences using appropriate software.

Scope

The scope covers the following :

- To develop in-depth knowledge and practical skills in 3D character animation, including rigging, keyframing, posing, movement, timing, facial expressions, and refining animation sequences using appropriate software.

Elements and Performance Criteria

MSME/3DANI/04

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

- PC1.** Learner navigates and utilizes the animation interface proficiently
- PC2.** Learner sets keyframes and manipulates animation curves using the graph editor skillfully.
- PC3.** Learner competently uses the dope sheet for organizing and editing animation.
- PC4.** Learner effectively utilizes motion paths for animation.
- PC5.** Learner plays back animations for review and evaluation purposes skillfully.
- PC6.** Learner utilizes animation controls and tools competently.
- PC7.** Learner sets and edits keyframes skillfully.
- PC8.** Learner demonstrates proficiency in utilizing the graph editor for precise animation curve control.
- PC9.** Learner animates cameras and secondary motion skillfully
- PC10.** Learner creates various animation sequences competently, covering a range of actions and interactions.
- PC11.** Learner demonstrates understanding and application of animation principles.
- PC12.** Learner utilizes advanced tools and techniques skillfully for complex animations.



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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>MSME/3DANI/04</i>	-	100	-	-
PC1. Learner navigates and utilizes the animation interface proficiently	-	-	-	-
PC2. Learner sets keyframes and manipulates animation curves using the graph editor skillfully.	-	-	-	-
PC3. Learner competently uses the dope sheet for organizing and editing animation.	-	-	-	-
PC4. Learner effectively utilizes motion paths for animation.	-	-	-	-
PC5. Learner plays back animations for review and evaluation purposes skillfully.	-	-	-	-
PC6. Learner utilizes animation controls and tools competently.	-	-	-	-
PC7. Learner sets and edits keyframes skillfully.	-	-	-	-
PC8. Learner demonstrates proficiency in utilizing the graph editor for precise animation curve control.	-	-	-	-
PC9. Learner animates cameras and secondary motion skillfully	-	-	-	-
PC10. Learner creates various animation sequences competently, covering a range of actions and interactions.	-	-	-	-
PC11. Learner demonstrates understanding and application of animation principles.	-	-	-	-
PC12. Learner utilizes advanced tools and techniques skillfully for complex animations.	-	-	-	-
NOS Total	-	100	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N3610
NOS Name	Gain In-depth knowledge to Animate a 3D Character
Sector	Media & Entertainment
Sub-Sector	
Occupation	Animation
NSQF Level	3
Credits	7
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024



Qualification Pack

MSME/MES/N3609: Gain Knowledge to Texture, add Lights and Render 3D file

Description

To develop knowledge and skills in applying textures and materials, setting up lighting and cameras, configuring rendering parameters, and producing high-quality rendered 3D files.

Scope

The scope covers the following :

- To develop knowledge and skills in applying textures and materials, setting up lighting and cameras, configuring rendering parameters, and producing high-quality rendered 3D files.

Elements and Performance Criteria

MSME/3DANI/03

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

- PC1.** • Learner creates and applies shaders, textures, and materials proficiently.
• Render Engine Understanding:
- PC2.** • Learner demonstrates understanding of render engines like Mental Ray and Arnold.
• UV Projection and Layout:
- PC3.** • Learner implements various UV projections and lays out UVs for complex geometry effectively.
• Texture Application:
- PC4.** • Learner skillfully applies textures using UV projection techniques and UV editor tools.
• Material and Texture Utilization:
- PC5.** • Learner proficiently applies materials and textures to 3D models, including NURBS and organic models.
• Lighting Control:
- PC6.** • Learner understands and controls different light types, attributes, and shadows effectively.
• Render Settings Adjustment:
- PC7.** • Learner adjusts render settings competently for desired output quality.
• Lighting Setup:
- PC8.** • Learner creates lighting setups matching scene requirements effectively.
• Scene Rendering:
- PC9.** Learner renders scenes competently using render view and batch render.
- PC10.** • Learner implements various rendering techniques, including lighting, motion blur, and image-based lighting.
• Third-Party Renderer Skills:
- PC11.** • Learner works effectively with third-party renderers like Arnold, utilizing their features and settings.
• Arnold Renderer Proficiency:
- PC12.** • Learner demonstrates proficiency in using Arnold lights, mesh lights, and render settings.
• Depth of Field and Motion Blur:



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- PC13.** • Learner implements depth of field and motion blur effects in Arnold proficiently.
• Lighting Placement:
- PC14.** Learner accurately creates and places lights in 3D scenes.
- PC15.** Learner understands and applies common light attributes effectively.



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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>MSME/3DANI/03</i>	-	100	-	-
PC1. - Learner creates and applies shaders, textures, and materials proficiently. - Render Engine Understanding:	-	-	-	-
PC2. - Learner demonstrates understanding of render engines like Mental Ray and Arnold. - UV Projection and Layout:	-	-	-	-
PC3. - Learner implements various UV projections and lays out UVs for complex geometry effectively. - Texture Application:	-	-	-	-
PC4. - Learner skillfully applies textures using UV projection techniques and UV editor tools. - Material and Texture Utilization:	-	-	-	-
PC5. - Learner proficiently applies materials and textures to 3D models, including NURBS and organic models. - Lighting Control:	-	-	-	-
PC6. - Learner understands and controls different light types, attributes, and shadows effectively. - Render Settings Adjustment:	-	-	-	-
PC7. - Learner adjusts render settings competently for desired output quality. - Lighting Setup:	-	-	-	-
PC8. - Learner creates lighting setups matching scene requirements effectively. - Scene Rendering:	-	-	-	-
PC9. Learner renders scenes competently using render view and batch render.	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. - Learner implements various rendering techniques, including lighting, motion blur, and image-based lighting. - Third-Party Renderer Skills:	-	-	-	-
PC11. - Learner works effectively with third-party renderers like Arnold, utilizing their features and settings. - Arnold Renderer Proficiency:	-	-	-	-
PC12. - Learner demonstrates proficiency in using Arnold lights, mesh lights, and render settings. - Depth of Field and Motion Blur:	-	-	-	-
PC13. - Learner implements depth of field and motion blur effects in Arnold proficiently. - Lighting Placement:	-	-	-	-
PC14. Learner accurately creates and places lights in 3D scenes.	-	-	-	-
PC15. Learner understands and applies common light attributes effectively.	-	-	-	-
NOS Total	-	100	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N3609
NOS Name	Gain Knowledge to Texture, add Lights and Render 3D file
Sector	Media & Entertainment
Sub-Sector	
Occupation	Animation
NSQF Level	3
Credits	3
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024



Qualification Pack

MSME/MES/N3608: Gain in-depth knowledge to create 3D Models

Description

To develop in-depth knowledge and practical skills in 3D modelling, including mesh creation, modification, texturing, materials, lighting, and rendering using appropriate 3D software.

Scope

The scope covers the following :

- To develop in-depth knowledge and practical skills in 3D modelling, including mesh creation, modification, texturing, materials, lighting, and rendering using appropriate 3D software.

Elements and Performance Criteria

MSME/3DANI/02

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

- PC1.** • Learner explains basic 3D graphics concepts and differences between 2D and 3D.
• Software Proficiency:
- PC2.** • Learner navigates and customizes 3D software interface effectively.
• Object Handling:
- PC3.** • Learner selects, manipulates, and organizes objects competently.
• Modeling Skills:
- PC4.** • Learner creates polygonal and NURBS models skillfully.
• Techniques Application:
- PC5.** • Learner applies various modeling techniques effectively.
• Mesh Refinement:
- PC6.** • Learner refines meshes proficiently using different tools.
• Sculpting Abilities:
- PC7.** • Learner demonstrates skillful use of sculpting tools.
• UV Unwrapping:
- PC8.** • Learner unwraps UVs for models competently.
• Viewport Utilization:
- PC9.** • Learner efficiently uses different viewports.
• Transformation Operations:
- PC10.** • Learner positions objects accurately using transformation operations.
• Object Properties:
- PC11.** • Learner applies object properties effectively.
• Scene Organization:
- PC12.** • Learner organizes scenes logically using hierarchies and groups.
• Visibility Management:
- PC13.** • Learner manages object visibility and layering adeptly.
• Modeling Efficiency:
- PC14.** • Learner utilizes references effectively for precise modeling.
• Polygonal Modeling Proficiency



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- PC15.** • Learner creates and manipulates polygonal models skillfully.
• NURBS Modeling Competence:
- PC16.** • Learner demonstrates proficiency in NURBS modeling.
• Mesh Topology Enhancement:
- PC17.** • Learner enhances mesh topology using edge flow techniques.
• Alternative Techniques Familiarity:
- PC18.** • Learner shows familiarity with alternative modeling techniques.
• Hard Surface and Organic Modeling:
- PC19.** Learner adeptly creates both hard surface and organic models
- PC20.** Learner effectively presents work and collaborates with peers.



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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>MSME/3DANI/02</i>	-	100	-	-
PC1. - Learner explains basic 3D graphics concepts and differences between 2D and 3D. - Software Proficiency:	-	-	-	-
PC2. - Learner navigates and customizes 3D software interface effectively. - Object Handling:	-	-	-	-
PC3. - Learner selects, manipulates, and organizes objects competently. - Modeling Skills:	-	-	-	-
PC4. - Learner creates polygonal and NURBS models skillfully. - Techniques Application:	-	-	-	-
PC5. - Learner applies various modeling techniques effectively. - Mesh Refinement:	-	-	-	-
PC6. - Learner refines meshes proficiently using different tools. - Sculpting Abilities:	-	-	-	-
PC7. - Learner demonstrates skillful use of sculpting tools. - UV Unwrapping:	-	-	-	-
PC8. - Learner unwraps UVs for models competently. - Viewport Utilization:	-	-	-	-
PC9. - Learner efficiently uses different viewports. - Transformation Operations:	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. - Learner positions objects accurately using transformation operations. - Object Properties:	-	-	-	-
PC11. - Learner applies object properties effectively. - Scene Organization:	-	-	-	-
PC12. - Learner organizes scenes logically using hierarchies and groups. - Visibility Management:	-	-	-	-
PC13. - Learner manages object visibility and layering adeptly. - Modeling Efficiency:	-	-	-	-
PC14. - Learner utilizes references effectively for precise modeling. - Polygonal Modeling Proficiency	-	-	-	-
PC15. - Learner creates and manipulates polygonal models skillfully. - NURBS Modeling Competence:	-	-	-	-
PC16. - Learner demonstrates proficiency in NURBS modeling. - Mesh Topology Enhancement:	-	-	-	-
PC17. - Learner enhances mesh topology using edge flow techniques. - Alternative Techniques Familiarity:	-	-	-	-
PC18. - Learner shows familiarity with alternative modeling techniques. - Hard Surface and Organic Modeling:	-	-	-	-
PC19. Learner adeptly creates both hard surface and organic models	-	-	-	-
PC20. Learner effectively presents work and collaborates with peers.	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	-	100	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N3608
NOS Name	Gain in-depth knowledge to create 3D Models
Sector	Media & Entertainment
Sub-Sector	
Occupation	Animation
NSQF Level	3
Credits	3
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024



Qualification Pack

MSME/MES/N3607: Understand concepts to create Computer Graphics

Description

To understand the fundamental principles, tools, techniques, and concepts of computer graphics for creating effective digital visual content.

Scope

The scope covers the following :

- To understand the fundamental principles, tools, techniques, and concepts of computer graphics for creating effective digital visual content.

Elements and Performance Criteria

MSME/3DANI/01

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

- PC1.** • Learners explain fundamental computer graphics concepts.
 - Software Installation:
- PC2.** • Learners successfully install relevant graphics software.
 - Creating Documents:
- PC3.** • Learners create new documents using provided start workspaces.
 - Interface Customization:
- PC4.** • Learners efficiently customize the interface using panels as needed.
 - Keyboard and Menu Commands:
- PC5.** • Learners competently use keyboard shortcuts and menu commands.
 - Workspace Management:
- PC6.** • Learners effectively use workspaces for different tasks.
 - File Types Knowledge:
- PC7.** • Learners explain different file types and their appropriate usage.
 - Understanding RAW Formats:
- PC8.** • Learners understand characteristics and importance of RAW formats.
 - Bitmaps vs. Vectors:
- PC9.** • Learners differentiate between bitmaps and vectors and apply them appropriately.
 - Resolution Understanding:
- PC10.** • Learners know about resolution and its impact on image quality.
 - Image Handling:
- PC11.** • Learners handle image resizing and resampling competently.
 - Color Modes Significance:
- PC12.** • Learners understand the significance of color modes in digital imaging.
 - Selection Tools Usage:
- PC13.** • Learners utilize selection tools to make accurate selections successfully.
 - Layer Management:
- PC14.** Learners select and manage layers competently.
- PC15.** Learners apply adjustment techniques proficiently for precise editing.



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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>MSME/3DANI/01</i>	-	100	-	-
PC1. - Learners explain fundamental computer graphics concepts. - Software Installation:	-	-	-	-
PC2. - Learners successfully install relevant graphics software. - Creating Documents:	-	-	-	-
PC3. - Learners create new documents using provided start workspaces. - Interface Customization:	-	-	-	-
PC4. - Learners efficiently customize the interface using panels as needed. - Keyboard and Menu Commands:	-	-	-	-
PC5. - Learners competently use keyboard shortcuts and menu commands. - Workspace Management:	-	-	-	-
PC6. - Learners effectively use workspaces for different tasks. - File Types Knowledge:	-	-	-	-
PC7. - Learners explain different file types and their appropriate usage. - Understanding RAW Formats:	-	-	-	-
PC8. - Learners understand characteristics and importance of RAW formats. - Bitmaps vs. Vectors:	-	-	-	-
PC9. - Learners differentiate between bitmaps and vectors and apply them appropriately. - Resolution Understanding:	-	-	-	-



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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC10. - Learners know about resolution and its impact on image quality. - Image Handling:	-	-	-	-
PC11. - Learners handle image resizing and resampling competently. - Color Modes Significance:	-	-	-	-
PC12. - Learners understand the significance of color modes in digital imaging. - Selection Tools Usage:	-	-	-	-
PC13. - Learners utilize selection tools to make accurate selections successfully. - Layer Management:	-	-	-	-
PC14. Learners select and manage layers competently.	-	-	-	-
PC15. Learners apply adjustment techniques proficiently for precise editing.	-	-	-	-
NOS Total	-	100	-	-



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National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N3607
NOS Name	Understand concepts to create Computer Graphics
Sector	Media & Entertainment
Sub-Sector	
Occupation	Animation
NSQF Level	3
Credits	3
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024



Qualification Pack

MSME/MES/N3612: Employability Skills 3

Description

To develop communication, teamwork, problem-solving, digital literacy, professional behaviour, workplace safety, and other essential skills required for effective employment and career growth.

Scope

The scope covers the following :

- To develop communication, teamwork, problem-solving, digital literacy, professional behaviour, workplace safety, and other essential skills required for effective employment and career growth.

Elements and Performance Criteria

MSME/ES/01

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

- PC1.** Discuss the Employability Skills required for jobs in various industries
- PC2.** List different learning and employability related GOI and private portals and their usage
- PC3.**
 - Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and
 - personal values and ethics such as honesty, integrity, caring and respecting others that are required to
 - become a responsible citizen
- PC4.** Show how to practice different environmentally sustainable practices.
- PC5.** Discuss importance of relevant 21st century skills.
- PC6.**
 - Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking,
 - problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc.
 - in personal or professional life.
- PC7.** Describe the benefits of continuous learning
- PC8.**
 - Show how to use basic English sentences for everyday conversation in different contexts, in person and over the
 - telephone
- PC9.** Read and interpret text written in basic English
- PC10.** Write a short note/paragraph / letter/e -mail using basic English
- PC11.** Create a career development plan with well-defined short- and long-term goals
- PC12.** Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.
- PC13.** Explain the importance of active listening for effective communication
- PC14.** Discuss the significance of working collaboratively with others in a team
- PC15.** Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD



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- PC16.** Discuss the significance of escalating sexual harassment issues as per POSH act.
- PC17.** Outline the importance of selecting the right financial institution, product, and service
- PC18.** Demonstrate how to carry out offline and online financial transactions, safely and securely
- PC19.** List the common components of salary and compute income, expenditure, taxes, investments etc
- PC20.** Discuss the legal rights, laws, and aids
- PC21.** Describe the role of digital technology in today'
- PC22.** • Demonstrate how to operate digital devices and use the associated applications and features, safely and
• securely
- PC23.** • Discuss the significance of displaying responsible online behavior while browsing, using various socialmedia
• platforms, e-mails, etc., safely and securel
- PC24.** Create sample word documents, excel sheets and presentations using basic features
- PC25.** Utilize virtual collaboration tools to work effectively
- PC26.** Explain the types of entrepreneurship and enterprises
- PC27.** • Discuss how to identify opportunities for potential business, sources of funding and associated financial and
• legal risks with its mitigation plan
- PC28.** Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
- PC29.** Create a sample business plan, for the selected business opportunity
- PC30.** Describe the significance of analyzing different types and needs of customers
- PC31.** Explain the significance of identifying customer needs and responding to them in a professional manner.
- PC32.** Discuss the significance of maintaining hygiene and dressing appropriately
- PC33.** Create a professional Curriculum Vitae (CV)
- PC34.** • Use various offline and online job search sources such as employment exchanges, recruitment agencies, and
• job portals respectively
- PC35.** Discuss the significance of maintaining hygiene and confidence during an interview
- PC36.** Perform a mock interview
- PC37.** List the steps for searching and registering for apprenticeship opportunities



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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
MSME/ES/01	100	-	-	-
PC1. Discuss the Employability Skills required for jobs in various industries	-	-	-	-
PC2. List different learning and employability related GOI and private portals and their usage	-	-	-	-
PC3. - Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and - personal values and ethics such as honesty, integrity, caring and respecting others that are required to - become a responsible citizen	-	-	-	-
PC4. Show how to practice different environmentally sustainable practices.	-	-	-	-
PC5. Discuss importance of relevant 21st century skills.	-	-	-	-
PC6. - Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, - problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. - in personal or professional life.	-	-	-	-
PC7. Describe the benefits of continuous learning	-	-	-	-
PC8. - Show how to use basic English sentences for everyday conversation in different contexts, in person and over the - telephone	-	-	-	-
PC9. Read and interpret text written in basic English	-	-	-	-
PC10. Write a short note/paragraph / letter/e -mail using basic English	-	-	-	-



Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC11. Create a career development plan with well-defined short- and long-term goals	-	-	-	-
PC12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.	-	-	-	-
PC13. Explain the importance of active listening for effective communication	-	-	-	-
PC14. Discuss the significance of working collaboratively with others in a team	-	-	-	-
PC15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD	-	-	-	-
PC16. Discuss the significance of escalating sexual harassment issues as per POSH act.	-	-	-	-
PC17. Outline the importance of selecting the right financial institution, product, and service	-	-	-	-
PC18. Demonstrate how to carry out offline and online financial transactions, safely and securely	-	-	-	-
PC19. List the common components of salary and compute income, expenditure, taxes, investments etc	-	-	-	-
PC20. Discuss the legal rights, laws, and aids	-	-	-	-
PC21. Describe the role of digital technology in today'	-	-	-	-
PC22. • Demonstrate how to operate digital devices and use the associated applications and features, safely and • securely	-	-	-	-
PC23. • Discuss the significance of displaying responsible online behavior while browsing, using various socialmedia • platforms, e-mails, etc., safely and securel	-	-	-	-



Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
PC24. Create sample word documents, excel sheets and presentations using basic features	-	-	-	-
PC25. Utilize virtual collaboration tools to work effectively	-	-	-	-
PC26. Explain the types of entrepreneurship and enterprises	-	-	-	-
PC27. - Discuss how to identify opportunities for potential business, sources of funding and associated financial and - legal risks with its mitigation plan	-	-	-	-
PC28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement	-	-	-	-
PC29. Create a sample business plan, for the selected business opportunity	-	-	-	-
PC30. Describe the significance of analyzing different types and needs of customers	-	-	-	-
PC31. Explain the significance of identifying customer needs and responding to them in a professional manner.	-	-	-	-
PC32. Discuss the significance of maintaining hygiene and dressing appropriately	-	-	-	-
PC33. Create a professional Curriculum Vitae (CV	-	-	-	-
PC34. - Use various offline and online job search sources such as employment exchanges, recruitment agencies, and - job portals respectively	-	-	-	-
PC35. Discuss the significance of maintaining hygiene and confidence during an interview	-	-	-	-
PC36. Perform a mock interview	-	-	-	-
PC37. List the steps for searching and registering for apprenticeship opportunities	-	-	-	-



Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	100	-	-	-



Qualification Pack

National Occupational Standards (NOS) Parameters

NOS Code	MSME/MES/N3612
NOS Name	Employability Skills 3
Sector	Media & Entertainment
Sub-Sector	
Occupation	Animation
NSQF Level	3
Credits	1
Version	1.0
Last Reviewed Date	30/04/2024
Next Review Date	30/04/2027
NSQC Clearance Date	30/04/2024

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

as per qp.

Minimum Aggregate Passing % at QP Level : 40

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Minimum Passing % at NOS Level: 40

(Please note: A Trainee must score the minimum percentage for each NOS separately as well as on the QP as a whole.)

Assessment Weightage

Compulsory NOS



Qualification Pack

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MSME/MES/N3611.Understand the Fundamentals of Video Editing	-	100	-	-	100	20
MSME/MES/N3610.Gain In-depth knowledge to Animate a 3D Character	-	100	-	-	100	20
MSME/MES/N3609.Gain Knowledge to Texture, add Lights and Render 3D file	-	100	-	-	100	20
MSME/MES/N3608.Gain in-depth knowledge to create 3D Models	-	100	-	-	100	10
MSME/MES/N3607.Understand concepts to create Computer Graphics	-	100	-	-	100	10
MSME/MES/N3612.Employability Skills 3	100	-	-	-	100	20
Total	100	500	-	-	600	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.



Qualification Pack

Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.