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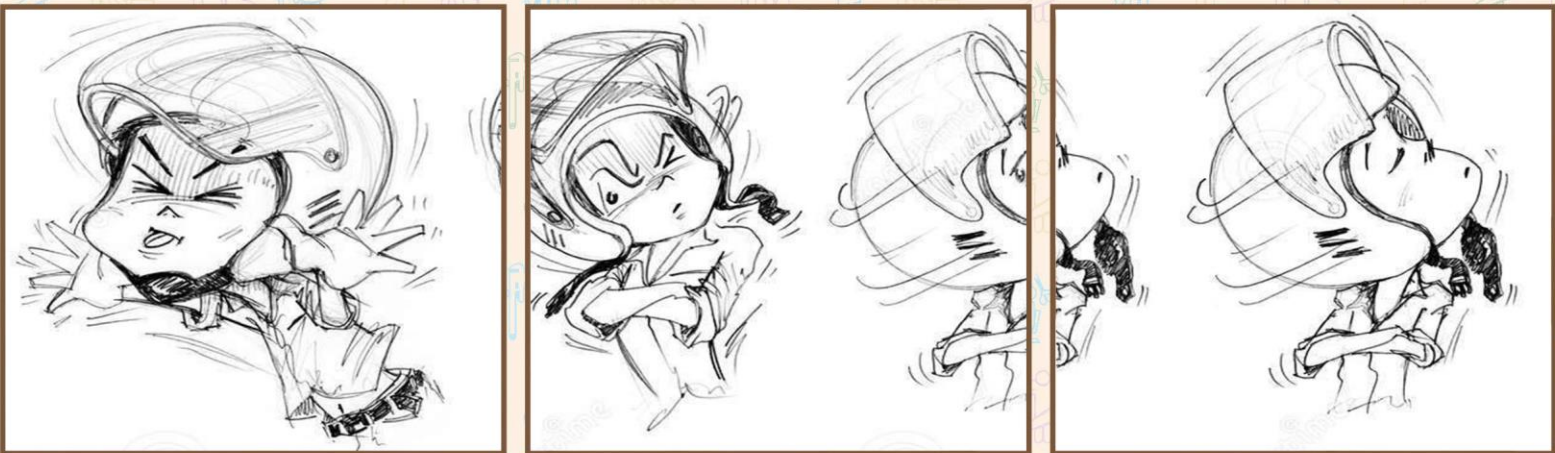
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Media & Entertainment Skills Council

Facilitator Guide



Sector
Media and Entertainment

Sub-Sector
Animation, Gaming

Occupation
Character Designer

Reference ID: MES /Q0502, Version 1.0
NSQF Level 4

Character Designer

Published by

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First Edition, March 2016

ISBN xxx-x-xxx-xxxxx-xx-x

Printed in India at

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Shri Narendra Modi

Prime Minister of India

“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”

Acknowledgements

Media & Entertainment Skills Council (MESC) would like to express its gratitude to all the individuals and institutions who contributed in different ways towards the preparation of this “Facilitator Guide”. Without their contribution it could not have been completed. Special thanks are extended to those who collaborated in the preparation of its different modules. Sincere appreciation is also extended to all who provided peer review for these modules.

The preparation of this manual would not have been possible without the Media and Entertainment Industry’s support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the Industry.

This manual is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavors.

About this Guide

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

Symbols Used



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lab



Demonstrat



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



Role Play



Example

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1. Introduction

Unit 1.1 - Introduction to the Media and Entertainment Sector

Unit 1.2 - Keywords

Key Learning Outcomes



At the end of this module, you will be able to:

1. Explain importance of media and entertainment sector in our life.
2. Describe role and responsibility of character designer.
3. Familiarize with the technical terms associated character design and animation.

Icebreaker

Unit Objectives

At the end of this unit, you will be able to:

1. Introduce each other
2. Build rapport with fellow students and the trainer
3. Find the interest of students

Resources to be used

- Available objects such as a duster, pen, notebook etc.
- A small bag to be used as parcel

Do

- Make the students stand in a circle, close enough to the person each side of them that they can pass the parcel quickly.
- Say 'Stop' when the when students least expect it. The person who has the parcel at that time should get out.
- Those who get out should introduce themselves by providing their names and a little additional information such as favorite hobbies, likes, dislikes etc.
- The winner of the game should stand and introduce himself/herself at the end of the game.

Say

- Thank the students for their participation.

Notes for Facilitation

- You could ask the students who get out during the game to be the music keepers. They can start and stop the music as the game progresses.
- Encourage shy students to provide information about themselves by prompting them with questions such as 'what do you enjoy doing the most', 'what is your favorite movie or book' etc.

Unit 1.1: Introduction to Media and Entertainment Sector

Unit Objectives



At the end of this unit, students will be able to:

1. Explain importance of media and entertainment sector in our life.
2. Describe role and responsibility of character designer.

Notes for Facilitation



- Ask the students to define what media and entertainment is.
- Give the students some time and let them discuss with each other to come up with best definition.
- Ask the students if they can find media and entertainment elements around them.
- Discuss about the media and entertainment industry of India and places where it is in force.
- Discuss the role of Bollywood and advertisement industry in India economy.
- Explain the acts, legislations and key bodies related to Media and Entertainment in India.
- Explain the major sub-sectors of media and entertainment sector.

Unit 1.2: Keywords

Unit Objectives



At the end of this unit, students will be able to:

1. Explain the use of different keywords in animation and media.
2. Familiarize with technical terms associated animation

Explain



- Explain the meaning of each term in keywords.
- Explain the important of keywords and why they are used.

Ask



- Ask the students about different keywords and their meanings.





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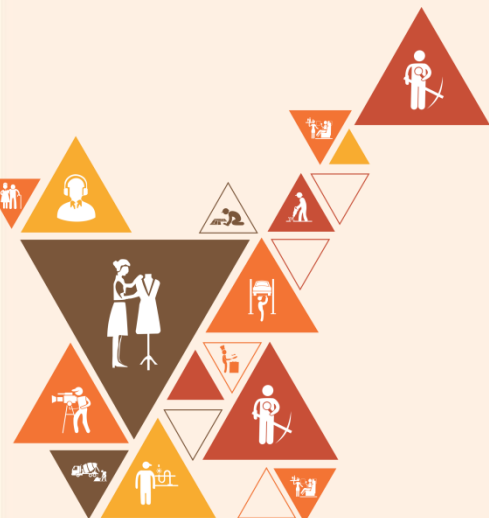


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2. Understanding the Script

Unit 2.1 - Character Designer

Unit 2.2 - Interpreting the Storyboard and Script



MES / N 0502

Key Learning Outcomes

At the end of this module, students will be able to:

1. Know the character designer
2. Interpret the script/ brief/ storyboard/concept correctly
3. Liaise with the team to improve understanding
4. Explain the goals of the script, brief or storyboard with respect to the individual's role in character designing and animation
5. Find intended medium and target audience and their effect on animation processes

UNIT 2.1: Character Designer

Unit Objectives

At the end of this unit, students will be able to:

1. Know the character designer
2. Explain the 17 character designing tips

Explain

- Explain the term character design.
- Explain the steps for designing character for animation.
- Explain the major tips for designing a character.

Practical

- Write down steps for designing character on board.
- Draw character on paper in different motion states.

Notes for Facilitation

- Provide a sheet and sketch colors to each of your student or ask them to bring in class.
- Ask your students to imagine some cute creatures and draw them on paper.
- Now ask your students to draw the same creates with their hands and legs in different orientations and positions.

Unit 2.2: Interpreting the Storyboard and Script

Unit Objectives



At the end of this unit, students will be able to:

- Interpret the script/ brief/ storyboard/concept correctly
- Liaise with the team to improve understanding
- Explain the goals of the script, brief or storyboard with respect to the individual's role in creating the animation.
- Identify the target audience, and how this may affect animation processes

Notes for Facilitation



- Discuss the importance of storyboard and script in animation
- Discuss the use and function of storyboard.
- Discuss the questions to be asked for interpreting script correctly.
- Discuss the requirements for a storyboard teller.
- Show an example of script and story boarding

Explain



- Explain the purpose of story board and script.
- Explain the steps involved in script preparation.
- Explain the steps involved in story boarding and storytelling.
- Explain the features of a good script.

Practical



- Give a full practical on interpreting a script and highlighting the points related to your profession.
- Ask the student to create a story and narrow it on one or two characters.

Summarize



- Summarize the importance of script and story boards.
- Summarize the important points related to interpreting a script.





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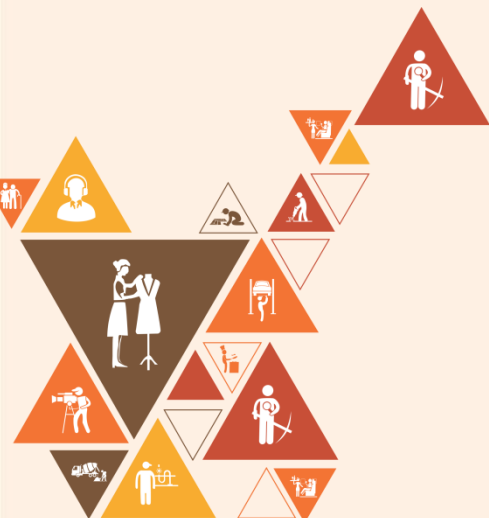
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3. Manage and Store Assets

Unit 3.1 – Meta Data

Unit 3.2 - Naming Convention

Unit 3.3 - Storing and Retrieval



MES/N 0502

Key Learning Outcomes

At the end of this module, students will be able to:

1. Knowledge of Meta Data
2. Describe naming convention
3. Knowledge of Storage and Retrieval System

Unit 3.1: Meta Data

Unit Objectives

At the end of this unit, students will be able to:

1. Describe about the Meta Data Editor.
2. Describe the types of Audio Formats.

Notes for Facilitation

- Discuss the meaning of meta data.
- Ask the participants where meta data is required and why.
- Discuss the use of Metadata Editor.
- Discuss various tags and value fields of meta data.
- Discuss why compression is needed for videos and audios.
- Discuss the types of techniques available for compression.

Explain

- Explain the function of meta data in videos and audios.
- Explain the compression methods and importance of compression.

Practical

- Edit the metadata of files as directed by your trainer.

Summarize

- Summarize the process of meta data editing.

UNIT 3.2: Naming Convention

UNIT 3.3: Storing and Retrieval

Unit Objectives

At the end of this unit, students will be able to:

1. Know of Naming Convention.
2. Elaborate the projects mix folder hierarchy.
3. Discussing the data back-up techniques.
4. Knowledge of different storage devices.

Notes for Facilitation

- Explain the general naming convention used while saving files for animation projects
- Explain the project mix folder hierarchy.
- Discuss the data backup techniques.
- Discuss various data storage devices available in the market.

Ask

- Ask the student why naming convention is important for animation projects.
- Ask the students to create a project mix folder hierarchy on chart.

Summarize

- Summarize the aspects of naming convention and file storage.





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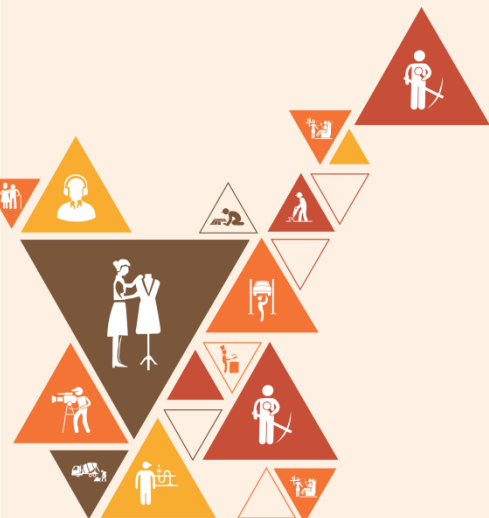
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4. Design Characters and Ensuring Consistency

Unit 4.1 – Design Characters - Working on Photoshop



MES/N 0502

Key Learning Outcomes

At the end of this module, students will be able to:

1. Follow the storyboard for positioning the character towards the background and camera to design the desired animation.
2. Draw/source key frame drawings to establish a reference point for strong poses Incorporate audio/music assets.
3. Ensure that the hook-up/transition from one scene to another is done properly.
4. How to work with layers and get a good perspective view.
5. Work effectively within the team and with other departments, namely, assets, lighting and effects.
6. Critically review animation produced, keeping in mind the creative and design specifications and producer brief.
7. Ensure that the work-products meet quality standards (so that they can be approved with minimum iterations) and are delivered within the requisite timelines.
8. Apply principles of design, 2D animation and film-making to create sequences and scenes/shots.

Unit 4.1: Working on Photoshop

Unit Objectives

At the end of this unit, students will be able to:

1. Prepare a prototype of 2D work product/pre-visualisation for review
2. Work on Photoshop software

Notes for Facilitation

- Discuss the interface and tools of Photoshop.
- Discuss the tool palette of Photoshop.
- Perform various operations in photoshop.
- Ask the student to create different objects in Photoshop.

Practical

- Create characters in Photoshop as per the requirements given in different projects.
- Save the files as per the animation file hierarchy

Summarize

- Summarize the tools and process Photoshop.





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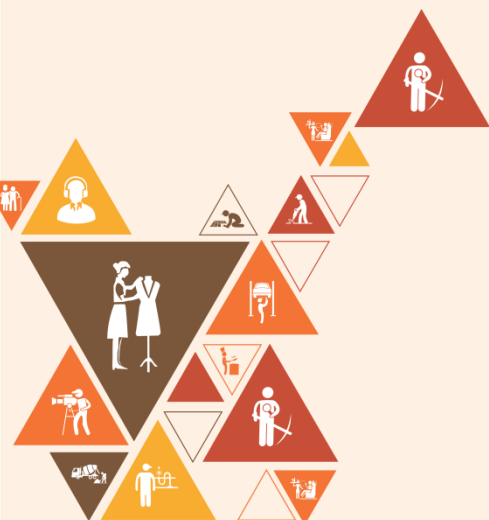
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5. Importance of Health, Safety, and Hygiene

Unit 5.1 : Maintain Workplace Health and Safety



MES/N0508

Key Learning Outcomes

At the end of this module, students will be able to:

1. Identify the common safety measures while working in studio.
2. Describe the benefits of health.
3. Describe the measures to be taken to maintain hygiene in workshop.
4. Describe about the common accidents that occur in workshop.
5. Describe the preventive measures to be taken to minimize accidents.
6. Learn the procedure to use fire extinguisher
7. Learn the ingredients of First-Aid Kit.
8. Learn the methods of giving First-Aid in case of accident.

Unit 5.1: Maintain Workplace Health and Safety

Unit Objectives

At the end of this unit, students will be able to:

1. State some common reasons of accidents at site.
2. State common accidents and prevention techniques
3. State ways to stay healthy and hygienic (personal hygiene)
4. Describe the common accidents that occur in studio.
5. Describe the preventive measures to be taken to minimize accidents.
6. Learn the procedure to use fire extinguisher
7. Learn the ingredients of First-Aid Kit.
8. Learn the methods of giving First-Aid in case of accident.

Notes for Facilitation

- Discuss the importance of safety at the workplace. Give some live examples if you have.
- Discuss what PPE (Personal Protective Equipment) is.
- Ask the students to discuss the important things to be taken care of while working in workshop.
- Ask the student what is the definition of health.
- Tell the correct definition of health and discuss its importance.

4.1.1: General Safety Rules

Say



- There are some safety rules which are common on every type of manufacturing work. Like, you should never drink liquor when you are on work.
- You should not ignore the safety rules as it may cause injury to you and your colleagues nearby.

Do



- Explain to the participants the importance safety rules.
- Divide the class into two groups and ask them to tell general safety rules one by one.
- If first group is not able to suggest safety rule then pass it to other.
- Give points to the groups on each correct safety rule suggested for engraving studio.

Demonstrate



- Rearrange the desks in the classroom in random way so that there is very narrow passage to pass through them.
- Ask one student to run through the passage and ask the other student to run behind him to catch.
- Soon the student will get stuck in the passage or hit the desk. Tell the students if the things were arranged properly this should not have happened.

Steps: General Safety Rules



- Work intelligently.
- Keep studio space neat and orderly.
- Ensure appropriate ventilation.
- Have proper protective gear and cleaning supplies available.
- Wash hands and other exposed body parts after working, and before eating or using the bathroom.
- Maintain your health and fitness.

Summarize



- Summarize the general safety rules.

4.1.2: Health

Say



- There is a famous proverb “Health is Wealth” which means if a person is healthy he/she can do work and earn wealth.
- As defined by World Health Organization (WHO), Health is a "State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity."
- We should always stay healthy by mind, body and soul.

Explain



- Explain to the participants the importance of health.
- Explain the methods to stay mentally healthy.
- Explain the methods to stay physically healthy.
- Explain why it is important to be healthy by soul means having good thoughts for work as well as your colleagues.

Demonstrate



- Demonstrate the ill effects of bad habits on health via videos and encourage the students to quit bad habits if they have any.

Summarize



- Summarize the methods to stay healthy and fit.

4.1.3: Maintaining Personal Hygiene

Say



- Personal hygiene is a very important aspect of human which differentiate us from animals.
- Personal hygiene involves very basic things like taking bath regularly, brushing teeth etc.

Explain



- Explain the importance of maintaining personal hygiene.
- Explain how we can maintain personal hygiene.

Demonstrate



- Demonstrate the effect of not maintaining personal hygiene with the help of videos.

Summarize



- Summarize the methods to maintain personal hygiene.

4.1.4: What is an Accident?

Say



- An **accident** is a specific, unpredictable, unusual and unintended external action which occurs in a particular time and place, with no apparent and deliberate cause but with marked effects.

Explain



- Explain the types of accidents.

Demonstrate



- Demonstrate the common occurring accidents through videos or chart.

Summarize



- Summarize the types of accidents and measures to be taken to stop them.

4.1.5: What is a Fire Extinguisher?

Say



- Fire extinguishers are fire protection device used to extinguish or control small fires.

Explain



- Explain the types of fire extinguishers.
- Explain the use of different type of fire extinguishers.
- Explain the importance of proper pressure in the fire extinguisher and how to read pressure.

Demonstrate



- Demonstrate the types of fire extinguishers.
- Demonstrate the parts of fire extinguisher and use of each part.

Summarize



- Summarize the types of accidents and measures to be taken to stop them.

Activity



- Ask the students to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Skill Practice	Time	Resources
Use of different type of Fire Extinguisher	6 hours	Fire Extinguisher, wood, plastic, electric supply and arrangement for short circuit, petrol to set mock fire

Do



- Ask the volunteer to come forward for using Fire Extinguisher.
- Ask the rest of students to keep a safe distance from the mock test area and watch very carefully.
- Go around and make sure the distance is safe.
- Handle different type of fire extinguishers to volunteers.
- Charge different type of mock fires in the open area and ask volunteers to extinguish the fire.

4.1.6: First Aid and First Aid Kit

Say



- First Aid is the assistance given to any person suffering a sudden illness or injury with care provided to preserve life, prevent the condition from worsening, or promote recovery.
- First-Aid Kit is an important part of tool kit. Accidents can occur anywhere so First Aid Kit should always be available in the toolbox.

Explain



- Explain the importance of First Aid Kit.
- Explain the methods of first aid in different situations.

Demonstrate



- Demonstrate the First Aid procedures in different situations.

Summarize



- Summarize the items in First Aid kit and the procedure to give first aid in different situations.

Role Play



- Ask the students to assemble together.
- Form the groups of 2-2 students.
- Ask one student in a group to provide first aid to other student in a given situation.
- Similarly, give different situations of first aid to each student.

Skill Practice	Time	Resources
Providing First Aid	8 hours	First Aid kit, notebook

Do



- Note down the performance of each group in providing first-aid.
- Once the role play is over, discuss the good and bad of students' performance.

4.1.7: Personal Protective Equipment (PPE)

Say



- Personal protective equipment (PPE) refers to protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection. The hazards addressed by protective equipment include physical, electrical, heat, chemicals, biohazards, and airborne particulate matter

Explain



- Explain the importance of PPE.

Demonstrate



- Demonstrate the components of personal protective equipment.



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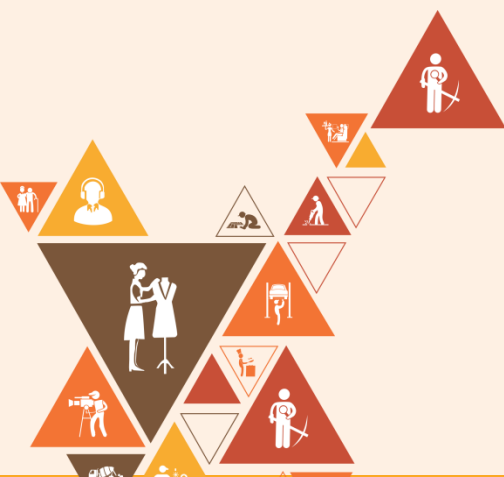


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7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Character Designer		
Qualification Pack Name & Ref. ID	Character Designer & Ref ID: MES/ Q 0502		
Version No.	1.0	Version Update Date	20/10/2016
Pre-requisites to Training	Experience: Training in Art and Adobe Photoshop		
Training Outcomes	<p>By the end of this program, the participants would have achieved the following competencies:</p> <ul style="list-style-type: none"> • Gather character references, conceptualise designs for primary and secondary characters • Study the movement of characters and suggest characteristics by shooting videos or acting • Draw out possibilities (simple structure) for each character out on paper along with their clothing, accessories etc. • Develop the character line-up and size relationship chart • Visualise character expressions and attitude poses for each character and create a character pack including construction detail, how to draw, prop details, character dos and donts, attitude poses, walk poses, turnarounds, facial expressions, mouth chart, character gestures, group behaviour etc. in line with requirements • Participate in organization health and safety knowledge sessions and drills • Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency. • Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms. • Identify aspects of your workplace that could cause potential risk to own and others health and safety • Follow organisation's emergency procedures for accidents, fires or any other natural calamity in case of a hazard • Ensure own personal health and safety, and that of others in the workplace through precautionary measures 		

S.N.O.	Module	Sessions	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1	Introduction and Orientation	Introduction to Character Designer Course	<ul style="list-style-type: none"> • Learn about the role of Character Designer in industry. • Identify the minimum 		<ul style="list-style-type: none"> • Instructor Led 	PowerPoint & Hand-outs, posters, film clips	4 Hr

			<p>requirement to become a certified Character Designer.</p> <ul style="list-style-type: none"> Describe the work area of Character Designer. Identify the opportunities available for Character Designer. 		<p>Training</p> <ul style="list-style-type: none"> Demonstration 		
		Practical Session	<p>Group Discussion on benefits of becoming Character Designer. Also, discuss about the foreign job opportunities.</p>		<ul style="list-style-type: none"> Group Discussion 	-	8Hr
2	Understanding the Script	Introduction to Character Designer	<ul style="list-style-type: none"> Gather character references, conceptualize designs for primary and secondary characters Study the movement of characters and suggest characteristics by shooting videos or acting 	MES/N0502 PC1,PC2,PC3,PC4,PC5,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8,KB9,KB10	<ul style="list-style-type: none"> Instructor Led Training Group Demonstration 	Laptop, PowerPoint & white board, marker, projector, Laptop, Software like, 3DS Max etc. Sample of videos	4 Hr
		Practical Session 1	<ul style="list-style-type: none"> Create a design for character 	MES/N0502 PC1,PC2,PC3,PC4,PC5,SA1,SA2,SA3,SA4,SA5,SA6,SA7,SA8,SB1,SB2	Hands on Practical individually	Laptop, PowerPoint & white board, marker, projector, Laptop, Software like, 3DS Max etc. Sample of videos	8 Hr
		Interpreting the Storyboard and Script	<ul style="list-style-type: none"> Gather character references, conceptualize designs for primary and secondary characters Study the movement of characters and suggest characteristics by shooting videos or acting 	MES/N0502 PC1,PC2,PC3,PC4,PC5,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8,KB9,KB10	<ul style="list-style-type: none"> Instructor Led Training Group Demonstration 	Laptop, PowerPoint & white board, marker, projector, Laptop, Software like, 3DS Max etc. Sample of videos	4 Hr

				MES/N050 2 PC1,PC2,PC 3,PC4,PC5, SA1,SA2,SA 3,SA4,SA5, SA6,SA7,SA 8,SB1,SB2	Hands on Practical individually		8 Hr
3	Manage and Store Assets	Meta Data	<ul style="list-style-type: none"> • Gather raw footage/material and select relevant material that can be used for post-production. • Draw out possibilities (simple structure) for each character out on paper along with their clothing, accessories etc. • Develop the character line-up and size relationship chart • Visualise character expressions and attitude poses for each character and create a character pack including construction detail, how to draw, prop details, character do's and don't's, attitude poses, walk poses, turnarounds, facial expressions, mouth chart, character gestures, group behaviour etc. in line with requirements 	MES/N050 2 PC1,PC2,PC 3,PC4,PC5, KA1,KA2,K A3,KA4,KB 1,KB2,KB3, KB4,KB5,KB 6,KB7,KB8, KB9,KB10	<ul style="list-style-type: none"> • Instr ucto r Led Trai ning • Gro up De mon stra tion • Mul time dia 	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like, 3DS Max etc. and image editing software like Photoshop	3 Hr
		Practical Session 1	Edit the meta data of given files as per the instructions of your guide	MES/N050 2 PC1,PC2,PC 3,PC4,PC5, SA1,SA2,SA	<ul style="list-style-type: none"> • Hands on Practical Individu ally 	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like, 3DS Max etc. and image	6 Hr

				3,SA4,SA5,SA6,SA7,SA8,SB1,SB2		editing software like Photoshop	
		Naming Convention	<ul style="list-style-type: none"> Gather raw footage/material and select relevant material that can be used for post-production. Draw out possibilities (simple structure) for each character out on paper along with their clothing, accessories etc. Develop the character line-up and size relationship chart Visualise character expressions and attitude poses for each character and create a character pack including construction detail, how to draw, prop details, character do's and don't's, attitude poses, walk poses, turnarounds, facial expressions, mouth chart, character gestures, group behaviour etc. in line with requirements 	MES/N0502 PC1,PC2,PC3,PC4,PC5,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8,KB9,KB10	<ul style="list-style-type: none"> Instructor Led Training Group Demonstration Multimedia 	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like, 3DS Max etc. and image editing software like Photoshop	2 Hr
		Practical Session 2	Create a chart of folder hierarchy used in animation	MES/N0502 PC1,PC2,PC3,PC4,PC5,SA1,SA2,SA3,SA4,SA5,SA6,SA7,SA8,SB1,SB2	<ul style="list-style-type: none"> Hands on Practical Group Discussion 	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like, 3DS Max etc. and image editing software like Photoshop	4 Hr

			<ul style="list-style-type: none"> Gather raw footage/material and select relevant material that can be used for post-production. Draw out possibilities (simple structure) for each character out on paper along with their clothing, accessories etc. Develop the character line-up and size relationship chart Visualize character expressions and attitude poses for each character and create a character pack including construction detail, how to draw, prop details, character do's and don'ts, attitude poses, walk poses, turnarounds, facial expressions, mouth chart, character gestures, group behavior etc. in line with requirements 	MES/N050 2 PC1,PC2,PC3,PC4,PC5, KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8,KB9,KB10	<ul style="list-style-type: none"> Instructor Led Training Group Demonstration Multimedia 	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like, 3DS Max etc. and image editing software like Photoshop	3 Hr
		Practical Session 3	Save the media files on different storage medias like CD, DVD, USB, and hard drive.	MES/N050 2 PC1,PC2,PC3,PC4,PC5, SA1,SA2,SA3,SA4,SA5, SA6,SA7,SA8,SB1,SB2	<ul style="list-style-type: none"> Hands on Practical Group Discussion 	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like, 3DS Max etc. and image editing software like Photoshop	6 Hr
4	Design Characters and Ensuring	Design Characters	<ul style="list-style-type: none"> Gather raw footage/material and select relevant material that can be 	MES/N050 2 PC1,PC2,PC3,PC4,PC5,	<ul style="list-style-type: none"> Instructor Led 	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos,	24 Hr

	g Consistency		<p>used for post-production.</p> <ul style="list-style-type: none"> • Draw out possibilities (simple structure) for each character out on paper along with their clothing, accessories etc. • Develop the character line-up and size relationship chart • Visualize character expressions and attitude poses for each character and create a character pack including construction detail, how to draw, prop details, character do's and don'ts, attitude poses, walk poses, turnarounds, facial expressions, mouth chart, character gestures, group behavior etc. in line with requirements 	KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8,KB9,KB10	<p>Training</p> <ul style="list-style-type: none"> • Demonstration • Multimedia • Group Discussion 	Software like, 3DS Max etc. and image editing software like Photoshop	
		Practical Session	<ul style="list-style-type: none"> • Perform basic function in Photoshop. • Create a project using character designing techniques. 	MES/N0502 PC1,PC2,PC3,PC4,PC5,SA1,SA2,SA3,SA4,SA5,SA6,SA7,SA8,SB1,SB2	<ul style="list-style-type: none"> • Hands on Practical • Group Discussion 	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like, 3DS Max etc. and image editing software like Photoshop	80 Hr
5	Importance of Safety, Health & Hygiene	Safety, Health and Hygiene	<ul style="list-style-type: none"> • Comply with health and safety related instructions applicable to the workplace • Use and maintain personal protective equipment as per protocol 	MES/ N 0508 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC	<ul style="list-style-type: none"> • Instructor Led Training • Demonstration 	PPTs, Handbook, First Aid Kit	12 Hr

		<ul style="list-style-type: none"> Carry out own activities in line with approved guidelines and procedures Maintain a healthy lifestyle and guard against dependency on intoxicants Follow environment management system related procedures Store materials and tools in line with manufacturer’s and organizational requirements Safely handle and move waste and debris Minimize health and safety risks to self and others due to own actions Seek clarifications, from supervisors or other authorized personnel in case of perceived risks Monitor the workplace and work processes for potential risks and threats Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned 	<p>12,KA1,KA2 , KA3,KA4,KB1,KB2,KB3 ,KB4,KB5,KB6,SB1,SB2 ,SB3,SB4,S B5,SA1,SA2 ,SA3, SA4,SA5</p>	<p>stration</p> <ul style="list-style-type: none"> Multimedia Group Discussion 		
	Quiz Test	Quiz on Personal health management and Group Discussion on Personal Protective Equipment (PPE)	<p>MES/ N 0508 PC1,PC2,PC3,PC4,PC5, PC6,PC7, PC8,PC9,PC10,PC11,PC12,KA1,KA2 , KA3,KA4,KB1,KB2,KB3</p>	Quiz Group Discussion	Quiz sheet with questions and answers, PPE	8 Hr

			,KB4,KB5,K B6,SB1,SB2 ,SB3,SB4,S B5,SA1,SA2 ,SA3, SA4,SA5			
	First Aid	<ul style="list-style-type: none"> • Report hazards and potential risks/ threats to supervisors or other authorized personnel • Participate in mock drills/ evacuation procedures organized at the workplace • Undertake first aid, fire-fighting and emergency response training, if asked to do so • Take action based on instructions in the event of fire, emergencies or accidents • Follow organisation procedures for evacuation when required 	MES/ N 0508 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2 , KA3,KA4,K B1,KB2,KB3 ,KB4,KB5,K B6,SB1,SB2 ,SB3,SB4,S B5,SA1,SA2 ,SA3, SA4,SA5	<ul style="list-style-type: none"> • Instructor Led Training • Demonstration 	PPTs, Handbook, PPE, Fire Extinguisher, First-Aid Kit	8 Hr
	Practical Session 1	Practical on use of Fire Extinguisher on different type of fires	MES/ N 0508 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2 , KA3,KA4,K B1,KB2,KB3 ,KB4,KB5,K B6,SB1,SB2 ,SB3,SB4,S B5,SA1,SA2 ,SA3,	<ul style="list-style-type: none"> • Hands on Practical in group 	Fire Extinguisher	8 Hr

				SA4,SA5			
				MES/ N 0508 PC1,PC2,PC 3,PC4,PC5, PC6,PC7, PC8,PC9,PC 10,PC11,PC 12,KA1,KA2 , KA3,KA4,K B1,KB2,KB3 ,KB4,KB5,K B6,SB1,SB2 ,SB3,SB4,S B5,SA1,SA2 ,SA3, SA4,SA5	<ul style="list-style-type: none"> • Hands on Practical in group • Group Discussion 	First-Aid Kit	8 Hr
6	Entrepreneurship and Soft skills	<ul style="list-style-type: none"> • Personal Strengths & Value Systems • Digital Literacy: A Recap • Money Matters • Preparing for Employment & Self Employment • Understanding Entrepreneurship • Preparing to be an Entrepreneur 	<ul style="list-style-type: none"> • Explain the meaning of health • List common health issues • Discuss tips to prevent common health issues • Explain the meaning of hygiene • Understand the purpose of Swachh Bharat Abhiyan • Recall the functions of basic computer keys • Discuss the main applications of MS Office • Discuss the benefits of Microsoft Outlook • Discuss the different types of e-commerce • List the benefits of e-commerce for retailers and customers 		<ul style="list-style-type: none"> • Instructor Led Training • Demonstration 	Handbook, White board, marker, computer system, projector, PPTs	40 Hr

			<ul style="list-style-type: none"> • Discuss how the Digital India campaign will help boost e-commerce in India • Explain how you will sell a product or service on an e-commerce platform • Discuss the need for CRM • Discuss the benefits of CRM • Discuss the need for networking • Discuss the benefits of networking • Understand the importance of setting goals • Differentiate between short-term, medium-term and long-term goals • Discuss how to write a business plan • Explain the financial planning process 				
		Practice sessions	2 Projects on character designing under trainer guidance		Hands on Practical under guidance of instructor	All used in previous sessions	32 Hr

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria	
Job Role	Character Designer
Qualification Pack	MES/ Q 0502, v1.0
Sector Skill Council	Media & Entertainment

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Media and Entertainment 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 each PC.
2	Each NOS will be assessed both for theoretical knowledge and practical
3	The assessment for the theory & Practical part will be based on knowledge bank of questions created by the AA and approved by SSC.
4	Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre
5	To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS
6	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

Job Role	Character Designer					
NOS CODE	NOS NAME	Performance Criteria	Total Mark	Out Of	Marks Allocation	
					Theory	Skills Practical
MES/ N 0502	Design Characters	PC1. Gather character references, conceptualise designs for primary and secondary characters	100	20	10	50
		PC2. Study the movement of characters and suggest characteristics by shooting videos or acting		20	10	

		PC3. Draw out possibilities (simple structure) for each character out on paper along with their clothing, accessories etc.		20	10	
		PC4. Develop the character line-up and size relationship chart		20	10	
		PC5. Visualise character expressions and attitude poses for each characters and create a character pack including construction detail, how to draw, prop details, character dos and donts, attitude poses, walk poses, turnarounds, facial expressions, mouth chart, character gestures, group behaviour etc. in line with requirements		20	10	
			Total	100	50	50
MES/N 0508	Maintain workplace health and safety	PC1. Understand and comply with the organisation's current health, safety and security policies and procedures	100	10	5	50
		PC2. Understand the safe working practices pertaining to own occupation		10	5	
		PC3. Understand the government norms and policies relating to health and safety including emergency		5	3	

	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	5	2
	PC5. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	10	5
	PC6. Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	10	5
	PC7. Identify aspects of your workplace that could cause potential risk to own and others health and safety	10	5
	PC8. Ensure own personal health and safety, and that of others in the workplace through precautionary measures	10	5
	PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person	5	3

		PC10. Report any hazards outside the individual's authority to the relevant person in line with organisational procedures and warn other people who may be affected		10	5	
		PC11. Follow organisation's emergency procedures for accidents, fires or any other natural calamity in case of a hazard		10	5	
		PC12. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority		5	2	
			Total	100	50	50

Do

- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.
- Explain that for the first NOS, <50> marks are allotted for Theory and <50>for Skills Practical.



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