



## QUALIFICATION FILE

### Voice-over Artist

Short Term Training (STT)  Long Term Training (LTT)  Apprenticeship

Upskilling  Dual/Flexi Qualification  For ToT  For ToA

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

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

**Submitted By:**

**Media & Entertainment Skills Council**

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

**110025**

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## Section 1: Basic Details

1.	<b>Qualification Name</b>	Voice-over Artist													
2.	<b>Sector/s</b>	Media and Entertainment													
3.	<b>Type of Qualification:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	<b>NQR Code &amp; version of existing/previous qualification:</b> 2022/ME/MESC/05230      V4.0	<b>Qualification Name of existing/previous version:</b>												
4.	<b>a. OEM Name</b> <b>b. Qualification Name</b> (Wherever applicable)														
5.	<b>National Qualification Register (NQR) Code &amp;Version</b> (Will be issued after NSQC approval)	2022/ME/MESC/05230      V5.0	<b>6. NCrF/NSQF Level:</b> NSQF Level 4												
7.	<b>Award (Certificate/Diploma/Advance Diploma/ Any Other</b> (Wherever applicable specify multiple entry/exits also & provide details in annexure)	Certificate													
8.	<b>Brief Description of the Qualification</b>	Individuals at this job need to provide the voice for characters in various productions													
9.	<b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>	<b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Class VIII pass</td> <td>ITI (2 years after 8th) three years of relevant experience</td> </tr> <tr> <td>2</td> <td>Class X pass</td> <td>three years of experience</td> </tr> <tr> <td>3</td> <td>Class XII Pass</td> <td>one year of experience</td> </tr> </tbody> </table> <b>b. Age:</b> <Please specify age only in case of any legal restrictions>		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	Class VIII pass	ITI (2 years after 8th) three years of relevant experience	2	Class X pass	three years of experience	3	Class XII Pass	one year of experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)													
1	Class VIII pass	ITI (2 years after 8th) three years of relevant experience													
2	Class X pass	three years of experience													
3	Class XII Pass	one year of experience													
10.	<b>Credits Assigned to this Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))	17	<b>11. Common Cost Norm Category (I/II/III)</b> (wherever applicable): II												
12.	<b>Any Licensing requirements for Undertaking Training on This Qualification</b> (wherever applicable)	NA													

13.	<b>Training Duration by Modes of Training Delivery</b> ( <i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i> )	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended					
		<b>Training Delivery Modes</b>	<b>Theory (Hours)</b>	<b>Practical (Hours)</b>	<b>OJT Mandatory (Hours)</b>	<b>OJT Recommended (Hours)</b>	<b>Total (Hours)</b>
		Classroom (offline)	150	330	30		510
		Online					
		<i>(Refer Blended Learning Annexure for details)</i>					
14.	<b>Aligned to NCO/ISCO Code/s</b> ( <i>if no code is available mention the same</i> )	NCO 2015- 2655.0301					
15.	<b>Progression path after attaining the qualification</b> ( <i>Please show Professional and Academic progression</i> )	<ul style="list-style-type: none"> <li>• Sr. Voice Over Artist</li> <li>• Theatre Teacher</li> </ul>					
16.	<b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>	Hindi					
17.	<b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:					
18.	<b>Is the Job Role Amenable to Persons with Disability</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability: LD					
19.	<b>How Participation of Women will be Encouraged</b>	The Qualification is Agnostic of Gender					
20.	<b>Are Greening/ Environment Sustainability Aspects Covered</b> ( <i>Specify the NOS/Module which covers it</i> )	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
21.	<b>Is Qualification Suitable to be Offered in Schools/Colleges</b>	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No					
22.	<b>Name and Contact Details of Submitting / Awarding Body SPOC</b> ( <i>In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs</i> )	<b>Name: Mohit Soni</b> <b>Position in the organization: Chief Executive Officer</b> <b>Address if different from above:</b> <b>Tel number(s): 01149048335/ 49048336</b> <b>E-mail address: ceo@mescindia.org</b>					
23.	<b>Final Approval Date by NSQC: 27/01/2022</b>	24. Validity Duration: 5 Years			25. Next Review Date: 25/01/2027		

## Section 2: Module Summary

### NOS/s of Qualifications

(In exceptional cases these could be described as components)

### Mandatory NOS/s:

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

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

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core / Non-Core	NCrF/NS QF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJT-Man.	OJT-Rec.	Total	Th.	Pr.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Audition and qualify for voicing roles	MES/N0101	Core	4	4	30	90			120	25	75			100	30
2.	Prepare for voicing performances	MES/N0102	Core	4	4	30	90			120	25	75			100	25
3.	Perform voice-overs in accordance to requirements	MES/N0103	Core	4	4	30	90			120	25	75			100	25
4.	Maintain Workplace Health and Safety	MES/N0104	Non-Core	4	2	30	30			60	50	50			100	10
5.	Employability Skills	DGT/VSQ/N0102	Non-Core	4	2	30	30			60	20	30			50	10
<b>Duration (in Hours) / Total Marks</b>					<b>16</b>	<b>150</b>	<b>330</b>	<b>30</b>		<b>510</b>	<b>145</b>	<b>305</b>			<b>450</b>	<b>100</b>

### Elective NOS/s:

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

## Optional NOS/s:

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

## Assessment - Minimum Qualifying Percentage

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

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

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

## Section 3: Training Related

1.	<b>Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	<p><b>Minimum Educational Qualifications:</b> Preferable Class X Pass</p> <p><b>Domain Certification:</b> Certified for Job Role: "Voice-over Artist" mapped to QP: "MES/ Q 0101, v1.0". Minimum accepted score is 70%</p> <p><b>Platform Certification:</b> Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "MES/Q0101". Minimum accepted % as per respective SSC guidelines is 60%.</p> <p><b>Experience:</b> 3 years of experience.</p>
2.	<b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> (as per NCVET guidelines)	<p><b>Minimum Educational Qualifications:</b> Preferable Class X Pass</p> <p><b>Domain Certification:</b> Certified for Job Role: "Voice-over Artist" mapped to QP: "MES/ Q 0101, v1.0". Minimum accepted score is 70%</p>

		<p><b>Platform Certification:</b> Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “MES/Q0101”. Minimum accepted % as per respective SSC guidelines is 60%.</p> <p><b>Experience:</b> 5 years of experience.</p>
3.	<b>Tools and Equipment Required for Training</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If “Yes”, details to be provided in Annexure)
4.	<b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b>	

### Section 4: Assessment Related

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

## Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

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

## Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

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

## Annexure: Evidence of Level

NCrF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCrF/NSQF level descriptor	NCrF/NSQF Level
Professional Theoretical Knowledge/Process	<ol style="list-style-type: none"> <li>1. Audition and qualify for voicing roles</li> <li>2. Prepare for voicing performances</li> <li>3. Perform voice-overs in accordance to requirements</li> <li>4. Maintain Workplace Health and Safety</li> <li>5. Employability Skills</li> </ol>	<p>The job holder needs to showcase performance skills to Prospective producers and qualify for roles/parts in production. This job roles involves auditioning for voice roles in productions including film, television and advertising. He/she needs to perform imaging, narration, voice-overs according to requirements.</p> <p>The artist needs to understand the audition and adapt his performance accordingly. He needs to showcase his strengths and perform confidently during auditions and improvise and provide different voice interpretations as needed. He should understand the health, safety and security risks prevalent and know the people responsible for health and safety and the resources available. Should identify and report risks and comply with procedures in case of an emergency.</p>	Level 4
Professional and Technical Skills/ Expertise/ Professional Knowledge	<ol style="list-style-type: none"> <li>1. Audition and qualify for voicing roles</li> <li>2. Prepare for voicing performances</li> <li>3. Perform voice-overs in accordance to requirements</li> <li>4. Maintain Workplace Health and Safety</li> <li>5. Employability Skills</li> </ol>	<p>The job holder must possess knowledge in the organizational and technical context including the role, venue and time for the audition and the key decision Makers conducting the audition. He should know the technical language of voicing, performance techniques and principles and the essentials for performance. He should be aware of the basics of media industry, different roles, a good ear for different types of sounds and voices, voice modulations, clarity and neutrality to emotions. He should know how to play with the tempo, tone, volume and pitch as per requirements.</p> <p>The artist needs to recognize the important words in a sentence and be able to use pitch inflection for</p>	Level 4

		<p>emphasis, breathe correctly and have control over breath, know different languages, lip sync and match body language and mood of the character, listen to instructions, infer meaning of dialogues, emote through voice and accent, adapt to the character needs, suggest alternatives, overcome performance pressure and anxiety, know the relevant copyright laws and intellectual property rights and adhere to necessary health and safety measures. Should keep in mind the target audience as well as the budget, time constraints and roles and responsibilities of the production team.</p>	
<p><b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b></p>	<ol style="list-style-type: none"> <li>1. Audition and qualify for voicing roles</li> <li>2. Prepare for voicing performances</li> <li>3. Perform voice-overs in accordance to requirements</li> <li>4. Maintain Workplace Health and Safety</li> <li>5. Employability Skills</li> </ol>	<p>A Voice-over artist should know how to plan and organize and decide on whether to appear for the audition or not.</p> <p>He /she should possess problem solving abilities and plan, prepare and practice performance in accordance to the role being auditioned. Should have analytical and critical thinking. Should critically appraise quality of own performance to identify issues and work on the areas of improvement highlighted by the audition.</p> <p>He/she should assess the role if it meets his capabilities and skill-sets. Should be able to foresee any problems with the successful execution of the roles and resolve them properly.</p> <p>The artist should be able to prepare his own performance to deliver effectively and consistently, step into the shoes of the character and perform accordingly and improve his own performance.</p> <p>He / she should be able to make decisions on a suitable course of action/plan, plan and organise people and resources and equip them with risk-dealing abilities individually, apply problem solving approaches in different situations, understand risks and hazards within the scope of individual authority, report them to the</p>	<p><b>Level 4</b></p>

		authorities and apply balanced judgements in every situation.	
<b>Broad Learning Outcomes/Core Skill</b>	<ol style="list-style-type: none"> <li>1. Audition and qualify for voicing roles</li> <li>2. Prepare for voicing performances</li> <li>3. Perform voice-overs in accordance to requirements</li> <li>4. Maintain Workplace Health and Safety</li> <li>5. Employability Skills</li> </ol>	<p>A Voice-over artist should possess excellent writing, reading and oral communication skills.</p> <p>He/she should know how to prepare and keep a portfolio of work handy for the audition process, fill out necessary forms and documentation at the audition venue, prepare follow up letters for auditioning authorities to find out results. He should research about the role, the production, key people involved in the decision-making process to prepare for the audition and read and understand the audition material provided.</p> <p>Should network with the casting agents and key people from the industry to identify roles, understand and discuss the audition requirements and process with the casting agents, rehearse performance and solicit feedback and suggestions for improvement. Should perform confidently, have fluency in speech, diction and dialect; follow-up to find out results and solicit feedback from audition on areas of improvement. Should read and understand the scripts and own dialogues along with those of co-performers.</p> <p>Should seek any clarifications from the director and scriptwriter. The artist needs to read the script to minimize takes and understand the nature of the character and the emotions being portrayed. He should be able to deliver dialogues and perform according to the director's instructions in order to engage the audiences.</p> <p>He would be required to write a feedback regarding health and safety to the concerned people, highlight</p>	<b>Level 4</b>

		potential risks, report a hazard, read instructions, policies, procedures and norms relation to health and safety and listen and communicate information with the concerned or affected people.	
<b>Responsibility</b>	<ol style="list-style-type: none"> <li>1. Audition and qualify for voicing roles</li> <li>2. Prepare for voicing performances</li> <li>3. Perform voice-overs in accordance to requirements</li> <li>4. Maintain Workplace Health and Safety</li> </ol>	<p>The job holder is responsible for his own work by way of understanding the requirements of the audition and adapts his performance according to the audition requirements. He needs to showcase strengths and perform confidently and improvise and provide different voice interpretations as required. He needs to become proficient with own and co-actor's lines and understand interdependence between roles. Should be able to perform convincing interpretations of roles, improvise, adapt and deliver with the shortest possible timeframe with minimum number of takes. Should Understand and comply with the organisation's current health, safety and security policies and procedures and identify security signals and aspects of potential risk at workplace.</p> <p>He/she should understand and comply with safe working practices and participate in knowledge drills, identify areas of potential risks and report to the concerned authorities and warn people who might be affected</p>	<b>Level 4</b>

### Annexure: Tools and Equipment (Lab Set-Up)

#### List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Headphones		7
2	Mic		7
3	Mic Stand		7

4	Pop Filter		7
5	Software: Pro Tools/Logic/Adobe Audition/Audacity		3
6	Computer/Laptop		3
7	Monitor Speakers		1
8	Sound Mixer/Sound Card		1
9	White Board and Markers (Black, Red, Blue and Green)		1
10	Projector/Screen		1

**Classroom Aids**

The aids required to conduct sessions in the classroom are:

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

### Annexure: Industry Validations Summary

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

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

### Annexure: Training & Employment Details

**Training and Employment Projections:**

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

*Data to be provided year-wise for next 3 years*

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

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

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

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

- 1.
- 2.

**Content availability for previous versions of qualifications:**

Participant Handbook  Facilitator Guide  Digital Content  Qualification Handbook  Any Other:

**Languages in which Content is available:**

## Annexure: Blended Learning

**Blended Learning Estimated Ratio & Recommended Tools:**

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

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

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

### Annexure: Detailed Assessment Criteria

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

NOS/Module Name	Assessment Criteria for Performance Criteria/Learning Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>MES/N0101 (Audition and qualify for voicing roles)</b>	• PC1. Understand the requirements of the audition	5	20		
	• PC2. Adapt his/her performance to the auditioners' requirements	5	20		
	• PC3. Showcase strengths and perform confidently during auditions	5	20		
	• PC4. Improvise and provide different voice interpretations, as required by auditioners	10	15		
	<b>Total Marks</b>	<b>25</b>	<b>75</b>		
<b>MES/N0102 (Prepare for voicing performances)</b>	• PC1. Understand and interpret characters in scripts within the specified time-period (in general, time Available is very limited)	5	25		
	• PC2. Adapt personality and performance in accordance to the requirements of the role	15	25		
	• PC3. Become proficient with own and co-actors lines and understand interdependencies between roles	5	25		
	<b>Total Marks</b>	<b>25</b>	<b>75</b>		
<b>MES/N0103 (Perform voice-overs in accordance to requirements)</b>	• PC1. Perform convincing interpretations of roles by portraying emotions (using speech, tone etc.)	10	20		
	• PC2. Improvise and adapt (provide valuations, vary speed, volume, pitch etc.) Dynamically to the demands of the script	15	25		
	• PC3. Deliver within the shortest possible time-frame with minimum number of takes	0	30		
	<b>Total Marks</b>	<b>25</b>	<b>75</b>		
<b>Maintain workplace health and safety</b>	• PC1. Understand and comply with the organisation's 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 & drills	2	3		
	• PC5. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	5	5		

	<ul style="list-style-type: none"> <li>PC6. Identify security signals e.g. Fire alarms and places such as staircases, fire warden stations, first aid and medical rooms</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC7. identify aspects of workplace that could cause potential risk to own and others health and safety</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC8. ensure own personal health and safety, and that of others in the workplace through precautionary measures</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC9. identify and recommend opportunities for improving health, safety, and security to the designated person</li> </ul>	3	2		
	<ul style="list-style-type: none"> <li>PC10. report any hazards outside the individual's authority to the relevant person in line with organizational procedures and warn other people who may be affected</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC11. follow organisation's emergency procedures for accidents, fire or any other natural calamity in case of a hazard</li> </ul>	5	5		
	<ul style="list-style-type: none"> <li>PC12. identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority</li> </ul>	2	3		
	<b>Total Marks</b>	50	50		
<b>Employability Skills</b>	<ul style="list-style-type: none"> <li><i>Introduction to Employability Skills</i></li> </ul>	1	1		
	<ul style="list-style-type: none"> <li>PC1. understand the significance of employability skills in meeting the job requirements</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li><i>Constitutional values – Citizenship</i></li> </ul>	1	1		
	<ul style="list-style-type: none"> <li>PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li><i>Becoming a Professional in the 21st Century</i></li> </ul>	1	3		
	<ul style="list-style-type: none"> <li>PC3. explain 21st Century Skills such as Self- Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc</li> </ul>	-	-		
	<ul style="list-style-type: none"> <li><i>Basic English Skills</i></li> </ul>	2	3		
	<ul style="list-style-type: none"> <li>PC4. speak with others using some basic English phrases or sentences</li> </ul>	-	-		
<ul style="list-style-type: none"> <li><i>Communication Skills</i></li> </ul>	1	1			

• PC5. follow good manners while communicating with others	-	-		
• PC6. work with others in a team	-	-		
• <i>Diversity &amp; Inclusion</i>	1	1		
• PC7. communicate and behave appropriately with all genders and PwD	-	-		
• PC8. report any issues related to sexual harassment	-	-		
• <i>Financial and Legal Literacy</i>	3	4		
• PC9. use various financial products and services safely and securely	-	-		
• PC10. calculate income, expenses, savings etc.	-	-		
• PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-		
• Essential Digital Skills	4	6		
• PC12. operate digital devices and use its features and applications securely and safely	-	-		
• PC13. use internet and social media platforms securely and safely	-	-		
• Entrepreneurship	3	5		
• PC14. identify and assess opportunities for potential business	-	-		
• PC15. identify sources for arranging money and associated financial and legal challenges	-	-		
• Customer Service	2	2		
• PC16. identify different types of customers	-	-		
• PC17. identify customer needs and address them appropriately	-	-		
• PC18. follow appropriate hygiene and grooming standards	-	-		
• Getting ready for apprenticeship & Jobs	1	3		
• PC19. create a basic biodata	-	-		
• PC20. search for suitable jobs and apply	-	-		

	<ul style="list-style-type: none"> <li>PC21. identify and register apprenticeship opportunities as per requirement</li> </ul>	-	-		
	Total Marks	20	30		

### Annexure: Assessment Strategy

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

*Mention the detailed assessment strategy in the provided template.*

#### <1. Assessment System Overview:

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

#### 2. Testing Environment:

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

#### 3. Assessment Quality Assurance levels/Framework:

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

#### 4. Types of evidence or evidence-gathering protocol:

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

#### 5. Method of verification or validation:

- Surprise visit to the assessment location

#### 6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

#### On the Job:

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

- Effective engagement with the customers
- Understand the working of various tools and equipment
- .....>

### Annexure: Acronym and Glossary

#### Acronym

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

#### Glossary

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