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Media & Entertainment Skills Council

Facilitator Guide



Sector
Media and Entertainment

Sub-Sector
Film, Television, Animation, Advertising

Occupation
Assistant Cameraman

Reference ID: MES/ Q 0903, Version 1.0
NSQF Level 4

Assistant Cameraman



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.

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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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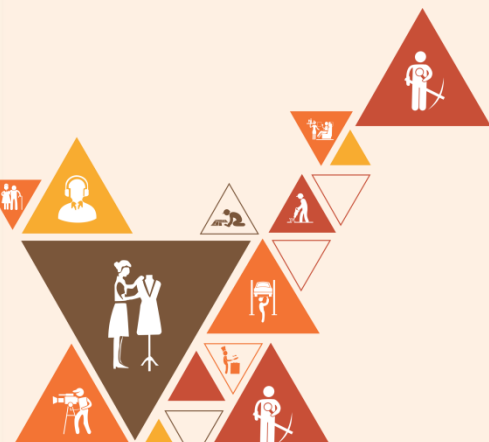


Media & Entertainment Skills Council

1. Introduction

Unit 1.1 - Introduction to the Media and Entertainment Sector

Unit 1.2 - Duties and Responsibilities of a Assistant Cameraman



Key Learning Outcomes



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

1. Explain the key features of the Media and Entertainment sector
2. Discuss various processes and products of Media & Entertainment sector
3. Learn about the role of Assistant Cameraman in industry.
4. Identify the minimum requirement to become a certified Assistant Cameraman.
5. Describe the work area of Assistant Cameraman.
6. Identify the opportunities available for Assistant Cameraman.

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. Describe the media and entertainment industry in India
2. Describe the growth expected in the media & entertainment industry
3. Explain the various products and processes of the industry
4. Identify some keywords used in the industry

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: Duties and Responsibilities of Assistant Cameraman

Unit Objectives



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

1. Introduction to Assistant Cameraman job role.
2. Describe the work area of Assistant Cameraman.
3. Find the opportunities for Assistant Cameraman.
4. Identify the basic functions performed by Assistant Cameraman

Explain



- Explain the job role of Assistant Cameraman
- Describe the opportunities of Assistant Cameraman
- Explain the key skills to be present in a Assistant Cameraman.

Ask



- Ask the students about the job or work of Assistant Cameraman.
- Ask the student about the need of Assistant Cameraman in film and television industry.



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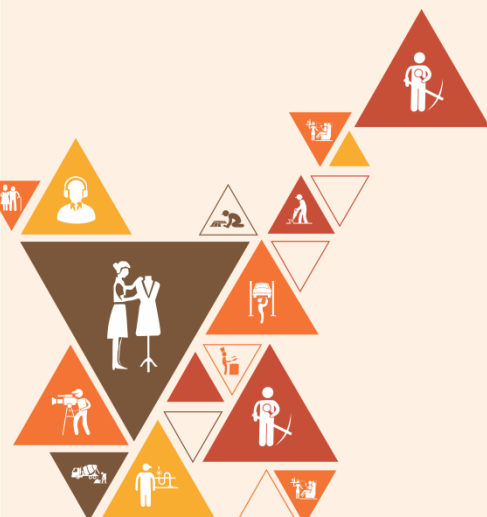
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2. Setting up camera and equipment for shoot

Unit 2.1 – Camera and Equipment
Unit 2.2 – Setting up Camera for Shoot



MES/N0905

Key Learning Outcomes

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

1. Prepare equipment for shoot including unpacking, cleaning and assembling cameras and lenses, loading the film stock into magazines, charging batteries etc.
2. Arrange for security and protection of the equipment during storage and logistics
3. Report any damages to the camera and production teams
4. Ensure cameras are mounted on grips and the locks are fastened securely
5. Label equipment and supplies accurately
6. Coordinate with logistics players, where required in the context of the role, to have the equipment delivered to the vendor/own facilities (equipment can include cameras, batteries, lenses, filters, grips, track, special effects equipment, magazines, clapper boards, film stock/beta tapes/memory cards)

UNIT 2.1: Camera and Equipment

Unit Objectives

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

1. Prepare equipment for shoot including unpacking, cleaning and assembling cameras and lenses, loading the film stock into magazines, charging batteries etc.
2. Arrange for security and protection of the equipment during storage and logistics
3. Report any damages to the camera and production teams
4. Ensure cameras are mounted on grips and the locks are fastened securely
5. Label equipment and supplies accurately

Explain

- Explain the history of Camera.
- Explain the Common Digital Video Cameras.
- Explain the Basic Functioning of Digital Video Camera.
- Explain the Dry Plate Camera.
- Explain the Tools and Equipment.

Practical

- Visit of a Camera museum.
- Demonstration of Tools and Equipment.

Notes for Facilitation

- Ask the students if they have used any Camera. If yes, ask them about Camera buttons.
- Ask your students if they have used Camera Tools and Equipment earlier. If yes, ask them about Camera Tools and Equipment.

UNIT 2.2: Setting up Camera for Shoot

Unit Objectives

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

1. Coordinate with logistics players, where required in the context of the role, to have the equipment delivered to the vendor/own facilities (equipment can include cameras, batteries, lenses, filters, grips, track, special effects equipment, magazines, clapper boards, film stock/beta tapes/memory cards)
2. Prepare equipment for shoot including unpacking, cleaning and assembling cameras and lenses, loading the film stock into magazines, charging batteries etc.
3. Arrange for security and protection of the equipment during storage and logistics
4. Report any damages to the camera and production teams
5. Ensure cameras are mounted on grips and the locks are fastened securely

Explain

- Explain the Process of Transporting a Camera.
- Explain the Basic Components of Camera.
- Explain the Process of Assembling Camera.
- Explain the Process of Cleaning Camera and Storage.

Practical

- Prepare Camera for Transportation.
- Prepare Camera for Assembling.

Notes for Facilitation

- Ask the students if they have Transported any Camera. If yes, ask them about Camera Transportation.
- Ask your students if they have Assembled any Camera earlier. If yes, ask them about Camera Assembling.



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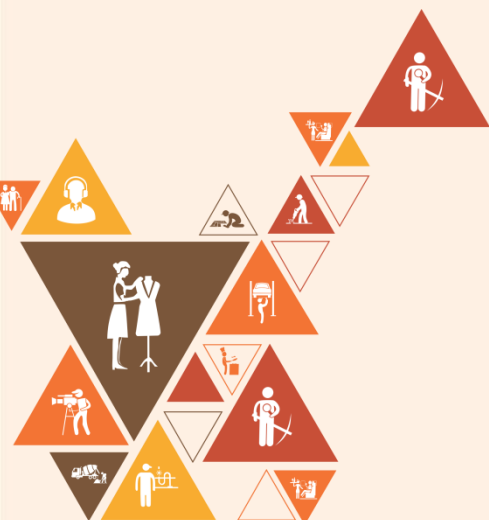


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3. Preparing for Shoot

Unit 3.1 – Principle of Cinematography and Focus requirements

Unit 3.2 – Camera Position and Focus Marking



MES/N0906

Key Learning Outcomes

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

1. Establish, or support in establishing, the focus requirements for shots (eg: pan, tilt, tracking, static, zoom, close-up, wide-shot, master shot, high/low, angle shot, long shot and mid shot), based on the creative and technical requirements of production.
2. Mark, or support in marking, the focus lengths/angle based on the required composition (eg: positioning of elements within a frame), perspective (eg: point of view) and aspect ratio (eg: relationship between width and height)
3. Prepare, or support in preparing, a focus path for a sequence depending on the movement, timing, start and finish points during shoots.
4. Report potential issues to the Producer and Director and relevant teams for rectification.

Unit 3.1: Principle of Cinematography and Focus Requirements

Unit Objectives

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

1. Establish, or support in establishing, the focus requirements for shots (eg: pan, tilt, tracking, static, zoom, close-up, wide-shot, master shot, high/low, angle shot, long shot and mid shot), based on the creative and technical requirements of production.
2. Prepare, or support in preparing, a focus path for a sequence depending on the movement, timing, start and finish points during shoots.
3. Report potential issues to the Producer and Director and relevant teams for rectification.

Notes for Facilitation

- Discuss the Principle of Cinematography.
- Discuss the Focus Requirements.

Explain

- Explain the Functioning of Frame.
- Explain the Functioning of Lens.
- Explain about the Texture and Camera Movement.
- Explain the Shooting Methods.
- Explain the Basics of Optics.

Ask

- Ask the students if they know the functioning of Camera frame. If yes, ask them about Frame Functioning
- Ask the students if they know the Functioning of Lens. If yes, ask them about Lens Functioning.
- Ask students if they know the Texture and Camera Movement. If yes, ask them about Texture and Camera Movement.
- Ask the students if they know about Shooting Methods.
- Ask the students if they know the Basics of Optics.

Practical

- Perform Focus Setting for different shots.
- Perform different shooting methods.

Summarize



- Summarize the process of Cinematography and Focusing.

Unit 3.2: Camera Position and Focus Marking

Unit Objectives



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

1. Establish, or support in establishing, the focus requirements for shots (eg: pan, tilt, tracking, static, zoom, close-up, wide-shot, master shot, high/low, angle shot, long shot and mid shot), based on the creative and technical requirements of production.
2. Prepare, or support in preparing, a focus path for a sequence depending on the movement, timing, start and finish points during shoots.
3. Report potential issues to the Producer and Director and relevant teams for rectification.
4. Perform Marking on floor with artist position and focus length of camera.

Notes for Facilitation



- Discuss the Process of Camera Positioning.
- Discuss the Process of Focus Marking.

Explain



- Explain the Basics of Depth of Field and Focus Setting.
- Explain the Process of Focus Measurement and Marking.

Ask



- Ask the students if they know the Process of Camera Positioning. If yes, ask them about Camera Positioning.
- Ask the students if they know the Process of Focus Measurement and Marking. If yes, ask them about Focus Measurement and Marking.

Practical



- Perform the Camera Positioning.
- Perform Focus Measurement and Marking.



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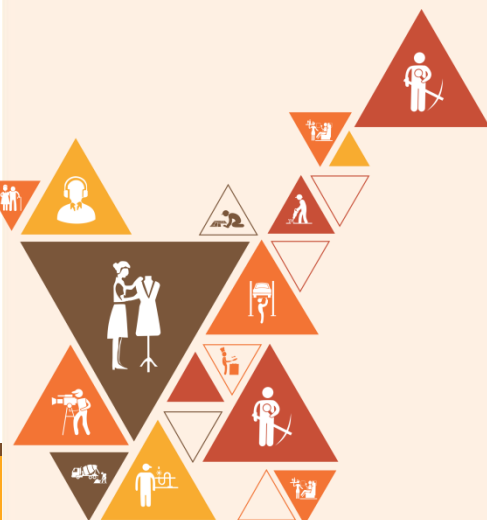
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4 Dismantling and Packing Equipment

Unit 4.1 – Dismantling and Packing Equipment



MES/N0908

Key Learning Outcomes

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

1. Dismantle and pack the equipment properly (equipment can include cameras, batteries, lenses, filters, tripods, grips, dollies, track, special effects equipment, magazines, clapper boards, unused film stock/beta tapes/memory cards)
2. Ensure that all the list of equipment to be dispatched matches the list of equipment received from the vendor and brought by the production team
3. Coordinate with logistics players, where required, to have the equipment dispatched to the vendor/own facilities as required
4. Identify and report any equipment that needs repair or replacement, as required
5. Ensure that the location and facilities used during shoot are left in their original state

Unit 4.1: Dismantling and Packing Equipment

Unit Objectives

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

1. Dismantle and pack the equipment properly (equipment can include cameras, batteries, lenses, filters, tripods, grips, dollies, track, special effects equipment, magazines, clapper boards, unused film stock/beta tapes/memory cards)
2. Ensure that all the list of equipment to be dispatched matches the list of equipment received from the vendor and brought by the production team
3. Coordinate with logistics players, where required, to have the equipment dispatched to the vendor/own facilities as required
4. Identify and report any equipment that needs repair or replacement, as required
5. Ensure that the location and facilities used during shoot are left in their original state

Notes for Facilitation

- Discuss the Process of Packing the Camera with students.
- Discuss the Coordination with Rental House.

Practical

- Perform the packing of Camera.



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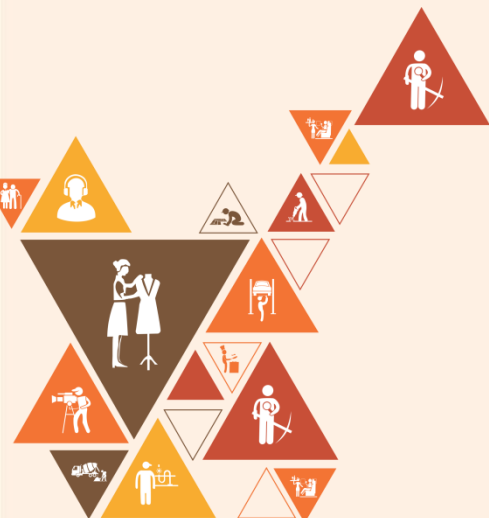
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5. Health & Safety Comply with Workplace

Unit 5.1 – Safety, Health, and Hygiene
Unit 5.2 – First Aid



MES/ N 0104

Key Learning Outcomes

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

1. Observing and understand the current health, safety, security policies and procedure of organization.
2. Understand the safe working practices pertaining to own occupation.
3. Understand the government rules and policies related to the health and safety including emergency procedures for accidents, illness, fires or others.
4. Identifying the person responsible for health and safety in the working area, including those person whom to contact in emergency.
5. Identifying the security signals in the workplace fire alarms, staircases, fire warden stations, first aid and medical rooms.
6. Identifying the possible work hazards in the working area which can cause risk to others health and safety.
7. Ensuring own and others health and safety in the workplace through precautionary measures.
8. Identify and recommend the basic terms and opportunities to the designated person of your workplace for improving health, safety, and security.
9. Identify and correct the cause of accidents, illness, and fires in your working area and within the limits of individual's authority.

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.

5.1.1: 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
		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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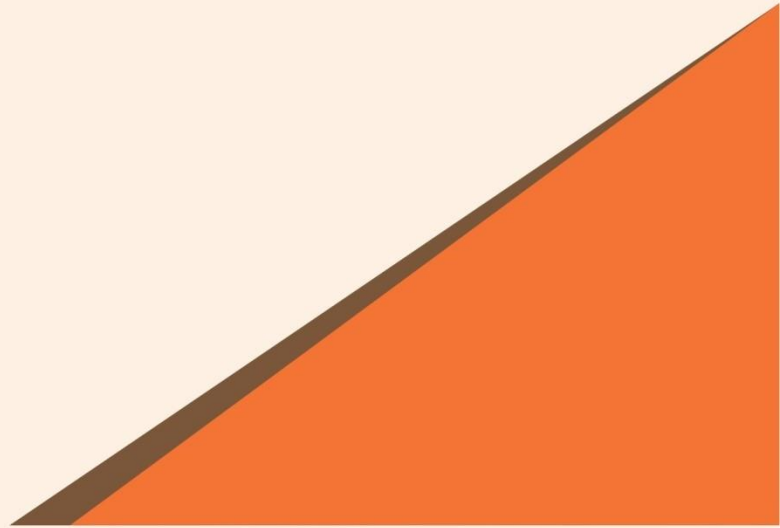


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7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Assistant Cameraman		
Qualification Pack Name & Ref. ID	Assistant Cameraman & Ref ID: MES/ Q 3504		
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"> • Understand the creative and technical requirements and expectations in terms of quality of deliverables and timelines. • Determine key post-production processes that would be involved to produce the desired outcome and chart-out the process workflow (Supervisor). • Translate expectations into effort estimates for each process and prepare a work plan, keeping in mind the impact on the production budget, timelines and technical viability. • Gather raw footage/material and select relevant material that can be used for post-production. • Ingest the footage/keep the material ready for the post-production process. • Save back-ups for interim work-products in the appropriate file formats. • Ensure final work-products are prepared in appropriate file formats (such as mp4, avi, wmv, mpg and mov) and appropriate medium (such as DVD, film, tape and digital) compatible with intended distribution/exhibition mediums. • Clear logs/data and keep the software and equipment ready for future use. • Use the software to break the content down into individual frames in accordance to requirements. • Ensure that the work-products meet roto-scropy objectives and quality standards and are ready for compositing. • 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 • Ensure own personal health and safety, and that of others in the workplace though precautionary measures 		

S. No.	Module	Sessions	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Hr
1	Introduction to Trade	Introduction to Assistant Cameraman Course	<ul style="list-style-type: none"> Learn about the role of Assistant Cameraman in industry. Identify the minimum requirement to become a certified Assistant Cameraman. Describe the work area of Assistant Cameraman. Identify the opportunities available for Assistant Cameraman. 		Instructor Led Training Demonstration	PowerPoint & Hand-outs, posters, film clips	4 Hr
		Practical Session	Group Discussion on benefits of becoming Assistant Cameraman. Also, discuss about the foreign job opportunities.		Group Discussion	-	4Hr
2	Understanding the requirements and planning workflow	Introduction to VFX	<ul style="list-style-type: none"> Understand the creative and technical requirements and expectations in terms of quality of deliverables and timelines. Determine key post-production processes that would be involved to produce the desired outcome and chart-out the process workflow (Supervisor) Translate expectations into effort estimates for each process and prepare a work plan, keeping in mind the impact on the production budget, timelines and technical viability (Supervisor) Document post-production requirements that can serve as a reference Document for circulation to the team Document decisions on the processes involved and techniques to be used with reasons thereof Document the project work-plan including the key deliverables, resources involved and timelines (Supervisor) 	MES/N3501 PC1,PC2,PC3,KA1,KA2,KA3,KA4,KA5,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8, KB9	Instructor Led Training Group Demonstration	Laptop, PowerPoint & white board, marker, projector, Laptop, Software like Silhouette, Nuke, Fusion, Combustion, 3DS Max etc. Sample of videos	16 Hr

			<ul style="list-style-type: none"> Document dos and don'ts for different machines and software for reference of the team Document other areas (e.g. requirements of the target audience, market, end-product, reference links and videos) that may be relevant for the team 				
		Practical Session 1	<ul style="list-style-type: none"> Plan a project which uses a movie recording and various aspects of VFX under trainee guidance 	MES/N3501 PC1,PC2,PC3,SA1,SA2,SA3,SA4,SA5,SA6,SA7,SA8,SA9,SA10,SA11,SB1,SB2,SB3,SB4,SB5,SB6,SB7,SB8, SB9	Hands on Practical individually	Laptop, PowerPoint & white board, marker, projector, Laptop, Software like Silhouette, Nuke, Fusion, Combustion, 3DS Max etc. Sample of videos	16 Hr
		Practical Session 2	<ul style="list-style-type: none"> Perform documentation of animation project 	MES/N3501 PC1,PC2,PC3,SA1,SA2,SA3,SA4,SA5,SA6,SA7,SA8,SA9,SA10,SA11,SB1,SB2,SB3,SB4,SB5,SB6,SB7,SB8, SB9	Hands on Practical individually	Laptop, PowerPoint & white board, marker, projector, Laptop, Software like Silhouette, Nuke, Fusion, Combustion, 3DS Max etc. Sample of videos	8 Hr
3	Managing Equipment and Material	Managing Files and preparing images as required	<ul style="list-style-type: none"> Gather raw footage/material and select relevant material that can be used for post-production. Ingest the footage/keep the material ready for the post-production process. Save back-ups for interim work-products in the appropriate file formats. Ensure final work-products are prepared in appropriate file formats (such as mp4, avi, wmv, 	MES/N3502 PC1,PC2,PC3,PC4,PC5,KA1,KA2,KA3,KA4,KA5,KB1,KB2,KB3,KB4,KB5,KB6	Instructor Led Training Group Demonstration Multimedia	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like Silhouette, Nuke,	8 Hr

			<p>mpg and mov) and appropriate medium (such as DVD, film, tape and digital) compatible with intended distribution/exhibition mediums</p> <ul style="list-style-type: none"> • Clear logs/data and keep the software and equipment ready for future use 			Fusion, Combustion, 3DS Max etc. and image editing software like Photoshop	
		Practical Session 1	Collect different raw footages and files as required. Arrange them in categories and set them in desired software	MES/N3502 PC1,PC2,PC3,PC4,PC5,SA1,SA2,SA3,SA4,SA5,SA6,SB1,SB2,SB3,SB4,SB5	Hands on Practical Individually	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like Silhouette, Nuke, Fusion, Combustion, 3DS Max etc. and image editing software like Photoshop	8 Hr
		Practical Session 2	Perform installation of required software	MES/N3502 PC1,PC2,PC3,PC4,PC5,SA1,SA2,SA3,SA4,SA5,SA6,SB1,SB2,SB3,SB4,SB5	Hands on Practical Individually	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like Silhouette, Nuke, Fusion, Combustion, 3DS Max etc. and image editing software like Photoshop	8 Hr
		Practical Session 3	Perform image editing using Photoshop	MES/N3502 PC1,PC2,PC3,PC	Hands on Practical Individually	Laptop, PowerPoint & white	24 Hr

				4,PC5,SA1,SA2,SA3,SA4,SA5,SA6,SB1,SB2,SB3,SB4,SB5		board, marker, projector, Laptop, Sample pictures and videos, Software like Silhouette, Nuke, Fusion, Combustion, 3DS Max etc. and image editing software like Photoshop	
4	Rotoscoping Footage	Introduction to Rotoscopy	<ul style="list-style-type: none"> Understand rotoscoping objectives Use the software to break the content down into individual frames in accordance to requirements Ensure that the work-products meet rotoscoping objectives and quality standards and are ready for compositing Gather appropriate reference material and raw footage that can be used as a guide during the process Understand objectives, requirements and specifications from the Director and Producer Present interim and final work-products to the Producer and solicit feedback on areas of improvement 	MES/N3506 PC1,PC2,PC3,KA1,KA2,KA3,KA4,KA5,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8,KB9	Instructor Led Training Group Demonstration	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like Silhouette, Nuke, Fusion, Combustion, 3DS Max etc. and image editing software like Photoshop	16 Hr
		Performing Rotoscopy using Silhouette software	<ul style="list-style-type: none"> Understand rotoscoping objectives Use the software to break the content down into individual frames in accordance to requirements Ensure that the work-products meet rotoscoping objectives and quality standards and are ready for compositing Gather appropriate reference material and raw footage that 	MES/N3506 PC1,PC2,PC3,KA1,KA2,KA3,KA4,KA5,KB1,KB2,KB3,KB4,KB5,KB6,KB7,KB8,KB9	Instructor Led Training Group Demonstration	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like Silhouette, Nuke,	8 Hr

			<p>can be used as a guide during the process</p> <ul style="list-style-type: none"> • Understand objectives, requirements and specifications from the Director and Producer • Present interim and final work-products to the Producer and solicit feedback on areas of improvement 			Fusion, Combustion, 3DS Max etc. and image editing software like Photoshop	
		Practical Sessions	<ul style="list-style-type: none"> • Perform basic function in Silhouette. • Create a project video using rotoscoping. 	MES/N3506 PC1,PC2,PC3,SA1,SA2,SA3,SA4,SB1,SB2,SB3,SB4,SB5	Hands on Practical Group Discussion	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like Silhouette, Nuke, Fusion, Combustion, 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 • 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 	MES/ N 3508 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SA1,SA2,SA3,SA4,SA5	Instructor Led Training Demonstration Multimedia Group Discussion	PPTs, Handbook, First Aid Kit	8 Hr

		<ul style="list-style-type: none"> • 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 				
	Quiz Test	Quiz on Personal health management and Group Discussion on Personal Protective Equipment (PPE)	MES/ N 3508 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SA1,SA2,SA3,SA4,SA5	Quiz Group Discussion	Quiz sheet with questions and answers, PPE	8 Hr
	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 3508 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SA1,SA2,SA3,SA4,SA5	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 3508 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SA1,SA2,SA3,SA4,SA5	Hands on Practical in group	Fire Extinguisher	8 Hr

				A2,SA3, SA4,SA5			
		Practical Session 2	Role Play on First Aid and Group Discussion	MES/ N 3508 PC1,PC2,PC3,PC 4,PC5,PC6,PC7, PC8,PC9,PC10,P C11,PC12,KA1,K A2, KA3,KA4,KB1,KB 2,KB3,KB4,KB5, KB6,SB1,SB2,SB 3,SB4,SB5,SA1,S A2,SA3, SA4,SA5	Hands on Practical in group Group Discussion	First-Aid Kit	8 Hr
6	Entrepre neurs hip and Softskil ls	<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 Swacch 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 • 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 		Instructor Led Training Demonstration	Handbook, White board, marker, computer system, projector, PPTs	40 Hr

		preneur	<ul style="list-style-type: none"> Differentiate between short-term, medium-term and long-term goals Discuss how to write a business plan Explain the financial planning process 				
		Practice sessions	1 Project on rotoscopy 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	Assistant Cameraman
Qualification Pack	MES/ Q 3504, 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 60% 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

	NOS	NOS NAME	Weightage
1	MES/ N 3501	Understand requirements and plan workflow	30%

2	MES/ N 3502	Manage equipment & material	25%
3	MES/ N 3506	Rotoscoping footage	40%
4	MES/ N 3508	Maintain workplace health and safety Description	5%
			100%

Job Role	Assistant Cameraman					
NOS CODE	NOS NAME	Performance Criteria	Total Mark	Out Of	Marks Allocation	
					Theory	Skills Practical
MES/ N 3501	Understand requirements and plan workflow	PC1. Understand the creative and technical requirements and expectations in terms of quality of deliverables and timelines		30	15	

		PC2. Determine key post-production processes that would be involved to produce the desired outcome and chart-out the process workflow(Supervisor)	100	30	15	50
		PC3. Translate expectations into effort estimates for each process and prepare a work plan, keeping in mind the impact on the production budget, timelines and technical viability (Supervisor)		40	20	
			Total	100	50	50
MES/ N 3502	Manage equipment & material	PC1. Gather raw footage/material and select relevant material that can be used for post-production		20	10	

		PC2. Ingest the footage/keep the material ready for the post-production process		20	10	
		PC3. Save back-ups for interim work-products in the appropriate fileformats		20	10	
		PC1. Ensure final work-products are prepared in appropriate file formats(such as mp4, avi, wmv, mpg and mov) and appropriate medium (such asDVD, film, tape and digital) compatible with intendeddistribution/exhibition mediums		20	10	
		PC2. Clear logs/data and keep the software and equipment ready for future use	100	20	10	50
			Total	100	50	50
MES/ N 3506	Rotoscoping footage	PC1. Understand rotoscoping objectives		30	15	

		PC2. Use the software to break the content down into individual frames in accordance to requirements	100	30	15	
		PC3. Ensure that the work-products meet rotoscopy objectives and quality standards and are ready for compositing		40	20	50
			Total	100	50	50
MES/ N 3508	Maintain workplace health and safety	PC1. Understand and comply with the organisation's current health, safety and security policies and procedures		10	5	
		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 procedures for illness, accidents, fires or others which may involve evacuation of the premises		5	3	
		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	100	10	5	50

		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 you 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



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