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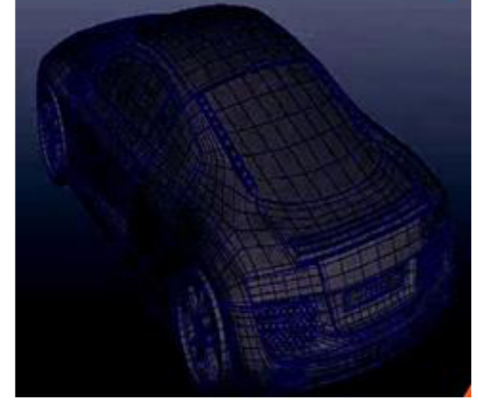
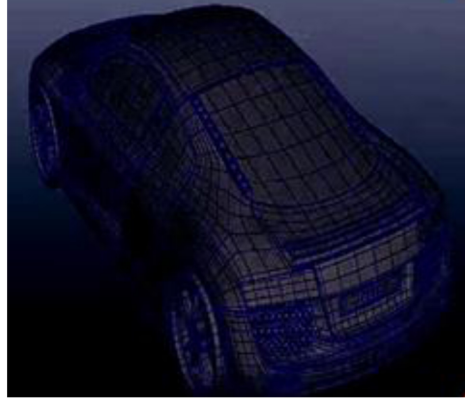
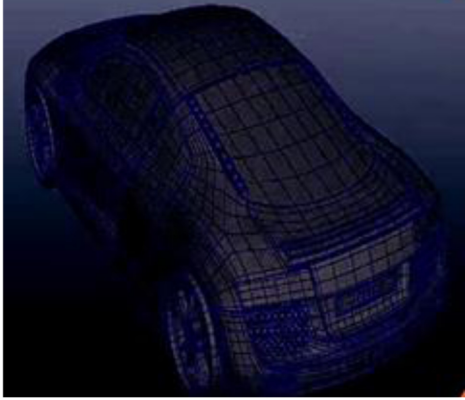
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Media & Entertainment Skills Council

Facilitator Guide



Sector
Media and Entertainment

Sub-Sector
Animation, Gaming

Occupation
Asset Creation

Reference ID: MES/ Q 2501, Version 1.0

NSQF level: 3

Modeller

Published by

All Rights Reserved,
First Edition, March 2016

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

Printed in India at

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Media and Entertainment

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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 assets for 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



Demonstration



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



Role Play



Example

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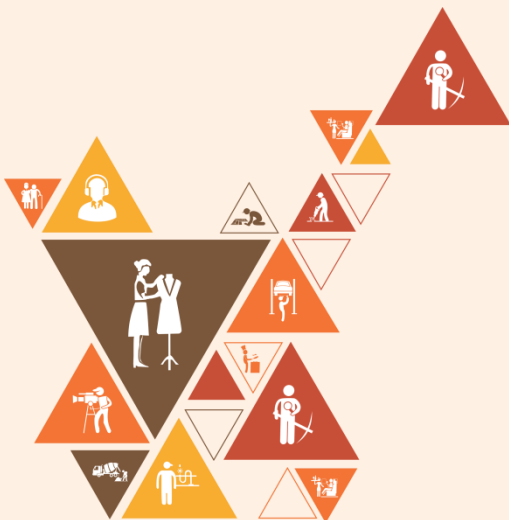


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1. Introduction

Unit 1.1 - Introduction to the Media and Entertainment Sector

Unit 1.2 – Key words



Key Learning Outcomes

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

1. Importance of media and entertainment sector in our life.
2. Familiarize with Role and responsibility of Modeller.
3. Understand the role of the Modeller.

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. Understanding Media & Entertainment Industry
2. Importance of Media & Entertainment in our life.
3. Familiarize with Role and responsibility of Modeller.
4. Understand various parameters of Modeller

Notes for Facilitation



- As this is first day so before starting the session introduce yourself, arrange the entire class and do some ice breaking activity and also ask everyone to introduce themselves.
 - Use power point presentation to describe the topic.
 - Start the session by stating the Session Objectives.
 - During the session make sure all participants attentively listen to understand the content you deliver.
 - Give quiz/test/assignment to check the students' understanding of the topic
 - Ensure that the session plan should be followed according to time duration to complete the course in-time
 - At the end of session ask questions given in assessment section.
- Before concluding the session summarizes the key learning or takes away.

Unit 1.2: Keywords

Unit Objectives



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

1. Familiarise with role and responsibilities of Modeller.
2. Familiarise with technical terms associated animation

Explain



- Explain the technical terms associated with role of Modeller
- Explain the important of these terms and when they are used.

Ask



At the end of session, the trainer should reserve the last 5 to 10 minutes for asking below questions.

- Q1. What is difference between 2D and 3D animation?
- Q2. What is abbreviation of CGI?
- Q3. What is pixel?
- Q4. What do you mean by rotoscoping?
- Q5. Explain rendering process?



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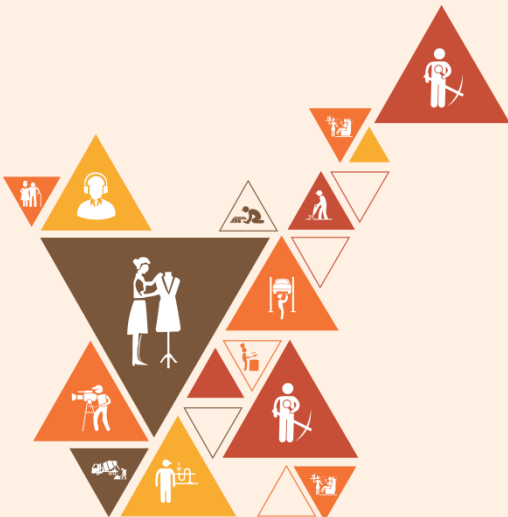
2. Animation Requirements

Unit 2.1 Fundamental and Principles of Animation and Modeling

Unit 2.2 Life Drawings: Human Anatomy Fundamentals

Unit 2.3 Animation Production Process

Unit 2.4 Create Hookup Poses and Animation



Key Learning Outcomes

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

1. Descriptive guidelines to animation
2. Familiarise with modelling.
3. Character sketching and Drawing of human anatomy.
4. Production concepts and their applicability to each project.
5. The various techniques available for animating objects.
6. Understanding various elements that influence the final art work.
7. Enact and emote.
8. Learn to create hook up poses and animation.

UNIT 2.1: Fundamental and Principles of Animation and Modeling

Unit Objectives

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

1. Key rules and techniques to animation.
2. Familiarise with modelling.

Explain

- Principles of animation.
- Modelling Process
- Basics of 3D Modelling

Ask

- Q1. What is squash and stretch?
- Q2. What is meant by anticipation?
- Q3. Explain slow in and slow out with an example?
- Q4. Explain difference between polygon modelling & curve modelling?
- Q5. What is meant by extrude?
- Q6. What do you mean by beveling?

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Divide the participants in groups and assign work related to the session for their better understanding.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.

At the end of the session summarize the key learning.

UNIT 2.2: Life Drawings: Human Anatomy Fundamentals

Unit Objectives

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

1. At the end of the unit, you will be able to:
2. Life Drawings: Human Anatomy Fundamentals

Explain

- Facial Expressions.
- Explain different type of eyes, Mouth, Nose, Emotions, Body expressions

Ask

- Q7. Explain difference between sleepy eyes and alert eyes?
 Q8. Draw relaxed face?
 Q9. Demonstrate difference between angry and sad face?
 Q10. What are different body expressions?

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Divide the participants in groups and assign work related to the session for their better understanding.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.

At the end of the session summarize the key learning.

UNIT 2.3: Animation Production Process

Unit Objectives

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

1. Principles of Production as per projects.
2. The various techniques available for animating objects.
3. Understanding Intellectual property rights.

Explain

1. Pre-production and associated terms like storyboard, rigging, texturing, modelling etc
2. Explain production process and associated terms layout, animation, rendering
3. Explain post production and associated terms like effects, compositing, editing,
4. Explain different animation techniques

Ask

1. Difference between pre-production, production and post production?
2. How do you animation medium?
3. Explain difference between traditional animation & 3D animation?
4. What is claymotion?
5. What is difference between cut out & silhouette?

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Divide the participants in groups and assign work related to the session for their better understanding.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.

At the end of the session summarize the key learning.

UNIT 2.4: Create Hookup Poses and Animation

Unit Objectives

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

1. Enact and emote.
2. Create Hookup Poses and Animation.

Explain

1. Hook up poses
2. Explain hook up errors

Ask

1. What is a hook up pose?
2. Explain with examples some hook up errors?

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Divide the participants in groups and assign work related to the session for their better understanding.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.

At the end of the session summarize the key learning.



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3. Prepare Computer generated models

Unit 3.1 Create Prototypes/Pilots for Testing

Unit 3.2 Produce 3D Animation, Pipeline and Modeling

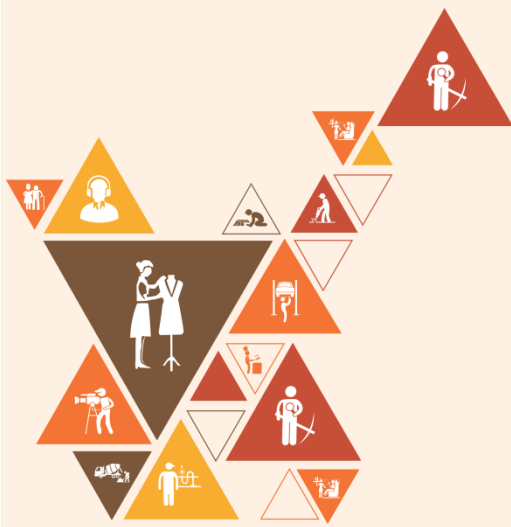
Unit 3.3 Creating, Manipulating and Viewing Objects

Unit 3.4 Viewing the Maya 3D Scene

Unit 3.5 Polygonal Modelling

Unit 3.6 NURBS Modeling

Unit 3.7 Animation



Key Learning Outcomes

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

1. Constructing a prototype
2. Familiarise with the pipeline, schedule and timelines of the projects.
3. Preparation of 3D animation end-products using Maya Software.
4. Familiarise with the concept of pipelining and modeling.
5. Create 3D primitive objects.
6. Select objects for manipulation and editing purposes.
7. Move and rotate objects using your mouse.
8. Application of 3D animation techniques on Maya Software-Viewing the Maya 3D Scene.
9. Identify and use of camera tools.
10. Familiarise with the overview of workflow.
11. Application of 3D animation techniques on Maya Software-Polygonal Modelling.
12. Application of 3D animation techniques on Maya Software-NURBS.
13. Application of 3D animation techniques on Maya Software-Animation.

UNIT 3.1: Create Prototypes/Pilots for Testing

Unit Objectives

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

1. Create Prototypes/Pilots
2. Familiarise with the pipeline, schedule and timelines of the projects.

Explain

- Prototype testing
- Advantage and disadvantages of prototyping
- Basics of Scheduling

Ask

1. What are the advantages and disadvantages of prototyping?
2. What are the key steps schedule and timelines while making a project?
3. How to create prototypes/pilots for testing?

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Divide the participants in groups and assign work related to the session for their better understanding.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.

At the end of the session summarize the key learning.

UNIT 3.2: Produce 3D Animation, Pipeline and Modeling

Unit Objectives

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

1. Produce 3D Animation
2. Produce Pipeline and Modelling
3. Familiarise with the concept of pipelining and modeling.

Explain

- Explain Maya software
- Explain various commands in details for creating animation in Maya
- Pipeline and Modelling concept
- Using pipeline and modelling in Maya

Ask

- Q1. What are the steps for creating polygon sphere?
- Q2. Explain the status line, command line and the help line?
- Q3. Write the steps for open and save a file?
- Q4. What is shelf?
- Q5. What the steps are for create a new shelf?
- Q6. What the steps are for populate a new shelf?
- Q7. What are the steps for changing channel box attributes?
- Q8. How to select and transform an object?
- Q9. What are the steps to create a hard edge?
- Q10. Explain the process of modeling?
- Q11. Explain the concept of pipelining and modeling?

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Divide the participants in groups and assign work related to the session for their better understanding.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.

At the end of the session summarize the key learning.

UNIT 3.3: Creating, Manipulating and Viewing Objects

Unit Objectives

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

1. Making three dimensional models
2. Selecting and working on Models
3. Application of motion with mouse
Create 3D primitive objects

Explain

1. Primitive objects
2. Different 3D models
3. Various associated commands

Ask

- Q1. What is the use of Tool Box?
- Q2. What is the use of Chanel Box?
- Q3. How to duplicate the object base?
- Q4. How to create, manipulate and view objects?
- Q5. What are the steps for making three dimensional models?

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Divide the participants in groups and assign work related to the session for their better understanding.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.

At the end of the session summarize the key learning.

UNIT 3.4: Viewing the Maya 3D Scene

Unit Objectives

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

1. Application of 3D animation techniques on Maya Software-Viewing the Maya 3D Scene.
2. Identify and use of camera tools.
3. Familiarise with the overview of workflow.

Explain

1. Different views in maya
2. Different commands associated with viewing objects in Maya

Ask

- Q1. What is Hypergraph?
- Q2. How to create a duplicate copy of the column
- Q3. How to move the duplicate column into position on the base
- Q4. How to use the Hierarchy and Combinations selection mask
- Q5. What is pivot point?
- Q6. How to create and position a torus primitive for the entablature
- Q7. How to select components of the entablature
- Q8. How to rotate and position the roof on the entablature
- Q9. How to assign a new material to the temple objects.

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Divide the participants in groups and assign work related to the session for their better understanding.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.

At the end of the session summarize the key learning.

UNIT 3.5: Polygonal Modelling

Unit Objectives

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

Application of 3D animation techniques on Maya Software-Polygonal Modelling.

Explain

- Modelling process in Maya
- Explain different commands for creating, editing & viewing models

Ask

- Q1. What are the types of modeling surface in Maya?
- Q2. How to modify the transparency of the reference images?
- Q3. How to create a polygon primitive?
- Q4. How to edit components in the perspective view?
- Q5. What is the use of edges bridging?
- Q6. How to manually split the multi-sided polygon into three four-sided polygons?

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Divide the participants in groups and assign work related to the session for their better understanding.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.

At the end of the session summarize the key learning.

UNIT 3.6: NURBS Modeling

Unit Objectives

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

Application of 3D animation techniques on Maya Software-NURBS.

Explain

1. Introduction of NURBS
2. Explain associated commands with NURBS

Ask

- Q1. How to create a profile curve?
- Q2. How to create a revolve surface?
- Q3. How to edit a surface with construction history?
- Q4. How to prepare a sphere for sculpting?
- Q5. What are the basic sculpting techniques?
- Q6. What is sculpting?

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Divide the participants in groups and assign work related to the session for their better understanding.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.

At the end of the session summarize the key learning.

UNIT 3.7: Animation

Unit Objectives

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

Application of 3D animation techniques on Maya Software-Animation.

Explain

1. Explain animation in maya
2. Explain different commands associated with animation in Maya

Ask

- Q1. What are the steps for setting keyframes?
- Q2. What are the steps for setting the playback range?
- Q3. What are the applications of 3D animation techniques on maya software-animation?
- Q4. How to edit animation curves using the Graph Editor
- Q5. How to change the timing of an attribute?

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Divide the participants in groups and assign work related to the session for their better understanding.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.

At the end of the session summarize the key learning.

Key Learning Outcomes

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

- Paraphrase how to test a deliverable output.
- Familiarise with UV mapping

Unit 4.1: Testing and Other Terminologies

Unit Objectives

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

1. Paraphrase how to test n deliverable output.
2. Familairise with UV mapping

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.

Ask

- Q1. What are the steps to test planning process?
 Q2. Explain UV Mapping?
 Q3. How to test a deliverable output?

Summarize

- Summarize the importance of Artist's Appearance.



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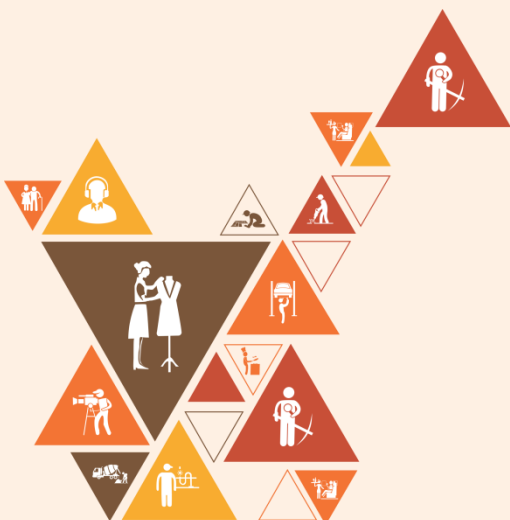
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5. Maintain Workplace Health & Safety

Unit 5.1 - Maintain Workplace Health & Safety



Key Learning Outcomes

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

1. Understand and comply with the organisation's current health, safety and security policies and procedures.
2. Understand the safe working practices pertaining to own occupation.
3. 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.
4. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency.
5. Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms.
6. Identify aspects of your workplace that could cause potential risk to own and others health and safety.
7. Ensure own personal health and safety, and that of others in the workplace through precautionary measures.
8. Identify and recommend opportunities for improving health, safety, and security to the designated person.
9. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority.

Unit 5.1: Workplace Health & Safety

Unit Objectives

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

1. Ensure own personal health and safety, and that of others in the workplace through precautionary measures
2. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority.
3. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency.

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

- Q1. What are natural calamities?
- Q2. What will you do if someone faints?
- Q3. What causes Shock?
- Q4. When will you call for emergency medical aid?
- Q5. What is first aid?



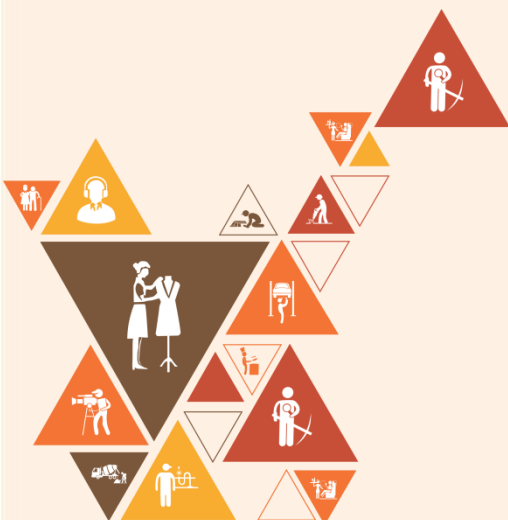
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6. Communication Skills and Professional Skills

Unit 6.1 - Communication Skills

Unit 6.2 - Professional Skills



Key Learning Outcomes

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

1. Read and understand the script and character descriptions.
2. Read the work plan and production schedule to ensure that progress is in line.
3. Collaborate effectively and communicate clearly with the one who are working with the previous or next scenes/shots.
4. Understand the modifications required from the Director, Animation supervisor and Producer.
5. Discuss the challenges faced during production and discuss ways to address such challenges in future projects.
6. Make decisions in order to be able to work collectively and independently, where required.
7. Comprehend shot break up and plan time & effort which may be required for every element of hot.
8. How to plan the tasks and prioritise various activities & individual timelines and delivering on schedule.
9. Work efficiently a team member and help the team achieve overall timelines.
10. Prioritise work-products and tasks based on requirements.

Unit 6.1: Communication Skills

Unit Objectives

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

1. Read and understand the script and character descriptions.
2. Clearly communicate and collaborate effectively with colleagues who are working with the previous or next scenes/shots.
3. Discuss various challenges faced during production and also ways to handle such challenges in future project

Explain

1. Communication Process
2. Importance of Listening Skills
3. Importance of speaking skills
4. Importance of writing skills

Notes for Facilitation

1. Use power point presentation to describe the topic.
2. Start the session by stating the Session Objectives.
3. During the session make sure all participants attentively listen to understand the content you deliver.
4. Ensure that the session plan should be followed according to time duration to complete the course in-time
5. At the end of session ask questions given in assessment section.
6. Before concluding the session summarize the key learning or takes away.

Ask

- Q1. Explain the basics of communication skills?
- Q2. How to engaging your audience?
- Q3. What to do, if a person asks to repeat what you said?
- Q4. How many components of communication process?
- Q5. What are the major elements of communication process?
- Q6. What are the objectives of listening?
- Q7. What is active listening process?
- Q8. Explain the types of barriers to effective listening?
- Q9. What are the components of speaking skills?

Unit 6.2: Professional Skills

Unit Objectives

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

1. Learn how to make decisions which will help you work better independently and collectively.
2. Will be able to create effective plans and time required for each element.
3. Will learn how to set priorities and execute plan so as to meet deadlines and be on time
4. Be an efficient team worker
5. Set work products priorities and tasks based entirely on requirements.

Explain

1. Decision making process
2. Importance of time management
3. Benefits of team work
4. Customer centric approach

Notes for Facilitation

1. Use power point presentation to describe the topic.
2. Start the session by stating the Session Objectives.
3. During the session make sure all participants attentively listen to understand the content you deliver.
4. Ensure that the session plan should be followed according to time duration to complete the course in-time
5. At the end of session ask questions given in assessment section.
6. Before concluding the session summarize the key learning or takes away

Ask

- Q1. What is decision making?
- Q2. What may inhibit effective decision-making?
- Q3. Explain the process of analytical and critical thinking?
- Q4. What are the steps for planning and organizing?
- Q5. What is time management?
- Q6. What are the benefits and losses of team work?
- Q7. What is the importance of customer centricity?



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7. Employability & Entrepreneurship Skills

Unit 7.1 – Personal Strengths & Value Systems

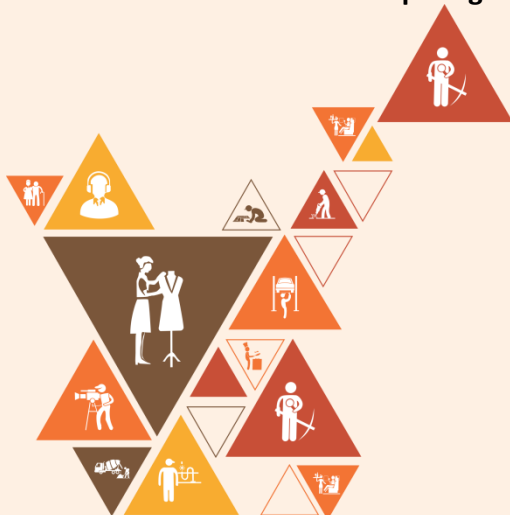
Unit 7.2 – Digital Literacy: A Recap

Unit 7.3 – Money Matters

Unit 7.4 – Preparing for Employment & Self Employment

Unit 7.5 – Understanding Entrepreneurship Unit

Unit 7.6 – Preparing to be an Entrepreneur



Key Learning Outcomes

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

1. Understand value system
2. Appreciate the role of digital literacy
3. Understand Money Matters
4. Appreciate the concept of self-employment
5. Who is entrepreneur
6. How to be an entrepreneur

Unit 10.1: Personal Strength and Value System

Unit Objectives



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

- Explain the meaning of hygiene
- Understand the purpose of Swacch Bharat Abhiyan
- Explain the meaning of habit
- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees
- Explain the importance of self-analysis
- Understand motivation with the help of Maslow's Hierarchy of Needs
- Discuss the meaning of achievement motivation
- List the characteristics of entrepreneurs with achievement motivation
- List the different factors that motivate you
- Discuss how to maintain a positive attitude
- Discuss the role of attitude in self-analysis
- List your strengths and weaknesses
- Discuss how to foster a good work ethic
- List the characteristics of highly creative people
- List the characteristics of highly innovative people
- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management technique
- Discuss the importance of anger management
- Discuss the symptoms of stress
- Discuss tips for stress management

Notes for Facilitation



1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask



- Q1. Q1. What is WHO?
- Q2. How is hygiene and Health related?
- Q3. What is self actualization in Maslows pyramid?
- Q4. Why is positive attitude important?
- Q5. What is meaning of ethics?
- Q6. What is innovation?
- Q7. What is cognitive restructuring?

Unit 10.2: Digital Literacy: A Recap

Unit Objectives

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

1. Identify the basic parts of a computer
2. Identify the basic parts of a keyboard
3. Recall basic computer terminology
4. Recall basic computer terminology
5. Recall the functions of basic computer keys
6. Discuss the main applications of MS Office
7. Discuss the benefits of Microsoft Outlook
8. Discuss the different types of e-commerce
9. List the benefits of e-commerce for retailers and customers
10. Discuss how the Digital India campaign will help boost e-commerce in India
11. Describe how you will sell a product or service on an e-commerce platform

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

- Q1. What is a cursor?
- Q2. What does ESC do?
- Q3. What is Microsoft Access?
- Q4. Explain B2B and C2C?

Unit 10.3: Money Matters

Unit Objectives



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

1. Discuss the importance of saving money
2. Discuss the benefits of saving money
3. Discuss the main types of bank accounts
4. Describe the process of opening a bank account
5. Differentiate between fixed and variable costs
6. Describe the main types of investment options
7. Describe the different types of insurance products
8. Describe the different types of taxes
9. Discuss the uses of online banking
10. Discuss the main types of electronic funds transfers

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask



- Q1. Why is investing important?
- Q2. What are recurring accounts?
- Q3. What is the Nature of Variable costs?
- Q4. What is a Private equity?
- Q5. What is Capital gain tax?
- Q6. What is RTGS?

Unit 10.4: Preparing for Employment & Self Employment

Unit Objectives

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

1. Discuss the steps to prepare for an interview
2. Discuss the steps to create an effective Resume
3. Discuss the most frequently asked interview questions
4. Discuss how to answer the most frequently asked interview questions
5. Discuss basic workplace terminology

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

- Q1. Why is preparation important for interview?
- Q2. What will you include in personal skills?
- Q3. Why do you want the job- reasoning?
- Q4. How will you identify strengths?
- Q5. What does CV stand for?

Unit 10.5: Understanding Entrepreneurship

Unit Objectives



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

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List important problem solving traits
14. Discuss ways to assess problem solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities within your business
19. Understand the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem



Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask



- Q1. What is entrepreneurship?
- Q2. What makes a good entrepreneur?
- Q3. What is a LLP?
- Q4. How is reinvention important?
- Q5. What are two elements of problem solving?
- Q6. What is SWOT analysis?
- Q7. Name two types of entrepreneurs.
- Q8. What is Make in India campaign?
- Q9. What is Risk Appetite?

Unit 10.6: Preparing to be an Entrepreneur

Unit Objectives



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

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Understand the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage your own enterprise
16. List important questions that every entrepreneur should ask before starting an enterprise

Notes for Facilitation



1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
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6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask



1. What are the 4 P;'s?
2. What is Depreciation?
3. What is ROI?
4. Why is networking important?
5. How will one set goals?
6. What is business plan?
7. What are channels of distribution?
8. What documents must be prepared for loans?
9. What is seed funding?



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& ENTREPRENEURSHIP



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**National
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Transforming the skill landscape

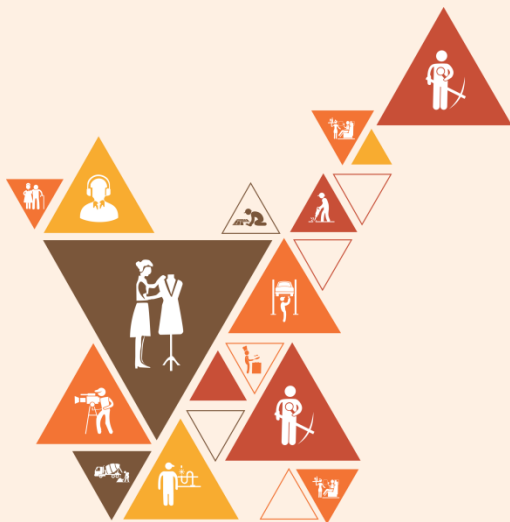


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8. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Modeller		
Qualification Pack Name & Ref. ID	MES/ Q 2501		
Version No.	1.0	Version Update Date	30/07/13
Pre-requisites to Training	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.		
Training Outcomes	<p>By the end of this program, the participants would have achieved the following competencies:</p> <ul style="list-style-type: none"> • Interpret the script/ brief/ storyboard • Prepare computer generated models • Test computer generated models • Maintain workplace health and safety • Communicate effectively and follow behavior etiquettes while interacting with others • Preparing for Employment & Self Employment 		

S. No	Sessions	Methodology	Training Tools/ Aids	Duration (Theory + Practical)
1.	Introduction	<ul style="list-style-type: none"> • Explaining • Demonstrating in the laboratory • Collaborating • Learning by teaching • Quiz & Exams 	<ul style="list-style-type: none"> • Laptop • White board • Marker • Projector 	8.0
2.	Key Words			4.0
3.	Fundamental and Principles of Animation and Modeling	<ul style="list-style-type: none"> • Explaining • Demonstrating in the laboratory • Collaborating • Learning by teaching Quiz & Exams 	<ul style="list-style-type: none"> • Laptop • White board • Marker • Projector • Animation Software (maya etc.) 	12.0
4.	Life Drawings: Human Anatomy Fundamentals			8.0
5.	Animation Production Process			10.0
6.	Create Hookup Poses and Animation			10.0
7.	Create Prototypes/Pilots for Testing			10.0
8.	Produce 3D Animation	<ul style="list-style-type: none"> • Explaining • Demonstrating in the laboratory • Collaborating • Learning by teaching • Quiz & Exams 	<ul style="list-style-type: none"> • Laptop • White board • Marker • Projector Animation Software (maya etc.) 	18.0
9.	Pipeline and Modeling			8.0
10.	Creating, Manipulating and Viewing Objects			10.0
11.	Viewing the Maya 3D Scene			8.0
12.	Polygonal Modelling			10.0
13.	NURBS Modeling			8.0
14.	Animation			8.0
15.	Testing and Other Terminologies			<ul style="list-style-type: none"> • Explaining • Demonstrating in the laboratory • Collaborating • Learning by teaching • Quiz & Exams

16.	Workplace Health & Safety	<ul style="list-style-type: none"> • Explaining • Demonstrating • Collaboration • Learning by teaching • Quiz & Exams 	<ul style="list-style-type: none"> • Laptop • White board • Marker • Projector • Health and Safety Signs and policy 	40.0
17.	Communication Skills	<ul style="list-style-type: none"> • Explaining • Demonstrating in the laboratory • Collaborating • Learning by teaching • Quiz & Exams 	<ul style="list-style-type: none"> • Laptop • White board • Marker • Projector 	10.0
18.	Professional Skills			10.0
19.	Individual Intrinsic and External Core Development	<ul style="list-style-type: none"> • Explaining • Demonstrating • Collaboration • Learning by teaching • Quiz & Exams 	<ul style="list-style-type: none"> • Laptop • White board • Marker Projector	8.0
20.	Digitalized Era : Flashback			8.0
21.	Financial Handles			8.0
22.	Proceeding with Understanding : Entrepreneurial Battle			8.0
23.	Entrepreneurship In Depth			8.0
24.	Setting the Game : Initial Plunge			8.0

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Job Role: Modeler

Qualification Pack: MES Q 2501

Sector Skill Council: Media and Entertainment Skills Council

S. No.	NOS	NOS NAME	Weightage
1	MES / N 2501	Interpret the script/ brief/ storyboard	25%
2	MES / N 2502	Prepare computer generated models	30%
3	MES / N 2503	Test computer generated models	35%
4	MES / N 0104	Maintain workplace health and safety	10%
			100%

Guidelines for Assessment:

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory & Practical part will be based on knowledge bank of questions created by the AA and approved by SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria.
5. To pass the Qualification Pack , every trainee should score a minimum of 70% cumulatively (Theory and Practical).

Assessment outcomes	Assessment criteria for outcomes	Total marks	Marks Allocation		
			Out of	Theory	Skills Practical
MES/ N 2501 (Interpret the script/ brief/ storyboard)	PC1. Understand the script, brief, storyboard from the Art Director and character designers	100	20	10	60
	PC2. Understand the design brief (Appearance, complexion, dressing, moods, personalities, expressions etc.)		20	10	
	PC3. Understand the requirements (number, types, duplicates etc.)		20	5	
	PC4. Understand the specifications (dimensions, operating parameters etc.)		20	5	
	PC5. Understand the technical needs of the project (Television, Film, Gaming, Internet, DVD etc.)		10	5	
	PC6. Be aware and responsible of his/her role in the pre-production, production and post-production process		10	5	
	Total	100	40	60	
Assessment outcomes	Assessment criteria for outcomes	Total marks	Marks Allocation		
MES/ N 2502 (Prepare computer generated models)	PC1. Prepare digital models according to the design brief (appearance, complexion, dressing, moods, personalities, expressions etc.), requirements (number, types, duplicates etc.) and specifications (dimensions, operating parameters etc.)	100	25	10	60
	PC2. Create prototypes/pilots for testing		25	10	
	PC3. Understand the final display medium and adapt / suggest the model for its polycounts, mesh complexity, movement capability etc.		25	10	
	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		25	10	
	Total	100	40	60	
Assessment outcomes	Assessment criteria for outcomes	Total marks	Marks Allocation		
MES/ N 2503 (Test computer generated models)	PC1. Test the models to ensure that they meet the design specifications and production requirements and function as required	100	25	10	60
	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		25	10	
	PC3. Review models with relevant people		15	10	
	PC4. Respond positively to feedback about the models created, making refinements as needed		25	5	
	PC5. Remain constantly flexible and adaptable to new directions, creative requirements and developments in model making		10	5	
	Total	100	40	60	

Assessment outcomes	Assessment criteria for outcomes	Total marks	Marks Allocation		
			Out of	Theory	Skills Practical
MES/ N 0104 (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 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.		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	



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Transforming the skill landscape



Media & Entertainment Skills Council

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