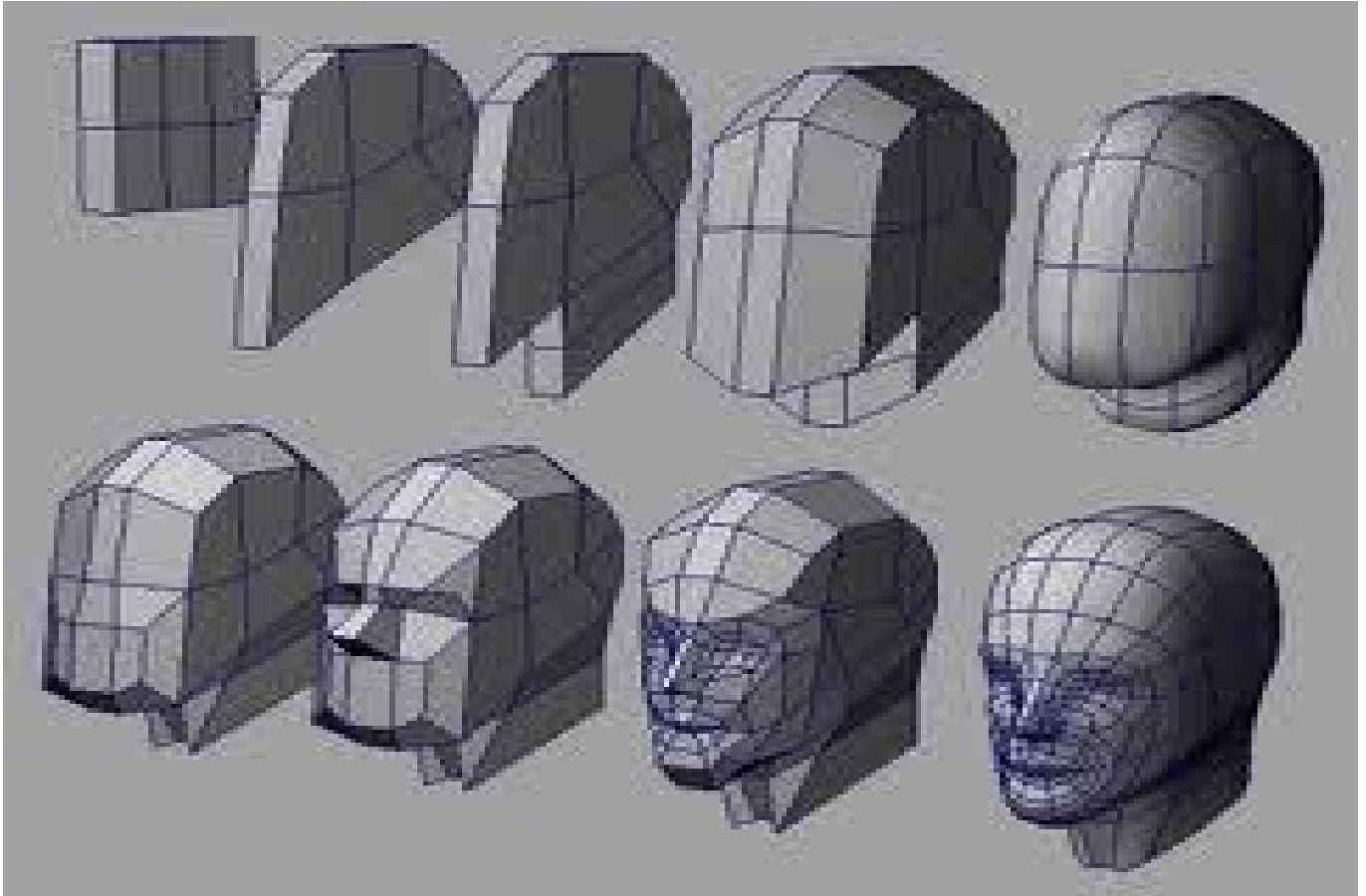


## Qualification Pack



# Modeller

QP Code: MES/Q2501

Version: 1.0

NSQF Level: 4

Media & Entertainment Skills Council || Commercial premises No Ja522, 5th Floor, DLF Tower A, Jasola,  
New Delhi  
110025



## Qualification Pack

### Contents

MES/Q2501: Modeller .....	3
<i>Brief Job Description</i> .....	3
Applicable National Occupational Standards (NOS) .....	3
<i>Compulsory NOS</i> .....	3
<i>Qualification Pack (QP) Parameters</i> .....	3
MES/N0104: Maintain Workplace Health & Safety .....	5
MES/N2501: Interpret the script/brief/storyboard .....	11
MES/N2502: Prepare computer generated models .....	15
MES/N2503: Test computer generated models .....	19
Assessment Guidelines and Weightage .....	22
<i>Assessment Guidelines</i> .....	22
<i>Assessment Weightage</i> .....	23
Acronyms .....	24
Glossary .....	25

## MES/Q2501: Modeller

### Brief Job Description

Individuals at this job are responsible for creating computer generated models (characters, machines, props, objects etc.) for animation under close supervision of a senior.

### Personal Attributes

This job requires the individual to create various types of models using modelling software and tools such as Maya, 3D Studio Max etc. The individual must also have a good understanding of the human anatomy, skeleton structure, joints, facial muscles, expressions etc. The individual must be well-versed with the principles and techniques of 3D modelling and animation.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [MES/N0104: Maintain Workplace Health & Safety](#)
2. [MES/N2501: Interpret the script/brief/storyboard](#)
3. [MES/N2502: Prepare computer generated models](#)
4. [MES/N2503: Test computer generated models](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Animation, Gaming
<b>Occupation</b>	Asset Creation
<b>Country</b>	India
<b>NSQF Level</b>	4
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO 2015- 2166.0202
<b>Minimum Educational Qualification &amp; Experience</b>	10th Class
<b>Minimum Level of Education for Training in School</b>	10th Class

## Qualification Pack

<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	30/07/2013
<b>Next Review Date</b>	31/03/2022
<b>NSQC Approval Date</b>	28/09/2015
<b>Version</b>	1.0
<b>Reference code on NQR</b>	2019/ME/MESC/03443
<b>NQR Version</b>	1.0

### Remarks:

This QP was approved in 2015 and NSQC Extended it in 2019 without any change in QP. Therefore, NQR code used is of 2019.

## Qualification Pack

### MES/N0104: Maintain Workplace Health & Safety

#### Description

This OS unit is about contributing towards maintaining a healthy, safe and secure working environment

#### Scope

This unit/task covers the following:

- Understanding the health, safety and security risks prevalent in the workplace
- knowing the people responsible for health and safety and the resources available
- identifying and reporting risks
- complying with procedures in the event of an emergency

#### Elements and Performance Criteria

##### *Understanding the health, safety and security risks prevalent in the workplace*

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

- PC1.** understand and comply with the organizations current health, safety and security policies and procedures
- PC2.** understand the safe working practices pertaining to own occupation
- PC3.** understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises
- PC4.** participate in organization health and safety knowledge sessions and drills

##### *Knowing the people responsible for health and safety and the resources available*

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

- PC5.** identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency
- PC6.** identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms

##### *Identifying and reporting risks*

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

- PC7.** identify aspects of your workplace that could cause potential risk to own and others health and safety
- PC8.** ensure own personal health and safety, and that of others in the workplace through precautionary measures
- PC9.** identify and recommend opportunities for improving health, safety, and security to the designated person
- PC10.** report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected

##### *Complying with procedures in the event of an emergency*

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

## Qualification Pack

- PC11.** follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard
- PC12.** identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** Organizations norms and policies relating to health and safety
- KU2.** Government norms and policies regarding health and safety and related emergency procedures
- KU3.** Limits of authority while dealing with risks/ hazards
- KU4.** The importance of maintaining high standards of health and safety at a workplace
- KU5.** The different types of health and safety hazards in a workplace
- KU6.** Safe working practices for own job role
- KU7.** Evacuation procedures and other arrangements for handling risks
- KU8.** Names and contact numbers of people responsible for health and safety in a workplace
- KU9.** How to summon medical assistance and the emergency services, where necessary
- KU10.** Vendors or manufacturers instructions for maintaining health and safety while using equipment, systems and/or machines

### Generic Skills (GS)

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

- GS1.** how to write and provide feedback regarding health and safety to the concerned people
- GS2.** how to write and highlight potential risks or report a hazard to the concerned people
- GS3.** read instructions, policies, procedures and norms relating to health and safety
- GS4.** highlight potential risks and report hazards to the designated people
- GS5.** listen and communicate information with all anyone concerned or affected
- GS6.** make decisions on a suitable course of action or plan
- GS7.** plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS8.** apply problem solving approaches in different situations
- GS9.** understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority
- GS10.** apply balanced judgments in different situations
- GS11.** How to write and provide feedback regarding health and safety to the concerned people
- GS12.** How to write and highlight potential risks or report a hazard to the concerned people
- GS13.** Read instructions, policies, procedures and norms relating to health and safety
- GS14.** Highlight potential risks and report hazards to the designated people
- GS15.** Listen and communicate information with all anyone concerned or affected



## Qualification Pack

- GS16.** Make decisions on a suitable course of action or plan
- GS17.** Plan and organize people and resources to deal with risks/ hazards that lie within the scope of ones individual authority
- GS18.** Apply problem solving approaches in different situations
- GS19.** build and maintain positive and effective relationships with colleges and customers
- GS20.** analyze data and activites
- GS21.** Understand hazards that fall within the scope of individual authority and report all hazards that may supersede ones authority
- GS22.** Apply balanced judgments in different situations

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding the health, safety and security risks prevalent in the workplace</i>	<b>15</b>	<b>15</b>	-	-
<b>PC1.</b> understand and comply with the organizations current health, safety and security policies and procedures	5	5	-	-
<b>PC2.</b> understand the safe working practices pertaining to own occupation	5	5	-	-
<b>PC3.</b> 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	-	-
<b>PC4.</b> participate in organization health and safety knowledge sessions and drills	2	3	-	-
<i>Knowing the people responsible for health and safety and the resources available</i>	<b>10</b>	<b>10</b>	-	-
<b>PC5.</b> identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	5	5	-	-
<b>PC6.</b> identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	5	5	-	-
<i>Identifying and reporting risks</i>	<b>18</b>	<b>17</b>	-	-
<b>PC7.</b> identify aspects of your workplace that could cause potential risk to own and others health and safety	5	5	-	-
<b>PC8.</b> ensure own personal health and safety, and that of others in the workplace through precautionary measures	5	5	-	-
<b>PC9.</b> identify and recommend opportunities for improving health, safety, and security to the designated person	3	2	-	-



## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> report any hazards outside the individuals authority to the relevant person in line with organizational procedures and warn other people who may be affected	5	5	-	-
<i>Complying with procedures in the event of an emergency</i>	<b>7</b>	<b>8</b>	-	-
<b>PC11.</b> follow organizations emergency procedures for accidents, fires or any other natural calamity in case of a hazard	5	5	-	-
<b>PC12.</b> identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individuals authority	2	3	-	-
<b>NOS Total</b>	<b>50</b>	<b>50</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N0104
<b>NOS Name</b>	Maintain Workplace Health & Safety
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Film, Television, Animation, Gaming, Radio, Advertising
<b>Occupation</b>	Ad sales/Account Management/Scheduling/Traffic
<b>NSQF Level</b>	5
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	02/06/2014
<b>Next Review Date</b>	31/03/2022
<b>NSQC Clearance Date</b>	28/09/2015

## Qualification Pack

### MES/N2501: Interpret the script/brief/storyboard

#### Description

This OS unit is about interpreting the script/ brief/ storyboard for the animation process

#### Scope

This unit/task covers the following:

#### Elements and Performance Criteria

##### *Interpretation of script/ brief/ storyboard*

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

- PC1.** understand the script, brief and storyboard from the art director and character designers
- PC2.** understand the design brief in context of his/her job (appearance, complexion, dressing, moods, personalities, expressions etc.)
- PC3.** understand the requirements (number, types, duplicates etc.)
- PC4.** understand the specifications (dimensions, operating parameters etc.)
- PC5.** understand the technical needs of the project relevant to his/ her job role (Television, Film, Gaming, Internet, DVD etc.)
- PC6.** be aware and responsible of his/her role in the pre-production, production and post-production process

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the creative vision and elements of production relevant to his/her job role
- KU2.** the project pipeline/schedule and timelines relevant to their work
- KU3.** the intended purpose/ end-use of the models that need to be created
- KU4.** principles of animation
- KU5.** human anatomy, skeleton structure, joints, facial muscles etc.
- KU6.** human mannerisms, emotions, behavior, facial expressions etc.
- KU7.** techniques and workflow
- KU8.** drawing and illustration techniques
- KU9.** how to prepare an output that is consistent with the creative look of the production and in accordance to the script and design brief
- KU10.** the sources for research and reference material
- KU11.** applicable copyright norms and intellectual property rights
- KU12.** applicable health and safety guidelines

#### Generic Skills (GS)

## Qualification Pack

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

- GS1.** document notes while understanding the brief, requirements and specifications from the art director and character designers to refer to during the production process
- GS2.** read and understand the design brief and character pack
- GS3.** research links, videos, artwork etc. that can be used as references
- GS4.** understand the design brief and requirements from the art director and character designers
- GS5.** breakup the tasks required and estimate the time required for each task, so as to manage own work in assigned time schedule
- GS6.** identify any creative problems that may arise during the production and work back with the art director and character designers to find suitable solutions to address them

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interpretation of script/ brief/ storyboard</i>	<b>40</b>	<b>60</b>	-	-
<b>PC1.</b> understand the script, brief and storyboard from the art director and character designers	10	10	-	-
<b>PC2.</b> understand the design brief in context of his/her job (appearance, complexion, dressing, moods, personalities, expressions etc.)	10	10	-	-
<b>PC3.</b> understand the requirements (number, types, duplicates etc.)	5	15	-	-
<b>PC4.</b> understand the specifications (dimensions, operating parameters etc.)	5	15	-	-
<b>PC5.</b> understand the technical needs of the project relevant to his/ her job role (Television, Film, Gaming, Internet, DVD etc.)	5	5	-	-
<b>PC6.</b> be aware and responsible of his/her role in the pre-production, production and post-production process	5	5	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N2501
<b>NOS Name</b>	Interpret the script/brief/storyboard
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Animation, Gaming
<b>Occupation</b>	Asset Creation
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/07/2013
<b>Next Review Date</b>	31/03/2022
<b>NSQ Clearance Date</b>	28/09/2015

## Qualification Pack

### MES/N2502: Prepare computer generated models

#### Description

This OS unit is about creating computer generated models for the animation process

#### Scope

This unit/task covers the following:

#### Elements and Performance Criteria

##### *Preparation of computer generated 3D models*

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

- PC1.** prepare digital models according to the design brief, requirements, specifications and technical needs of the project specified by the art director/ character designers
- PC2.** create prototypes/pilots for testing
- PC3.** understand the final display medium and adapt / suggest the model for its polycounts, mesh complexity, movement capability etc. under supervision of the art director and character designers
- PC4.** ensure that the models will be able to perform properly once animated, are uniform and consistent and are delivered in appropriate formats that can be used by others

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the creative vision and elements of production relevant to his/her job role
- KU2.** the pipeline/schedule and timelines relevant to their work
- KU3.** the intended purpose/ end-use of the models that need to be created
- KU4.** principles of 3D modeling and animation including concepts like polygons, nurbs, and sub surface modeling etc.
- KU5.** human anatomy, skeleton structure, joints, facial muscles etc.
- KU6.** human mannerisms, emotions, behavior, facial expressions etc.
- KU7.** basics of rigging to help build models with the minimum necessary spline, nurbs and polygons
- KU8.** techniques and workflow of UV mapping
- KU9.** principles of engineering
- KU10.** physics of motion, resistance and volume
- KU11.** form, scale and proportion of various models
- KU12.** the techniques of sculpting (added advantage)
- KU13.** drawing and illustration techniques
- KU14.** how to create various types of models (organic, non-organic, simple, complex)

## Qualification Pack

- KU15.** how to use modelling software and tools such as Maya, 3D Studio Max, Blender, Mud-Box, Zbrush, Mari etc.
- KU16.** how to design and develop models consistent with the creative look of the production and in accordance to the script and design brief
- KU17.** how to build models with the necessary detailing and as per the camera distance
- KU18.** the sources for research and reference material
- KU19.** how to design models to suit the final use. e.g. a model created for feature films is different from model created for television series and it is further different from model created for a game or e-learning module
- KU20.** how to test models (through the basic phonemes test, basic expression test, simulation tests, grayscale turnarounds) to ensure that they meet the design specification and production requirements
- KU21.** how to test characters, props and environments to ensure they appear correctly from all required camera positions and angles
- KU22.** how to optimise mesh as per production requirements
- KU23.** applicable copyright norms and intellectual property rights
- KU24.** applicable health and safety guidelines

## Generic Skills (GS)

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

- GS1.** document notes /draw illustrations to assist during the modelling process
- GS2.** read and understand the design brief and character pack
- GS3.** research links, videos, artwork etc. that can be used as references during the modelling process
- GS4.** understand the design brief and requirements from the art director and character designers
- GS5.** present the final character models to the art director and solicit feedback
- GS6.** breakup the tasks required and estimate the time required for each task, so as to manage own work in assigned time schedule
- GS7.** identify any creative problems that may arise during the production and work back with the art director and character designers to find suitable solutions to address them
- GS8.** have a keen eye for detail and maintain an aesthetic sense towards colour shapes, forms and software capabilities of the final output



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Preparation of computer generated 3D models</i>	<b>40</b>	<b>60</b>	-	-
<b>PC1.</b> prepare digital models according to the design brief, requirements, specifications and technical needs of the project specified by the art director/ character designers	10	15	-	-
<b>PC2.</b> create prototypes/pilots for testing	10	15	-	-
<b>PC3.</b> understand the final display medium and adapt / suggest the model for its polycounts, mesh complexity, movement capability etc. under supervision of the art director and character designers	10	15	-	-
<b>PC4.</b> ensure that the models will be able to perform properly once animated, are uniform and consistent and are delivered in appropriate formats that can be used by others	10	15	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N2502
<b>NOS Name</b>	Prepare computer generated models
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Animation, Gaming
<b>Occupation</b>	Asset Creation
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/07/2013
<b>Next Review Date</b>	31/03/2022
<b>NSQC Clearance Date</b>	28/09/2015

## Qualification Pack

### MES/N2503: Test computer generated models

#### Description

This OS unit is about testing computer generated models to ensure that they conform to specifications and requirements

#### Scope

This unit/task covers the following:

#### Elements and Performance Criteria

##### *Testing the models*

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

- PC1.** test the models to ensure that they meet the design specifications and production requirements and function as required
- PC2.** work out any problems with the models that emerge during production or construction in collaboration with peers and under supervision of the art director and character designers
- PC3.** review models with relevant people
- PC4.** respond positively to feedback about the models created, making refinements as needed
- PC5.** remain constantly flexible and adaptable to new directions, creative requirements and developments in model making

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the creative vision and elements of production relevant to his/her job role
- KU2.** the pipeline/schedule and timelines relevant to their work
- KU3.** the intended purpose/ end-use of the models that need to be created
- KU4.** principles of 3D modeling and animation including concepts like polygons, nurbs, and sub surface modeling etc.
- KU5.** human anatomy, skeleton structure, joints, facial muscles etc.
- KU6.** human mannerisms, emotions, behavior, facial expressions etc.
- KU7.** basics of rigging to help build models with the minimum necessary spline, nurbs and polygons
- KU8.** techniques and workflow of UV mapping
- KU9.** principles of engineering
- KU10.** physics of motion, resistance and volume
- KU11.** form, scale and proportion of various models
- KU12.** the techniques of sculpting (added advantage)
- KU13.** drawing and illustration techniques
- KU14.** how to create various types of models (organic, non-organic, simple, complex)

## Qualification Pack

- KU15.** how to use modelling software and tools such as Maya, 3D Studio Max, Blender, Mud-Box, Zbrush, Mari etc.
- KU16.** how to design and develop models consistent with the creative look of the production and in accordance to the script and design brief
- KU17.** how to build models with the necessary detailing and as per the camera distance
- KU18.** the sources for research and reference material
- KU19.** how to design models to suit the final use. e.g. a model created for feature films is different from model created for television series and it is further different from model created for a game or e-learning module
- KU20.** how to test models (through the basic phonemes test, basic expression test, simulation tests, grayscale turnarounds) to ensure that they meet the design specification and production requirements
- KU21.** how to test characters, props and environments to ensure they appear correctly from all required camera positions and angles
- KU22.** how to optimise mesh as per production requirements
- KU23.** applicable copyright norms and intellectual property rights
- KU24.** applicable health and safety guidelines

## Generic Skills (GS)

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

- GS1.** document notes /draw illustrations to assist during the modelling process
- GS2.** read and understand the design brief and character pack
- GS3.** research links, videos, artwork etc. that can be used as references during the modelling process
- GS4.** understand the design brief and requirements from the art director and character designers
- GS5.** present the final character models to the art director and solicit feedback
- GS6.** breakup the tasks required and estimate the time required for each task, so as to manage own work in assigned time schedule
- GS7.** identify any creative problems that may arise during the production and work back with the art director and character designers to find suitable solutions to address them
- GS8.** handle technical issues such as pipeline concerns, optimizing efficiency of assets and asset integration in collaboration with peers and under supervision of the art director

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Testing the models</i>	<b>40</b>	<b>60</b>	-	-
<b>PC1.</b> test the models to ensure that they meet the design specifications and production requirements and function as required	10	15	-	-
<b>PC2.</b> work out any problems with the models that emerge during production or construction in collaboration with peers and under supervision of the art director and character designers	10	15	-	-
<b>PC3.</b> review models with relevant people	10	5	-	-
<b>PC4.</b> respond positively to feedback about the models created, making refinements as needed	5	20	-	-
<b>PC5.</b> remain constantly flexible and adaptable to new directions, creative requirements and developments in model making	5	5	-	-
<b>NOS Total</b>	<b>40</b>	<b>60</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	MES/N2503
<b>NOS Name</b>	Test computer generated models
<b>Sector</b>	Media & Entertainment
<b>Sub-Sector</b>	Animation, Gaming
<b>Occupation</b>	Asset Creation
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/07/2013
<b>Next Review Date</b>	31/03/2022
<b>NSQC Clearance Date</b>	28/09/2015

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

## Qualification Pack

### Minimum Aggregate Passing % at QP Level : 70

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

### Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
MES/N0104.Maintain Workplace Health & Safety	50	50	-	-	100	10
MES/N2501.Interpret the script/brief/storyboard	40	60	-	-	100	25
MES/N2502.Prepare computer generated models	40	60	-	-	100	30
MES/N2503.Test computer generated models	40	60	-	-	100	35
<b>Total</b>	<b>170</b>	<b>230</b>	<b>-</b>	<b>-</b>	<b>400</b>	<b>100</b>



## Acronyms

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



## Qualification Pack

### Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

## Qualification Pack

<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.
<b>BUDGET</b>	Budget is an estimate of the total cost of production that may include a break-up of cost components
<b>COMPOSITION</b>	Composition is the positioning of the character with respect to the background and camera
<b>CLEAN-UP</b>	Refining the interim/rough animation
<b>CREATIVE BRIEF</b>	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.
<b>KEY FRAMES</b>	Key Frames are the key poses, usually the start and end poses for a particular animation sequence
<b>MODELLING</b>	Modelling is the process of creating three-dimensional models for animation using a specialised software application.
<b>RENDERING</b>	Rendering is the process of converting three-dimensional models into two-dimensional images with 3D effects
<b>RIGGING</b>	Rigging is the process of adding joints to a static three-dimensional model to aid movement during posing

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

## Qualification Pack

<b>UNIT TITLE</b>	Unit Title gives a clear overall statement about what the incumbent should be able to do.
<b>DESCRIPTION</b>	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.
<b>SCOPE</b>	Scope is the set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on the quality of performance required.
<b>KNOWLEDGE AND UNDERSTANDING</b>	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
<b>ORGANIZATIONAL CONTEXT</b>	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.
<b>TECHNICAL KNOWLEDGE</b>	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>CORE SKILLS/GENERIC SKILLS</b>	Core Skills or Generic Skills are a group of skills that are key to learning and working in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.