



MODEL CURRICULUM

ACTOR

SECTOR: MEDIA&ENTERTAINMENT

SUB-SECTOR: Film, Television, Radio, Advertising, social media

Occupation: Acting

REF ID:

NSQF Level: 4

QP Code: MES/Q0105



Media & Entertainment Skills Council





CERTIFICATE



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Actor

Program Overview

The **Actor Skill Development Program** is a professionally designed course aimed at preparing aspiring performers for today's dynamic entertainment industry, including theatre, cinema, television, OTT platforms, and digital content creation. Updated from traditional acting courses, this new curriculum integrates the latest industry practices such as self-tape auditions, web acting, and voice-over skills, ensuring that learners are fully aligned with current market demands.

Immediate Benefits of this Course:

- Development of essential acting techniques for stage and screen.
- Hands-on training in voice modulation, body language, improvisation, and character development.
- Portfolio building including professional photographs, video show reels, and voice samples.
- Preparation for auditions, both traditional and online (self-taping).
- Improved public speaking, emotional intelligence, and communication skills.

Key Highlights:

- **Updated Version:** The curriculum is an enhanced, industry-focused update of existing acting courses, including skills for modern digital platforms like YouTube, Instagram, and OTT content production.
- **Wider Participation:** This course is open not just to students, but also to housewives, working employees, and even aged individuals who wish to explore acting as a hobby, passion, or second career.
- **Self-Employment Opportunities:** Unemployed youth and others can use their skills to create content and earn through platforms such as YouTube, Instagram Reels, podcasts, and other social media outlets.
- **Minimum Job Guarantee Support:** The program facilitates links with casting agencies, production houses, and creative media companies to help learners secure auditions, freelance roles, or internships.
- **Communication and Personal Growth:** Participants will gain significant improvement in their confidence, stage presence, articulation, body language, and emotional intelligence — skills that are valuable across all areas of life and career.

By the end of the program, learners will not only be prepared for an acting career but will also emerge as confident, expressive, and self-reliant professionals, ready to thrive in India's growing entertainment and digital economy.

This program is benefit for not only students but housewives, employees, unemployed youth etc.

Brief Job Description: An Actor is a trained professional responsible for portraying a variety of characters across mediums such as theatre, cinema, television, digital platforms, Social media, live performances. The primary duties include studying scripts, researching roles, memorizing dialogues, rehearsing scenes, and



performing convincingly before audiences or cameras. Actors collaborate closely with directors, scriptwriters, producers, and other artists to interpret and present narratives effectively. The role demands continuous upskilling to adapt to diverse genres, performance techniques, and industry standards while maintaining a high level of artistic integrity and professionalism.

Personal Attributes:

An Actor should demonstrate creativity, imagination, and a deep understanding of human emotions and behaviour. Essential personal qualities include excellent communication skills, emotional resilience, adaptability, dedication, and physical stamina. The ability to take direction, work collaboratively in a team-oriented environment, and remain committed to rigorous practice and self-discipline is critical. A strong willingness to learn, openness to constructive feedback, and the capacity to handle the uncertainties of the profession with patience and persistence are vital attributes for sustained success in this field.

Job Role Key Tasks:

- Study and analyse scripts and characters.
- Rehearse, memorize, and perform assigned roles.
- Collaborate with directors, writers, and technical crew.
- Adapt performance to different audiences and mediums.
- Maintain physical fitness, voice control, and emotional range.
- Attend auditions, workshops, and skill enhancement programs.

Career Progression Pathway:

Actor → Senior Actor → Lead Actor → Acting Coach/Director

Applicable National Occupational Standards (NOS)

Compulsory NOS:

MES/N0104: Maintain workplace health and safety

MES/N0102: Recognize the character to be portrayed

MES/N0103: Perform acting

MES/N0104: Develop and maintain portfolio

DGT/VSQ/N0102: Employability skills (60 hours)



Curriculum/Syllabus

This program is aimed at training candidates for the job of a “Actor”, in the “Media and Entertainment” Sector/Industry and aims at building the following key competencies among the learner.

| Training Delivery Plan | |
|--|--|
| Programme Name | Actor |
| Qualification pack & Name & Ref. ID | MES/Q0105 |
| NSQF Level | 4 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/2655.0100 |
| Pre-requisites to Training | 11th Class or 10th Class (Completed 1st year of 3-year diploma (after 10th) and pursuing regular diploma) or 10th Class (pass and pursuing continuous schooling) or 8th Class (pass plus 2-year NTC plus 1 Year NAC) |
| Minimum Job Entry Age | 18 Years |
| Version | 2.0 |
| Training Outcomes | <p>By the end of this program, the participants would have achieved the following competencies:</p> <p>Demonstrate essential acting techniques applicable to both stage and screen performances.</p> <p>Apply practical skills in voice modulation, body language, improvisation, and character development through hands-on training.</p> <p>Develop a professional portfolio comprising high-quality photographs, video show reels, and voice samples.</p> <p>Prepare effectively for auditions, including traditional in-person and modern self-taped formats.</p> <p>Enhance public speaking abilities, emotional intelligence, and interpersonal communication skills essential for performance and everyday contexts.</p> |



Curriculum Structure:

| NOS Code | Theory Hours | Practical Hours | Total Hours |
|------------------------------------|--------------|-----------------|-------------|
| MES/N0104 | 45 | 55 | 100 |
| MES/N0102 | 32 | 68 | 100 |
| MES/N0103 | 32 | 68 | 100 |
| MES/N0104 | 28 | 72 | 100 |
| DGT/VSQ/N0102:Employability skills | 20 | 60 | 800 |
| TOTAL | 192 | 288 | 450 |

Total Summary:

- Theory Hours:** 150
- Practical Hours:** 300

| Credits | Total Notional Hours | Hours per Credit |
|-----------|----------------------|--|
| 15 | 450 | 1 Credit = 30 hrs (NCrF). ABC Compliant |

- Total Duration:** 450 hours



Modules

1. MES/N0104: Maintain workplace health and safety

Description

This unit focuses on contributing to a safe, healthy, and secure working environment by identifying risks, following safety protocols, and responding effectively to emergencies. It ensures individuals understand and comply with workplace safety standards and promote a culture of well-being.

Scope

This unit includes:

1. Understanding workplace health, safety, and security risks
2. Identifying and utilizing available health and safety resources
3. Recognizing, reporting, and mitigating risks
4. Following emergency protocols effectively

Elements and Updated Performance Criteria

1. Understanding Workplace Health, Safety, and Security Risks

To ensure competency, individuals should:

- **PC1:** Understand and adhere to the organization's health, safety, and security policies and procedures.
- **PC2:** Follow safe working practices relevant to the job role to minimize risk.
- **PC3:** Be familiar with government norms, industry standards, and policies, including emergency procedures for illnesses, accidents, fires, and natural calamities.
- **PC4:** Actively participate in organizational health and safety training, knowledge-sharing sessions, and regular drills.

2. Identifying and Utilizing Available Health and Safety Resources

To ensure competency, individuals should:

- **PC5:** Identify key personnel responsible for health and safety, including emergency contacts.
- **PC6:** Recognize safety signals, such as alarms, and know the location of essential safety resources like fire exits, first aid kits, and medical rooms.

3. Recognizing, Reporting, and Mitigating Risks

To ensure competency, individuals should:

- **PC7:** Identify potential hazards in the workplace that could affect personal or others' health and safety.
- **PC8:** Take precautionary measures to safeguard personal health and safety, as well as that of colleagues.
- **PC9:** Suggest improvements to health, safety, and security practices to the relevant authority.
- **PC10:** Report hazards beyond individual control to the appropriate personnel and inform others at risk promptly.

4. Following Emergency Protocols Effectively

To ensure competency, individuals should:



- **PC11:** Respond effectively to emergencies, such as accidents, fires, or natural disasters, by following organizational procedures.
- **PC12:** Take corrective actions within the limits of authority to address risks like illnesses, accidents, or hazards safely.

Knowledge and Understanding (KU)

Key Knowledge Areas:

- **KU1:** Organizational norms and policies related to health and safety.
- **KU2:** Government and industry-specific safety regulations, including emergency response protocols.
- **KU3:** Individual limits of authority when managing risks.
- **KU4:** The importance of maintaining high safety standards in the workplace.
- **KU5:** Types of common workplace hazards and how to address them.
- **KU6:** Role-specific safe working practices.
- **KU7:** Evacuation procedures and emergency risk management arrangements.
- **KU8:** Key contacts for health and safety issues.
- **KU9:** How to summon medical or emergency services when needed.
- **KU10:** Safe usage and maintenance of workplace equipment, systems, or machinery, adhering to manufacturer guidelines.

Generic Skills (GS)

Communication and Reporting:

- **GS1:** Provide written feedback on health and safety to relevant personnel.
- **GS2:** Document and report hazards or risks to designated individuals.
- **GS3:** Read and comprehend instructions, policies, and safety guidelines.
- **GS4:** Communicate safety-related information effectively to colleagues and stakeholders.

Planning and Decision-Making:

- **GS5:** Make informed decisions regarding appropriate safety actions and solutions.
- **GS6:** Organize resources and personnel to mitigate risks within the scope of authority.
- **GS7:** Plan responses to potential hazards or risks.

Problem Solving and Judgment:

- **GS8:** Apply problem-solving techniques to address workplace safety issues.
- **GS9:** Identify hazards within personal authority and escalate those beyond personal jurisdiction.
- **GS10:** Exercise balanced judgment when addressing safety challenges.

Interpersonal and Analytical Skills:

- **GS11:** Build positive and effective relationships with colleagues and stakeholders.
- **GS12:** Analyze safety-related data and activities to identify improvement areas.
- **GS13:** Foster a culture of safety by engaging with peers and management collaboratively.



Enhancements for Modern Relevance

1. Technology Integration:

- Use mobile apps and software for hazard reporting, tracking safety measures, and logging incidents.
- Incorporate AI-powered monitoring systems to detect and alert hazards.

2. Updated Emergency Preparedness:

- Include training for handling cyber-security threats and technological failures in addition to physical emergencies.
- Promote mental health awareness alongside physical safety practices.

3. Promoting a Safety Culture:

- Encourage open communication and feedback to improve safety measures continuously.
- Conduct regular well-being programs to maintain physical and mental health at the workplace.

4. Inclusivity in Safety Training:

- Customize safety protocols for individuals with disabilities or unique workplace needs.
- Ensure multilingual safety training and materials for diverse teams.

5. Additional Safety & POSH Compliance

a. Prevention of Sexual Harassment (POSH)

All participants and staff must adhere to the provisions of the *Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013*.

Key requirements:

- Mandatory awareness of rights and responsibilities under POSH.
- Zero tolerance for any form of sexual harassment or inappropriate behaviour on set, during rehearsals, workshops, auditions, or online sessions.
- Prompt reporting to the Internal Complaints Committee (ICC) or the designated POSH Officer as outlined by the training/production organisation.

b. Intimacy Coordination Protocols

For scenes involving physical intimacy or simulated intimacy (including kissing, intimate touch, or partial nudity), the following standards—now common practice in film and OTT industries—apply:

- Appointment of a certified intimacy coordinator when intimate content is scripted.
- Transparent pre-shoot discussions and written consent for all intimate choreography.
- Right to withdraw consent at any stage without retaliation.
- Closed-set filming and minimal essential crew during such scenes.

6. Code of Conduct

All trainees, faculty, and crew must:

1. Treat colleagues, cast, and crew with respect and dignity.



2. Maintain professional boundaries; avoid offensive, discriminatory, or harassing language or behaviour.
3. Follow WHS and POSH policies, reporting hazards or misconduct promptly.
4. Safeguard confidentiality of scripts, production plans, and personal data.

7. Whistleblowing & Reporting

- Any individual may confidentially report health & safety hazards, sexual harassment, or ethical concerns to the designated WHS or POSH Officer, or via an anonymous reporting channel provided by the institution/production house.
- Retaliation against a whistle-blower is strictly prohibited and will invite disciplinary action.

Outcome

By integrating modern safety practices, this framework helps create a proactive, informed, and secure working environment where individuals can manage risks effectively, adhere to safety standards, and respond to emergencies confidently.

Assessment Criteria

MES/N0101: Maintain Workplace Health and Safety

| PC Code | Description | Theory | Practical | Project | Viva |
|--------------|--|-----------|-----------|---------|------|
| PC1 | Understand and comply with health, safety, security policies | 5 | 5 | - | - |
| PC2 | Follow safe working practices relevant to the job | 5 | 5 | - | - |
| PC3 | Know government norms, emergency procedures | 3 | 2 | - | - |
| PC4 | Participate in safety sessions and drills | 2 | 3 | - | - |
| PC5 | Identify safety personnel and emergency contacts | 5 | 5 | - | - |
| PC6 | Identify signals, exits, first aid | 5 | 5 | - | - |
| PC7 | Identify potential hazards | 5 | 5 | - | - |
| PC8 | Ensure personal and others' health and safety | 5 | 5 | - | - |
| PC9 | Recommend safety/security improvements | 3 | 2 | - | - |
| PC10 | Report out-of-control hazards | 5 | 5 | - | - |
| PC11 | Follow emergency procedures | 5 | 5 | - | - |
| PC12 | Take corrective actions within authority | 2 | 3 | - | - |
| Total | | 50 | 50 | - | - |

MES/N0102: Recognize the Character to Be Portrayed

Description

This unit focuses on recognizing the character to be portrayed as per the script or demand for a film, TV series, or theater. It emphasizes character interpretation, research, and artistic expression to ensure



authentic and compelling performances.

Scope

This unit/task covers:

- Interpret and research on character roles
- Experiencing acting as an art
- Voice modulation, body movement, and improvisation

Elements and Performance Criteria

1. Interpret the Character Roles

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

- **PC1:** Identify the character as per the script.
- **PC2:** Conduct research on characteristic behaviors for the assigned role.
- **PC3:** Express a wide emotional range and act/react believably with other actors as per the demand of the script.
- **PC4:** Memorize lines (dialogues) and character activities according to the script or the Director's instructions.

2. Experience Acting as an Art

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

- **PC5:** Work and rehearse with other actors using the background of the role in an art form under the supervision of the Director to fulfill their vision.
- **PC6:** Analyze the character's background to portray a similar role as desired.
- **PC7:** Create expressions and deliver dialogues that align with the character's demand in the scene.

3. Voice Modulation, Body Movement, and Improvisation

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

- **PC8:** Portray the character as its emotional and story arcs progress, even if scenes are shot out of sequence.
- **PC9:** Scale performance according to the frame of the shot, controlling movement, gestures, voice levels, emotional intensity, and energy.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

Core Knowledge

- **KU1:** The vision of the creative team (Scriptwriter, Director, Production Designer, among others).
- **KU2:** The history, background, and motivation of the character within the framework of the script.
- **KU3:** Theories and techniques required to compose, produce, and perform works of drama, music, dance, and visual arts.
- **KU4:** Media production, communication, and dissemination techniques to inform and entertain via written, oral, and visual mediums.
- **KU5:** Human behavior and performance, including personality traits, learning, and motivation.
- **KU6:** Principles for assessing and fulfilling audience needs while maintaining quality.
- **KU7:** Background of the fictional character to be portrayed, including life history and motivation.



- **KU8:** Trends in audience preferences and shifts in demand.
- **KU9:** Production setup and processes, whether on a studio set or location, including lighting, props, and furniture.
- **KU10:** The responsibilities of production crew members and their impact on performance.
- **KU11:** Familiarity with technical requirements such as hitting marks and catching light.

Generic Skills (GS)

The user/individual on the job needs to:

Preparation and Interaction Skills:

- **GS1:** Read and study scripts, memorizing lines and character activities.
- **GS2:** Interact fluently with co-actors, costumes, makeup artists, and props.
- **GS3:** Gain control over breathing techniques to enhance vocal capacity, range, pitch, and timbre.

Creative and Analytical Skills

- **GS4:** Improvise to adapt to various character roles (e.g., historical, patriotic).
- **GS5:** Plan and rehearse performances in alignment with the role.
- **GS6:** Foresee and proactively resolve challenges in executing the role.
- **GS7:** Critically appraise the quality of personal performance and identify improvement areas.
- **GS8:** Finalize voice modulation and performance styles to match the character.

Problem-Solving and Assessment

- **GS9:** Evaluate whether the role aligns with personal capabilities and skillsets.
- **GS10:** Ensure work meets customer/project requirements and expectations.

Outcome

This unit equips individuals with the ability to:

- Understand and research character roles deeply.
- Adapt voice, movement, and emotional expression to deliver authentic performances.
- Work collaboratively with the creative team and co-actors.

By mastering these skills, actors can contribute to the success of any production, ensuring memorable and impactful portrayals.



Assessment Criteria

MES/N0102: Recognize the Character to be Portrayed

| PC Code | Description | Theory | Practical | Project | Viva |
|--------------|--|-----------|-----------|----------|----------|
| PC1 | Identify character as per script | 2 | 8 | - | - |
| PC2 | Research character behaviours | 3 | 7 | - | - |
| PC3 | Express emotion & react believably | 3 | 7 | - | - |
| PC4 | Memorize lines and activities | 3 | 7 | - | - |
| PC5 | Rehearse with co-actors under director | 5 | 10 | - | - |
| PC6 | Analyse character background | 3 | 7 | - | - |
| PC7 | Create expressions/dialogue as per scene | 3 | 7 | - | - |
| PC8 | Portray evolving character arcs | 3 | 7 | - | - |
| PC9 | Control gestures, voice, intensity | 5 | 10 | - | - |
| Total | | 30 | 70 | - | - |

National Occupational Standards (NOS) Parameters

| | |
|-------------------------|--|
| NOSCode | MES/N0102 |
| NOSName | Recognize the character to be portrayed |
| Sector | Media & Entertainment |
| Sub-Sector | Film, Television, Radio, Advertising, social media |
| Occupation | Acting |
| NSQFLevel | 4 |
| Credits | TBD |
| Version | 1.0 |
| LastReviewedDate | <i>To be obtained from NSQF after submission of the course</i> |
| NextReviewDate | <i>To be obtained from NSQF after submission of the course</i> |
| Minimum QP Pass% | 70 (at least 50% per module) |



MES/N0103: Perform Acting

Description

This unit focuses on performing for TV shoots, film projects, or live performances, whether in leading roles or any other assigned character roles. It involves embodying a character, engaging in rehearsals, and collaborating effectively with co-actors and the production team to deliver a compelling performance.

Scope

This unit/task encompasses the following:

- Performing as a specific character
- Interpreting roles of co-workers and ensemble collaboration

Elements and Performance Criteria

1. Perform to Act as a Specific Character

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

- **PC1:** Attend auditions and casting calls to present auditions for roles.
- **PC2:** Memorize scripts and dialogues accurately.
- **PC3:** Support co-actors through regular rehearsals and practice sessions.
- **PC4:** Analyze the creative team's vision, including input from the scriptwriter, director, and production designer.
- **PC5:** Follow the director's instructions and perform according to the shooting sequence.
- **PC6:** Execute physical actions that involve significant use of arms, legs, and full-body movement, including climbing, lifting, balancing, walking, and handling objects.
- **PC7:** Engage in public-facing tasks and interactions, demonstrating strong interpersonal skills as required.

2. Interpret Roles of Co-Workers

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

- **PC8:** Analyze the character's placement and purpose within the story's context, both individually and in collaboration with co-actors.
- **PC9:** Adapt performances to meet scene demands, clearly portraying the character's role and intentions.
- **PC10:** Work effectively with other actors as part of an ensemble, fostering a collaborative atmosphere.

Knowledge and Understanding (KU)

The individual must have knowledge and understanding of:

- **KU1:** The production company's background and the script's content.
- **KU2:** Industry-specific terminology, interview and audition processes, the role of casting agents, contracts, payments, and insurance.
- **KU3:** Marketing and distribution strategies that enhance a film's commercial success, including the actor's promotional involvement.



- **KU4:** Technical setup and equipment used in film production, both in studio and on-location, including camera operations, lighting, props, costumes, and makeup.
- **KU5:** The responsibilities of various crew members and how they impact performance.
- **KU6:** The process and techniques of dubbing and voice-over work.
- **KU7:** Performing in local languages as needed.

Generic Skills (GS)

The user/individual must possess the following skills:

Preparation and Interaction Skills:

- **GS1:** Study and internalize the script, memorizing lines and character actions.
- **GS2:** Understand the creative vision set by the director, scriptwriter, and producer.
- **GS3:** Accept and integrate feedback from the director to enhance character portrayal.
- **GS4:** Communicate effectively and consult with other actors to support collective performance goals.
- **GS5:** Adapt and improvise during auditions, rehearsals, and performances as needed.

Creative and Analytical Skills:

- **GS6:** Plan, prepare, and rehearse performance to align with character requirements.
- **GS7:** Address feedback from auditions to identify and work on areas for improvement.
- **GS8:** Evaluate if a role matches personal skills and strengths.
- **GS9:** Assess and review personal performances critically, identifying strengths and areas for growth.
- **GS10:** Ensure all work meets the project's requirements and quality standards.

Outcome

This unit equips individuals with the competencies required to:

- Deeply understand and research character roles.
- Adapt voice, body language, and emotional delivery to portray characters authentically.
- Collaborate with creative teams and co-actors for cohesive performance.

By mastering these skills, actors contribute effectively to the success of a production, delivering memorable and impactful performances.



Assessment Criteria

MES/N0103: Perform Acting

| PC Code | Description | Theory | Practical | Project | Viva |
|--------------|--|-----------|-----------|---------|------|
| PC1 | Attend auditions | 3 | 7 | - | - |
| PC2 | Memorize script and dialogues | 3 | 7 | - | - |
| PC3 | Support co-actors in rehearsals | 3 | 7 | - | - |
| PC4 | Analyse creative team's vision | 3 | 7 | - | - |
| PC5 | Follow director's instructions | 3 | 7 | - | - |
| PC6 | Perform full-body actions | 3 | 7 | - | - |
| PC7 | Engage with public, clients | 3 | 7 | - | - |
| PC8 | Analyse character within story context | 3 | 7 | - | - |
| PC9 | Portray role accurately as per scene | 3 | 7 | - | - |
| PC10 | Collaborate with ensemble actors | 3 | 7 | - | - |
| Total | | 30 | 70 | - | - |

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOSCode | MES/N0103 |
| NOSName | Performacting |
| Sector | Media&Entertainment |
| Sub-Sector | Film, Television, Radio, Advertising, social media |
| Occupation | Acting |
| NSQFLevel | 4 |
| Credits | TBD |
| Version | 1.0 |
| LastReviewedDate | <i>To be obtained from NSQF after submission of the course</i> |
| NextReviewDate | <i>To be obtained from NSQF after submission of the course</i> |
| NSQC Clearance Date | <i>To be obtained from NSQF after submission of the course</i> |

MES/N0104: Develop and maintain portfolio

This is a comprehensive and detailed outline of a unit on developing and maintaining a professional portfolio in the media and entertainment industry. It includes key competencies, performance criteria, knowledge and understanding areas, and essential Generic Skills. Here's a structured summary:

Unit Overview: Develop and Maintain Portfolio

Objective: To prepare individuals for opportunities in the media and entertainment industry by creating a standout portfolio and effectively promoting oneself.

Scope

1. Portfolio Creation
2. Approaching the Industry for Opportunities

Elements and Performance Criteria

1. Create Portfolio

- **PC1:** Prepare professional materials like a portfolio, showreel, and recordings.
- **PC2:** Select and showcase high-quality headshots and performance shots.
- **PC3:** Design a portfolio that resonates with various audiences.
- **PC4:** Utilize social media platforms (e.g., YouTube, LinkedIn) for self-promotion.

2. Approach Industry to Avail Opportunities

- **PC5:** Network effectively to promote oneself.
- **PC6:** Engage with industry associations for membership.
- **PC7:** Approach clients (producers, casting directors) professionally.
- **PC8:** Attend auditions/presentations on time and in appropriate attire.
- **PC9:** Be prepared for cold readings as needed for the role.
- **PC10:** Be ready for various tests (e.g., screen test, voice test) during auditions.
- **PC11:** Negotiate fair remuneration aligned with the assignment.
- **PC12:** Understand the key components of a contract (e.g., term, duration).
- **PC13:** Collaborate with team members for production technicalities.

Knowledge and Understanding (KU)

- **KU1:** Business and brand values of media production houses.
- **KU2:** Distribution policies in India.
- **KU3:** Broadcasting guidelines from the Ministry of Information and Broadcasting.
- **KU4:** Legalities related to design, film, and television industries.
- **KU5:** Familiarity with assignment content (scripts/designs).
- **KU6:** Industry terminology and processes, including roles of agents and contracts.
- **KU7:** Contract negotiation skills, including payment and tax understanding.
- **KU8:** Risks of freelancing and securing work.

- **KU9:** Updating portfolios in response to technological advances and experience.
- **KU10:** Knowing relevant industry associations for professional issues.
- **KU11:** Role of marketing and distribution for commercial success.
- **KU12:** Marketing and sales techniques.
- **KU13:** Equipment and arrangements for shoots (studio, location).
- **KU14:** Business and management skills for strategic planning.
- **KU15:** Media production methods for communication and dissemination.
- **KU16:** Sales and promotion strategies.
- **KU17:** Understanding roles on the production floor.
- **KU18:** Dubbing and voice-over techniques.
- **KU19:** Performing in local languages when necessary.

Generic Skills (GS)

- **GS1:** Memorize scripts and perform tasks/roles effectively.
- **GS2:** Patience during preparation work (e.g., costuming, makeup).
- **GS3:** Accept client feedback for performance enhancement.
- **GS4:** Collaborate with team members to achieve the client's vision.
- **GS5:** Build and maintain positive working relationships.
- **GS6:** Grasp creative visions from directors, writers, and producers.
- **GS7:** Adapt performance with improvisation when needed.
- **GS8 & GS9:** Effective verbal communication skills.
- **GS10:** Active listening and comprehension.
- **GS11:** Decide on accepting or declining work.
- **GS12:** Prepare and practice as per assigned roles.
- **GS13:** Address areas of improvement as highlighted by contracts.
- **GS14:** Assess role suitability based on skills and abilities.
- **GS15:** Critique own performance for improvements.
- **GS16:** Ensure work aligns with project/client expectations.

This unit is designed to comprehensively prepare individuals for pursuing and excelling in careers within the media and entertainment field by equipping them with essential practical, technical, and interpersonal skills.



Career Services & Casting Outreach

To strengthen industry linkages and learner placement outcomes, the training centre will provide the following structured career services:

| Service | Description & Process | Mapped NOS / PC Codes |
|--|---|---|
| Verified Casting-Call Database | <ul style="list-style-type: none">Maintain and update a secure, vetted database of current film, TV, OTT, advertising, and voice-over casting calls.Trainees receive regular alerts and can submit self-tapes through the institute's portal. | MES/N0104 PC5–PC7 (industry outreach & networking) |
| Showreel Review Clinics | <ul style="list-style-type: none">Monthly 1-on-1 or small-group sessions with faculty/guest casting professionals.Review headshots, showreel cuts, and portfolio PDF.Provide written feedback and action items for improvement. | MES/N0104 PC1–PC4 (portfolio creation & refinement) |
| Monthly Mock Auditions with Industry Feedback | <ul style="list-style-type: none">Simulated professional audition environment (camera, lights, slate, eyeline marks).Scenes assigned 48 hours in advance; candidates perform and receive live critique.Feedback documented against specific PC codes for assessment continuity. | MES/N0102 PC1–PC9 (character recognition & preparation); MES/N0103 PC1–PC10 (performance & collaboration) |

Implementation Notes

- Frequency:** Minimum **one mock audition per month per batch**; feedback stored in the learner's digital file.
- Industry Involvement:** At least one guest casting director/working actor per quarter for real-time insights.
- Assessment Integration:** Feedback forms are tagged to the relevant PC codes and can be used as supplementary evidence in the **Assessment Evidence Bank**.

Contracts, Intellectual Property & Industry Practices

To help learners navigate professional agreements and protect their creative rights, the following model clauses and key concepts are introduced:

1. Image & Likeness Rights

Actors should ensure contracts clearly specify:

- **Consent & Usage Scope:** Define where and how the performer's image, voice, and likeness may be used (territory, media, duration).
- **Exclusivity & Royalties:** State if the usage is exclusive and whether royalties or residuals apply.
- **Moral Rights:** Reserve the right to prevent derogatory alterations of performance.

2. Work-for-Hire & Ownership

- **Work-for-Hire Clause:** When a production pays a fee for a performance, the producer may own all resulting intellectual property (video, audio, stills).
- **Limited Licence Alternative:** Where possible, negotiate a licence that permits specific uses while retaining performer's underlying rights.

3. Dubbing & Voice-Over Agreements

- Specify language versions, payment per reel/hour, and credit.
- Address re-use for OTT, advertising, or future formats.
- Include consent for AI-based voice replication or explicitly prohibit it.

4. Freelancer Tax Basics (India)

- **GST:** Register if annual turnover exceeds the current GST threshold (e.g., ₹20 lakh/₹40 lakh depending on state/service). Invoice with applicable GST rate (18% for acting services unless exempt).
- **TDS:** Clients typically deduct 10% TDS under Section 194J; maintain PAN/Aadhaar linkage and collect Form 16A for filings.
- Keep digital and hard-copy records of invoices, contracts, and receipts for at least eight years.

5. Cyber-Security for Self-Tapes & Digital Portfolio

- Use secure cloud storage (encrypted, access-controlled links) for audition videos.
- Watermark self-tapes or add a subtle time-code to discourage unauthorised sharing.
- Use strong passwords, two-factor authentication, and avoid public Wi-Fi for uploads.
- Retain rights to remove or request deletion of shared files once casting decisions are complete.



Learning Outcome Addition

On completion of this unit, learners will be able to:

- Review and negotiate basic contract clauses related to image rights, work-for-hire, and dubbing.
- Understand GST/TDS obligations and maintain compliant financial records.
- Apply best practices in cyber-security to protect self-tapes and portfolios.



Assessment Criteria

MES/N0104: Develop and Maintain Portfolio

| PC Code | Description | Theory | Practical | Project | Viva |
|--------------|---|-----------|-----------|----------|----------|
| PC1 | Prepare portfolio, showreel, etc. | 2 | 6 | - | - |
| PC2 | Choose best headshots and performance shots | 2 | 6 | - | - |
| PC3 | Create portfolio for wide audience | 2 | 6 | - | - |
| PC4 | Use platforms like YouTube, LinkedIn | 1 | 6 | - | - |
| PC5 | Promote self through networking | 2 | 6 | - | - |
| PC6 | Approach associations for membership | 2 | 6 | - | - |
| PC7 | Approach clients professionally | 2 | 7 | - | - |
| PC8 | Be punctual and presentable for auditions | 2 | 6 | - | - |
| PC9 | Be ready for cold reading auditions | 2 | 6 | - | - |
| PC10 | Prepare for screen/voice tests | 2 | 6 | - | - |
| PC11 | Negotiate remuneration | 2 | 4 | - | - |
| PC12 | Understand contract components | 2 | 6 | - | - |
| PC13 | Collaborate on technical production matters | 2 | 4 | - | - |
| Total | | 25 | 75 | - | - |

National Occupational Standards(NOS) Parameters

| | |
|-------------------------|--|
| NOSCode | MES/N0104 |
| NOSName | Develop and maintain portfolio |
| Sector | Media & Entertainment |
| Sub-Sector | Film, Television, Radio, Advertising, social media |
| Occupation | Acting |
| NSQFLevel | 4 |
| Credits | TBD |
| Version | 1.0 |
| LastReviewedDate | <i>To be obtained from NSQF after submission of the course</i> |
| NextReviewDate | <i>To be obtained from NSQF after submission of the course</i> |
| Minimum QP Pass% | 70 (at least 50% er module) |



DGT/VSQ/N0102: Employability Skills

Description

This module equips learners with essential employability skills required for personal and professional success in the modern workplace. It encompasses training in constitutional values, professional conduct, communication, digital and financial literacy, customer service, entrepreneurship, and career development, including preparation for apprenticeship and employment.

Scope

The unit covers the following areas:

- Introduction to Employability Skills
- Constitutional Values and Citizenship
- Professionalism in the 21st Century
- Basic English Skills
- Communication Skills
- Career Development and Goal Setting
- Diversity and Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Preparing for Apprenticeships and Employment

Objectives

- Develop job readiness and workplace adaptability
- Improve prospects for career advancement
- Enhance communication and interpersonal skills
- Foster critical thinking and continuous learning
- Instil values of citizenship, inclusion, and responsibility

Learning Outcomes

Upon successful completion, learners will be able to:

- Demonstrate increased employability and job readiness
- Adapt effectively to diverse and dynamic work environments
- Communicate confidently and professionally
- Build and maintain positive workplace relationships
- Navigate financial, legal, and digital systems confidently
- Achieve greater career growth and economic stability

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:

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-mail 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.Carryoutofflineandonlinefinancialtransactions,safelyandsecurely

PC18.Identifycommoncomponentsofsalaryandcomputeincome,expenses,taxes,investmentsetc

PC19.Identifyrelevantrightsandlawsanduselegalaidstofightagainstlegalexploration

EssentialDigitalSkills

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

PC20.Operatedigital devicesandcarryoutbasicinternetoperations securely andsafely

PC21.Usee-mailandsocialmediaplatformsandvirtual collaborationtoolstoworkeffectively

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.IdentifydifferenttypesofEntrepreneurshipandEnterprisesandassessopportunitiesfor potential business through research

PC24.Developabusinessplanand a work model,considering the4Ps ofMarketingProduct,Price,Place and Promotion

PC25.Identifysourcesoffunding,anticipate, andmitigateanyfinancial/legalhurdlesforthe potential business opportunity

CustomerService

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

PC26.Identifydifferenttypesofcustomers

PC27.Identifyandrespondtocustomerrequestsandneedsinaprofessionalmanner.

PC28.Followappropriatehygieneandgroomingstandards

Gettingready for apprenticeship&Jobs

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

PC29.CreateaprofessionalCurriculumvitae(Résumé)

PC30.Searchforsuitablejobs usingreliableofflineand onlinesourcessuchasEmployment exchange, recruitment agencies, newspapers etc. And job portals, respectively

PC31.Appliytoidentifiedjobopeningsusingoffline/onlinemethodsasperrequirement

PC32.Answerquestionspolitely,withclarityandconfidence,duringrecruitmentandselection

PC33.Identifyapprenticeshipopportunitiesandregisterforitasperguidelinesandrequirements

Understanding the health benefits of Organic Farming, Biodiversity, Ecology and Permaculture and practiced experience in all the above, fields of Organic Farming, there is a great demand in western communities as well as in their own farms. In fact there is a global demand for Organic Farming if one can understand the need for good health for human race.

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 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
- 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



DGT/VSQ/N0102: Employability Skills (60 Hours)

| PC Code | Description | Theory | Practical | Project | Viva |
|--------------|---|-----------|-----------|---------|------|
| PC1–2 | Identify employability skills, explore portals | 1 | 1 | - | - |
| PC3–4 | Understand constitutional values and sustainability | 1 | 1 | - | - |
| PC5–6 | 21st Century Skills practice | 2 | 4 | - | - |
| PC7–9 | Basic English skills | 2 | 3 | - | - |
| PC10–11 | Career development and planning | 1 | 2 | - | - |
| PC12–13 | Communication and teamwork | 2 | 2 | - | - |
| PC14–15 | Diversity, inclusion, workplace safety | 1 | 2 | - | - |
| PC16–19 | Financial and legal literacy | 2 | 3 | - | - |
| PC20–22 | Essential digital skills | 3 | 4 | - | - |
| PC23–25 | Entrepreneurship basics | 2 | 3 | - | - |
| PC26–28 | Customer service | 1 | 2 | - | - |
| PC29–33 | Job readiness and apprenticeships | 2 | 3 | - | - |
| Total | | 20 | 30 | - | - |

National Occupational Standards(NOS)Parameters

| | |
|--------------------------|--|
| NOSCode | DGT/VSQ/N0102 |
| NOSName | EmployabilitySkills(60Hours) |
| Sector | CrossSectoral |
| Sub-Sector | ProfessionalSkills |
| Occupation | Employability |
| NSQF Level | 4 |
| Credits | 2 |
| Version | 1.0 |
| LastReviewedDate | NA |
| NextReviewDate | <i>To be obtained from NSQF after submission of the course</i> |
| NSQCClearanceDate | <i>To be obtained from NSQF after submission of the course</i> |



Trainer Prerequisites for Job Role: "Actor"

Qualification Pack: MES/Q0105, Version 1.0

NSQF Level: 4

Industry: Media & Entertainment

Educational Qualification

- **Minimum:** Graduate in any discipline
- **Preferable:** Diploma or Degree in Acting, Performing Arts, Theatre Arts, or Film Studies from a recognized institution.

Experience Requirements

- **Minimum Experience:**
 - 3–5 years of practical experience in acting for stage, screen, or digital media platforms.
 - Demonstrable experience in a variety of acting techniques (method, improvisational, classical, etc.)
 - Knowledge and experience in working with camera, sound, and lighting during performance.
- **Desirable:**
 - Experience in teaching or training in acting or related performing arts.
 - Experience in direction, script analysis, or production is an added advantage.

Certification Requirements

- Certified Trainer with **Trainer Certification from Media & Entertainment Skill Council (MESC)** or **NSDC** is preferred.
- Assessor certification (if applicable for dual roles).

Key Skills and Competencies

- In-depth understanding of the **NOS (National Occupational Standards)** of QP MES/Q0105.
- Effective communication and public speaking skills.
- Hands-on knowledge of acting tools: voice modulation, body language, character building, improvisation, and camera awareness.
- Ability to demonstrate and teach practical techniques clearly.
- Familiarity with current trends in the media and entertainment industry.

Technology Proficiency

- Basic understanding of audiovisual equipment.
- Working knowledge of digital platforms and editing basics (optional).
- Comfortable using Learning Management Systems (LMS) and multimedia content for training.



Soft Skills

- Patience and empathy while dealing with diverse learners.
- Motivation, discipline, and mentoring capabilities.
- Professionalism, creativity, and adaptability.

Language Proficiency

- Proficient in **English** and **Hindi** (or regional language depending on training location).
- Clarity in articulation and pronunciation is essential.

Mandatory Certifications

- **MESC Trainer Certification / Training-of-Trainers (ToT):**
 - **Mandatory** for all trainers delivering this Qualification Pack.
 - Certification must be valid and uploaded to the MESC/NSDC portal prior to commencement of training.

Continuous Professional Development (CPD)

- Trainers must complete a **minimum of 16 hours per year** of documented **industry CPD** activities, which may include (but are not limited to):
 - OTT/streaming-platform acting workshops
 - Advanced voice-over and DAW (Digital Audio Workstation) refresher courses
 - On-camera intimacy coordination or safety training
 - Emerging digital acting techniques (e.g., virtual production, motion capture)



Infrastructure & Equipment – Camera-Acting Studio Kit

| Item / Facility | Purpose & Key Features | Mapped Practical PC Codes |
|---|---|--|
| Camera-Acting Studio Kit (<i>DSLR/Mirrorless camera with interchangeable lenses, tripod, and basic grip accessories</i>) | Enables on-camera performance, framing, and eyeline training; supports high-quality self-tapes and scene capture. | MES/N0102 PC8-PC9; MES/N0103 PC1-PC10; MES/N0104 PC1-PC4 |
| Audio Kit (Lavalier & Boom Mic with Mixer/Recorder) | Provides professional dialogue capture and teaches mic technique. | MES/N0103 PC6-PC7; MES/N0104 PC1-PC4 |
| Three-Point Lighting Set (Key, Fill, Back) with Stands & Dimmers | Trains learners in lighting awareness, continuity, and camera-ready presentation. | MES/N0102 PC8-PC9; MES/N0103 PC4-PC9 |
| Basic Grip Gear (light stands, sandbags, clamps) | Safe mounting of lights/camera for varied scenes; teaches WHS practices. | MES/N0104 PC5-PC9 (safety); MES/N0103 PC6 |
| Marking / Gaffer Tape | Floor marks for blocking, eyeline, and continuity. | MES/N0103 PC5-PC9 |
| Sound-Treated Corner / Portable Acoustic Panels | Reduces echo for clean self-tapes, voice-over, and dubbing practice. | MES/N0103 PC6; MES/N0104 PC1-PC4 |
| Editing Station (Computer with NLE software such as DaVinci Resolve/Premiere, headphones, external drive) | Enables self-tape editing, show-reel preparation, and file management for portfolio creation. | MES/N0104 PC1-PC4, PC13 |

Usage & Assessment Notes

- All equipment must meet current industry standards and be available for **each batch's practical hours**.
- Items should be maintained per WHS protocols; marking tape must be non-slip and easily visible.
- The editing station supports **portfolio PDF/show-reel deliverables** required in the *Assessment Evidence Bank*.



Assessment Criteria:

- Knowledge Test (written/MCQ):** 20%
- Practical Performance (scenes, monologues):** 50%
- Portfolio (show reel, photos, CV):** 20%
- Final Jury Showcase:** 10%

Key Innovations in this Curriculum:

- Includes **Web Series Acting** (important for today's OTT platforms like Netflix, Prime Video)
- Introduces **Self-tape Auditions** (industry standard after COVID-19)
- Adds **Voice Acting and Dubbing** for Animation, Games (growing industry)
- Focus on **Mental Fitness and Industry Ethics**
- Builds **complete professional portfolio**.

| NOS (National Occupational Standards) Code | Competency | Key Performance Criteria | Theoretical Knowledge | Practical Skills | Responsibility Level |
|--|---------------------------------|--|---|---|-------------------------|
| MES/N0104 | Preparing for the Role | Research character background; Analyse script | Principles of acting, character study techniques, script analysis | Role preparation, memorizing scripts, improvisation | Moderate |
| MES/N0102 | Performing the Role | Rehearse and perform in different mediums (stage, camera, voiceover) | Stagecraft basics, camera acting techniques, emotional expression | Live performance, on-camera acting, voice modulation | High |
| MES/N0103 | Maintaining Professional Health | Sustain voice, body, and mental health through exercise and discipline | Vocal care, fitness routines, mental wellness techniques | Physical fitness routines, vocal warm-ups, relaxation exercises | Moderate |
| MES/N0104 | Working with Teams | Interact with directors, co-actors, and production crew professionally | Communication and collaboration techniques | Following directions, teamwork during production | High |
| DGT/VSQ/N0102 | Continuous Learning | Upskill through workshops, seminars, and self-study | Modern acting techniques, new media platforms, soft skills | Attending acting workshops, adapting to industry trends | High |



Sample Final Assessment Rubric

Course: Actor (Skill Training)

Assessment Type: Live Performance Showcase (Final Jury Evaluation)

| Criteria | Weightage | Excellent (5) | Good (4) | Satisfactory (3) | Needs Improvement (2) | Poor (1) |
|---|-----------|---|---|--------------------------------------|-----------------------------------|---------------------------------------|
| Character Portrayal | 20% | Highly believable and compelling; full transformation | Consistent character with minor lapses | Acceptable but lacks depth | Unconvincing, inconsistent | No effort visible |
| Voice Modulation and Clarity | 15% | Clear, expressive, emotionally resonant | Clear but limited expression | Audible but flat voice | Poor clarity or projection | Inaudible or inappropriate |
| Body Language and Movement | 15% | Natural, purposeful, enhances performance | Effective but occasional stiffness | Acceptable; some irrelevant gestures | Distracting or awkward movements | Inappropriate physical expression |
| Emotional Expression | 20% | Deep, moving, connects with audience | Appropriate emotions but less impactful | Basic emotional display | Forced or exaggerated emotions | No emotional engagement |
| Script and Dialogue Delivery | 10% | Flawless memorization and timing | Minor lapses, good recovery | Some errors, acceptable flow | Struggles with dialogue | Major issues; unable to deliver lines |
| Improvisation and Recovery | 10% | Seamless recovery from unexpected issues | Quick and reasonable recovery | Some confusion but manageable | Flustered, visible disruption | Unable to recover; performance breaks |
| Professionalism and Presentation | 10% | Extremely confident, poised, punctual | Professional with minor lapses | Acceptable conduct | Disorganized or late | Unprofessional conduct |
| Overall Impact | Bonus 5% | Outstanding stage presence and audience engagement | Strong presence, good impact | Moderate presence | Weak presence, minimal engagement | No presence |



Additional Notes for Assessors:

- Minimum passing percentage: **60% overall**
- Bonus points (up to 5%) can be awarded for extraordinary creativity or risk-taking.
- Students should perform **one prepared monologue** and **one improvisation scene**.
- Assessment must be conducted by a jury panel of minimum **two evaluators** (e.g., Acting Faculty + Industry Professional).

Final Deliverables (Student Submission):

Monologue performance (2–3 minutes)

- Improvisation performance (scene with partner or solo prompt)
- Actor's Portfolio (Photos, CV, Self-tape audition sample)
- Optional: Voice Acting Sample (for bonus points)

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. MES/N0104: Maintain workplace health and safety.
2. MES/N0102: Recognize the character to be portrayed.
3. MES/N0103: Perform acting
4. MES/N0104: Develop and maintain portfolio
5. DGT/VSQ/N0102: Employability skills (60 hours)

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 a 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.
8. Summative assessment will be conducted by MESC (AB) through NCVET-recognized AAs as per NCVET AA guidelines; internal juries are for formative assessment only.

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

| NOS Code | NOS Title | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks | Weightage (%) |
|-----------------|---|---------------------|------------------------|----------------------|-------------------|--------------------|----------------------|
| MES/N0104 | Maintain workplace health and safety | 46 | 54 | - | - | 100 | 10% |
| MES/N0102 | Recognize the character to be portrayed | 31 | 69 | - | - | 100 | 25% |
| MES/N0103 | Perform acting | 30 | 70 | - | - | 100 | 45% |
| MES/N0104 | Develop and maintain portfolio | 26 | 74 | - | - | 100 | 20% |
| TOTAL | | 133 | 267 | - | - | 400 | 100 |

Guidelines for Assessment:

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each 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 PC.
2. The assessment for the theory & Practical part will be based on knowledge bank of questions created by the AA and approved by SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on these criteria.
5. To pass the Qualification Pack, every trainee should score a minimum of 70% cumulatively (Theory and Practical) and 50% per module.



NCrF & ABC Readiness Mapping

National Credit Framework (NCrF) & ABC Readiness – Actor (MES/Q0105)

| Item | Details & Mapping |
|-----------------------|---|
| Total Notional Hours | 450 hours (150 Theory + 300 Practical) |
| Credit Tally | 1 Credit = 30 Notional Hours → 15 Credits |
| NSQF/NCrF Level | Level 4 – aligned with descriptors for: • <i>Professional Knowledge</i> : Broad factual knowledge of acting craft, camera & stage practice. • <i>Professional Skill</i> : Independent application of voice/body techniques, improvisation, safety compliance. • <i>Core Skill</i> : Clear communication, teamwork, digital/financial literacy. • <i>Responsibility</i> : Works independently under general supervision; takes responsibility for own work and learning. |
| Multiple Entry / Exit | <i>Entry</i> : 8th /10th /11th pathways as per QP. <i>Exit with Certificate</i> : • Stage 1 (150 hrs / 5 Credits) – Acting Fundamentals Certificate. • Stage 2 (300 hrs / 10 Credits) – Intermediate Actor Certificate. • Stage 3 (450 hrs / 15 Credits) – Full Qualification Pack Certificate. |
| ABC Compliance | The program is ABC-ready under UGC/AICTE guidelines. Each successful module/exit point generates a Digital Credit ID for the learner's Academic Bank of Credits (ABC) account. |
| ABC Upload Process | 1. Training Provider registers as an <i>ABC Credit Issuer</i> on the DigiLocker-based ABC portal. 2. Candidate creates an ABC ID via DigiLocker (Aadhaar verified). 3. Upon module completion, the SSC/Training Partner uploads credit data (QP code, hours, marks) in XML/CSV format. 4. Credits appear in learner's ABC account and remain portable to other NCrF-aligned programs. |



Trainee & Trainer Handbooks – Mandatory Reference

To meet NSQC directions and ensure the qualification remains active, the following handbooks are attached/linked and aligned module-wise with every National Occupational Standard (NOS) of QP MES/Q0105 – Actor.

1. Trainee Handbook

- **Purpose:** Self-learning and guided practice.
- **Structure:**
 - Module-wise Content: Detailed lessons and key concepts for each NOS (MES/N0104, MES/N0102, MES/N0103, MES/N0104–Portfolio, DGT/VSQ/N0102).
 - Activities & Checklists: Daily rehearsal logs, voice/body warm-up routines, on-camera blocking worksheets, safety and POSH compliance checklist.
 - Reflection Sheets: Space for notes, feedback from mock auditions, and self-evaluation.
- **Alignment:** Each activity and checklist is cross-referenced to the corresponding Performance Criteria (PC) codes for direct assessment support.

2. Trainer Handbook

- **Purpose:** Standardizes delivery across centres and supports formative & summative assessments.
- **Structure:**
 - Session Plans: Hour-by-hour plans with learning objectives, key content, suggested pedagogy, and timing.
 - Teaching–Learning Materials (TLM): Slide decks, sample scripts, camera/lighting demo guides, voice-over exercises.
 - Assessment Blueprints: Model question banks, practical rubrics, and evidence-collection templates tagged to PC codes.
 - Industry CPD Guidance: Annual ≥ 16 -hour CPD tracking sheet for trainers.
- **Alignment:** Each session references specific NOS/PC codes to maintain direct linkage to national standards.

3. Access & Maintenance

- **Digital Copies:** PDF versions of both handbooks are uploaded to the Training Partner's LMS/portal and the MESC/NSDC repository for assessor and trainee access.
- **Version Control:** Updated annually or when NOS/QP revisions occur; version and date clearly indicated on the cover pages.



Assessment Evidence Bank – Actor QP (MES/Q0105)

The following evidence items must be compiled in a candidate's assessment file (digital or hard copy).

Each item is **tagged to NOS and PC codes** for easy cross-reference by Assessing Agencies.

| NOS Code & Title | Key Deliverables (Assessment Evidence) | Linked PC Codes |
|--|--|-----------------|
| MES/N0104 – Maintain Workplace Health & Safety | 1. Signed WHS checklist of studio/location hazards observed by candidate. 2. Emergency drill participation record (photo/video log). | PC1–PC12 |
| MES/N0102 – Recognize the Character to be Portrayed | 1. Two contrasting monologues (one dramatic, one comic) performed on camera. 2. Character research sheet detailing script analysis and emotional arc. | PC1–PC9 |
| MES/N0103 – Perform Acting | 1. Continuity-aware scene : recorded performance showing eyeline consistency and mark-hitting. 2. Live/recorded ensemble scene demonstrating collaboration and improvisation. | PC1–PC10 |
| MES/N0104 – Develop & Maintain Portfolio | 1. Self-tape audition with slate (name, role, date) and visible eyeline marks. 2. Professional portfolio PDF including headshots, résumé, showreel links. 3. Evidence of networking/industry outreach (emails, meeting notes). | PC1–PC13 |
| DGT/VSQ/N0102 – Employability Skills | 1. Updated CV/resumé and job-search log. 2. Financial literacy worksheet (GST/TDS calculation exercise). 3. POSH awareness acknowledgement form. | PC1–PC33 |

Submission & Verification

- All video/audio evidence should be dated and stored in a secure, assessor-accessible drive/folder.
- Each file name must include **candidate name + NOS code + PC code(s)** (e.g., *Ravi_MESN0103_PC4-PC7.mov*).
- Portfolio PDFs to be digitally signed by the candidate and countersigned by the trainer/assessor.



Acronyms

| | |
|-------------|---|
| NOS | NationalOccupationalStandard(s) |
| NSQF | NationalSkillsQualificationsFramework |
| QP | QualificationsPack |
| TVET | TechnicalandVocationalEducationand Training |

Glossary

| | |
|---|--|
| Sector | Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests. |
| Sub-sector | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components. |
| Occupation | Occupation is a set of job roles, which performs similar/related set of functions in an industry. |
| Jobrole | Job role defines a unique set of functions that together form a unique employment opportunity in an organization. |
| OccupationalStandards (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. |
| NationalOccupational Standards (NOS) | NOS are occupational standards which apply uniquely in the Indian context. |
| QualificationsPack(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. |
| UnitCode | Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N' |
| UnitTitle | 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 organizational specific knowledge that an individual needs in order to perform to the required standard. |



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| 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 (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. |
| VISUAL STYLE | Visual style comprises the look or appearance of the production including the lighting, colors, shadows, sets, costumes, locations and the way they will be captured on screen. |
| 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. |
| SHOOT SCHEDULE | Shoot schedule is a listing of the sequences/shots that need to be captured on each shoot day |
| MULTI-CAMERA | Multi-camera is a method of shooting where multiple cameras are used to simultaneously capture different views/images |
| BUDGET | Budget is an estimate of the total cost of production that may include a break-up of cost components |
| TIMELINES | Timelines is a listing of dates by which the production milestones/stages need to be completed |



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| CONTINUITY | Continuity represents the seamless transition from one shot to another |
| SCRIPT | Script is a structured narrative of a story |

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| SCREENPLAY | Screenplay is the script coupled with key characteristics of the scene and directions for acting |
| POST-PRODUCTION | Post-production is the final finishing phase of the production, where the raw footage is edited, special effects are added, music and sound are integrated, colour correction is done etc. |
| COLOURGRADING | Colour grading is the process of enhancing and correcting the colours of the final production |
| DIGITALINTERMEDIATE | Digital intermediate is the process where a film is digitized and the colour and image characteristics are modified |
| RECCE | Recce is a detailed visual and technical assessment of the attributes and suitability of a particular location for the shoot, usually through a personal visit |
| GRIPS | Grips is the department that specializes in mounting the camera on to tripods, dollies, cranes and other platforms for shoots |
| JIB | Jib is a device used for the movement of camera and operates like a see-saw, with the camera at one end and the camera controls at the other |
| LENSES | Lenses are used to capture images and are attached on to the body of the camera |
| FILTERS | Filters are used to alter the properties of light entering the camera lens. They are also used to create a number of special effects |
| DOLLY | Dolly is a platform with wheels on which the camera can be mounted and moved around during the shoots |
| MAGAZINES | Magazines are compartments within a camera that are used to hold the film tape |
| CLAPPERBOARDS | Clapper board is a slate that has information pertaining to each shot, used as a guide to mark shots and aid matching image with sounds |
| FOCUSLENGTH | Focus length is the angle of view from the lens |
| FRAMING | Framing is how the artists, objects, sets, location etc. are positioned within the camera view for a single shot |



MASTERSHOT

Also known as a cover shot, this shot is a long sequence that establishes an overview and aids assembly of smaller, closer shots with details