



# Facilitator Guide



Sector  
Media and Entertainment

Sub-Sector  
Animation, Gaming

Occupation  
Animator

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SCPwD Reference ID: PWD/MES/ Q0701, Version 1.0  
NSQF level: 4

# Animator (Divyangjan)

for Locomotor Disability  
for Speech and Hearing Impairment

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Media and Entertainment

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**Note: SCPwD**

SCPwD has borrowed the qualification of Animator from Media SSC which is approved by NCVET in the 5th meeting of NSQC on 29th January 2021 (Link of MOM <https://ncvet.gov.in/sites/default/files/Minutes%20of%205th%20NSQC%20Meeting.pdf> And uploaded on NQR [WWW.nqr.gov.in](http://WWW.nqr.gov.in) The book caters to the job role aligned to the following disabilities as per the NQR codes mentioned below.  
For LD- 2021/PWD/SCPWD/04176  
For SHI- 2021/PWD/SCPWD/04177





**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

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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



Demonstrat



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



Role Play



Example

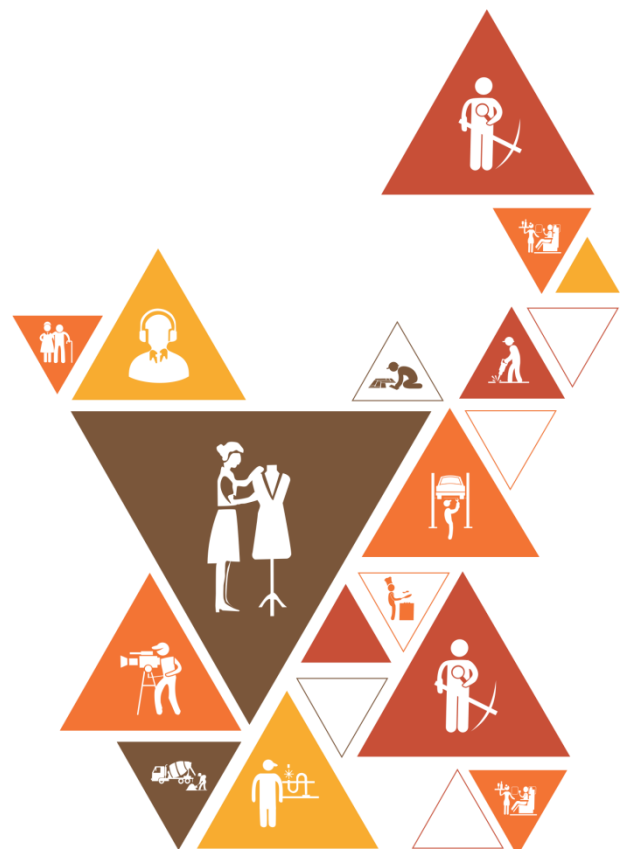
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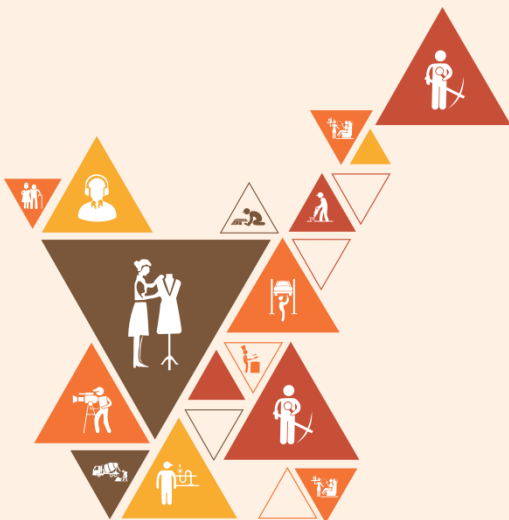


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# 1. Introduction

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 Animator.
3. Understand the role of the Animator.

## 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 Animator.
4. Understand various parameters of Animator

### 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 Animator.
2. Familiarise with technical terms associated animation

### Explain



- Explain the technical terms associated with role of Animator
- 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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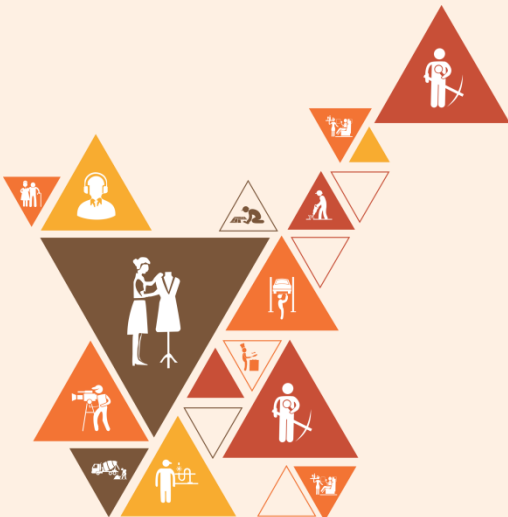
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## 2. Animation Requirements

Unit 2.1 Fundamental and Principles of Animation

Unit 2.2 Life Drawings: Human Anatomy Fundamentals

Unit 2.3 Pre-Production Work





## Key Learning Outcomes

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

1. Descriptive guidelines to animation
2. Familiarize 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

### Unit Objectives

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

1. Key rules and techniques to animation.
2. Familiarize 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: Pre-Production Work

### 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.





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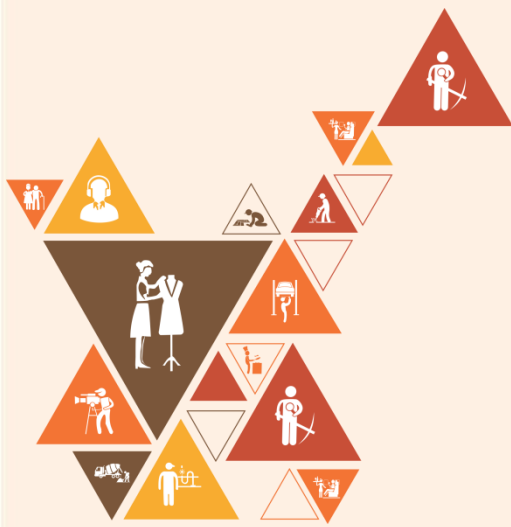


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## 3. Conceptualize Creative Ideas for Production

Unit 3.1 Create Hookup Poses and Animation

Unit 3.2 Use Camera Angles to Emphasize Performance



## Key Learning Outcomes

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

1. Find inspiration in form of character references that would aid design.
2. Generate inventive ideas and thoughts for creation using visualization and utilizing references from the concept art work arranged by the creators, drawing from creative ability, acting and performing.
3. Give priority to target audience, schedule and show requirements.

## UNIT 3.1: Create Hookup Poses and Animation

### Unit Objectives

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

1. Enact and emote
2. Learn to create hook up poses and animation

### Explain

- Fundamental of animation
- Hook up poses
- Hook up errors

### Ask

1. Explain animation
2. Explain hook up errors with example?

### 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: Use Camera Angles to Emphasize Performance

### Unit Objectives

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

1. Learn to use camera angles to emphasize performance.
2. Identify the different types of camera shots.

### Explain

- Different camera shots
- Explain different camera lens
- Different camera moves

### Ask

- Q1. What is ultra-wide shot?
- Q2. Difference between wide & mid shot?
- Q3. In what situations, extreme close up shot is used?
- Q4. What is focal length of standard lens?
- Q5. Explain fisheye lens?
- Q6. Explain fixed shot?
- Q7. What is dolly shot?
- Q8. What is the difference between fade & wipe?
- Q9. Explain ripple effect?
- Q10. What do you mean by aspect ratio?

### 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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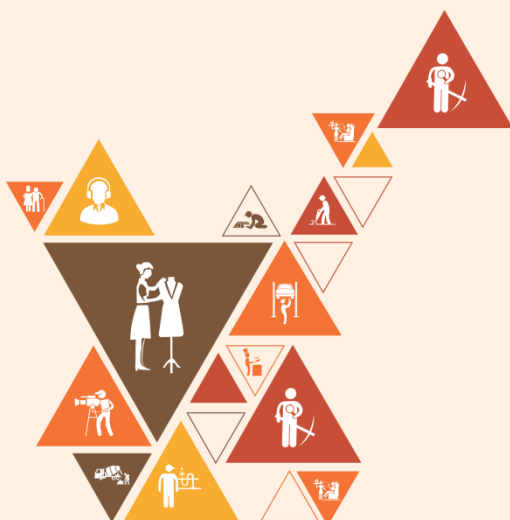


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# 4. Animation Workflow and Tools

Unit 4.1 - Animation Workflow

Unit 4.2 - Tools Used for Animation



## Key Learning Outcomes

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

- Be aware of various software production tools available in market today. Suggest the most optimum tool for the production.
- Access timelines for production with respect to the production agenda

## Unit 4.1: Animation Workflow

### Unit Objectives

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

- Follow the work plan including production schedule, workflow, timelines, department wise output targets and technical specifications for the show.

### 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 is 2D and 3D animation?  
 Q2. Explain 3D environment?  
 Q3. What is compositing?

### Summarize

- Summarize the animation workflow.

## Unit 4.2: Tools Used for Animation

### Unit Objectives

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

Identify the software tool(s) to be used for production for 2D and 3 D animation.

### 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 different tool for 2D animation?
- Q2. What are different animation softwares?
- Q3. What are different editing softwares?

### Summarize

- Summarize different tools used for 2D animation





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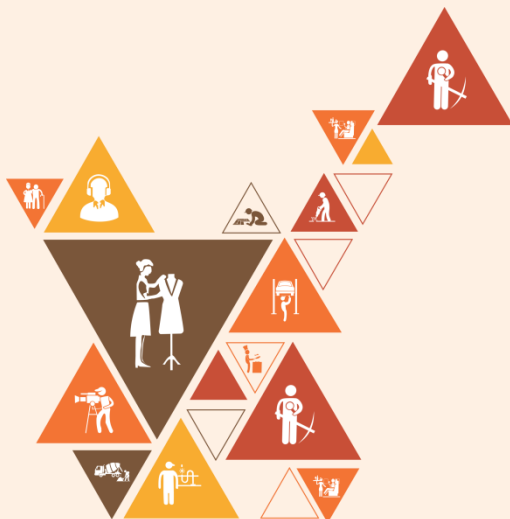


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## 5. Produce 2D Animation

Unit 5.1 - Animation Workflow

Unit 5.2 - Working on Flash





## Key Learning Outcomes

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

- Go about the storyboard for composition. Position the character with respect to the background and camera to make the desired animation.
- Draw the key frame drawings to get a reference point for strong poses and incorporate audio or music assets.
- Understand the concept of Hook-up or transition from one scene to another
- Work with layers to get good perspective views.
- Effectively work with the team and other departments (assets, lighting and effects).
- Review the animation looking at the creative and design specifications along with the brief.
- Meet quality standards (reducing iterations) so that they are delivered within time.

Use the principles of design, film-making and 2D animation to create sequences and scenes

## Unit 5.1: Animation Workflow

### Unit Objectives

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

1. create a prototype 2D output/pre-visualisation for review
2. Effectively use the Photoshop software

### 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 different color formats in photoshop?

Q2: What are different file formats in photoshop?

### Summarize

- Summarize the usage and importance Photoshop in animation.

## Unit 5.2: Working on Flash

### Unit Objectives

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

1. Familiarize with Application of 2D animation techniques.
2. Working on Flash Software.

### 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

- Q4. What are the steps to test planning process?  
Q5. Explain UV Mapping?  
Q6. How to test a deliverable output?

### Summarize

- Summarize the importance of Artist's Appearance.





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## 6. Produce 3D Animation

Unit 6.1 - Produce 3D Animation

Unit 6.2 - Creating, Manipulating and Viewing Objects

Unit 6.3 - Viewing the Maya 3D Scene

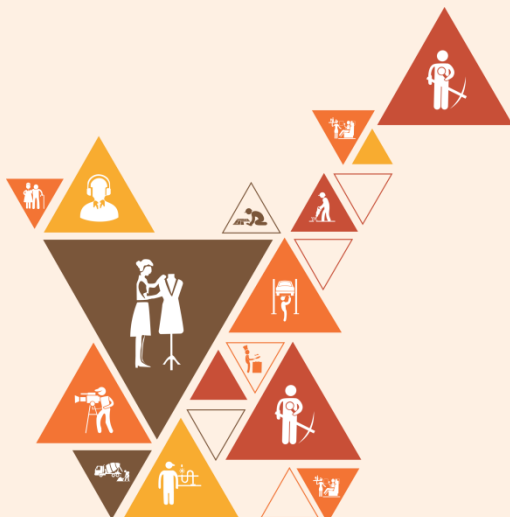
Unit 6.4 - Polygonal Modelling

Unit 6.5 - NURBS Modeling

Unit 6.6 - Animation

Unit 6.7 - Polygon Texturing

Unit 6.8 - Rendering



## Key Learning Outcomes

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

- Make films by applying principles of 3D animation and design.
- Work on motion or performance capture studio.
- Prototype pre-visualisation making for review.
- Critically review animation produced
- Apply 3D animation techniques like realistic 3D animation (key frame animation plus motion capture)

## Unit 6.1: Produce 3D Animation

### Unit Objectives

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

1. Prepare 3D animation end-products using Maya Software.
2. Make films by applying principles of 3D animation and design.

### 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. How do you use status line buttons in Maya?
- Q2. How do you add Add Layouts and Scripts to a Shelf?
- Q7. What are secret menu in maya?

### Summarize

- Summarize the process of creating 3D animation in Maya.

## Unit 6.2: Creating, Manipulating and Viewing Objects

### Unit Objectives



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

1. Create 3Dimensional primitive objects.
2. Select objects for editing purposes.
3. Rotate and move objects using mouse

### 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: How do you create a new scene in maya?  
Q2: Explain primitive objects?  
Q3: How do you duplicate objects in Maya?

### Summarize



- Summarize the process of creating, modifying and viewing objects in Maya.



## Unit 6.3: Viewing the Maya 3D Scene

### Unit Objectives

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

Application of 3D animation techniques on Maya Software-Viewing the Maya 3D Scene.

### 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 different projections?

Q2: How do you group objects in Maya?

Q3: Explain Hypergraph?

Q4: Explain Pivot points?

### Summarize

- Summarize viewing 3D maya scene in Maya.

## Unit 6.4: 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.

### 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: Explain Modelling process?

Q2: How do you model in shaded mode in maya?

Q3: How do you edit components in Maya?

### Summarize

- Summarize the importance of Artist's Appearance.

## Unit 6.5: NURBS Modeling

### Unit Objectives

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

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

### 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: Explain NURBS?

Q2: How do you create a revolve surface in Maya?

Q3: How do you sculpt a nose in Maya?

### Summarize

- Summarize NURBS modelling

## Unit 6.6: Animation

### Unit Objectives

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

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

### 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 is meant by playback range?

Q2: How do you fine tune animation in maya?

### Summarize

- Summarize animation.

## Unit 6.7: Polygon Texturing

### Unit Objectives

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

Application of 3D animation techniques on Maya Software-Polygon texturing.

### 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: How do you create a cracker box model?

Q2: How do you assign shading to cracker box?

### Summarize

- Summarize Polygon texturing.

## Unit 6.8: Rendering

### Unit Objectives

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

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

### 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 is rendering?

Q2: How do you render a scene in Maya?

### Summarize

- Summarize rendering process.





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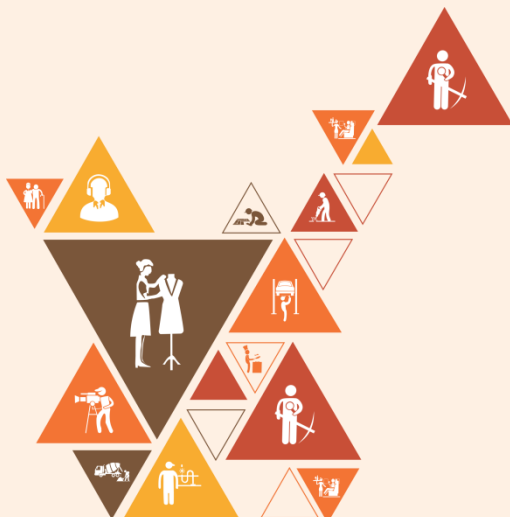
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# 7. Stop Motion Animation

Unit 7.1 - Stop Motion Using Stop Motion Pro





## Key Learning Outcomes

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

- Animate stop motion characters
- Contribute creative ideas during the animation process.
- Apply stop motion animation techniques.
- Stop Motion Using Stop Motion Pro, Apply stop motion animation techniques using Stop motion Pro Software.

## Unit 7.1: Stop Motion Using Stop Motion Pro

### Unit Objectives

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

- Animate stop motion characters.
- Contribute creative ideas during the animation process.

### 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 is stop motion?

Q2: How do you edit the animation?

Q8. How do you make animation with audio?

### Summarize

- Summarize stop motion using stop motion pro.





## 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 8.1: 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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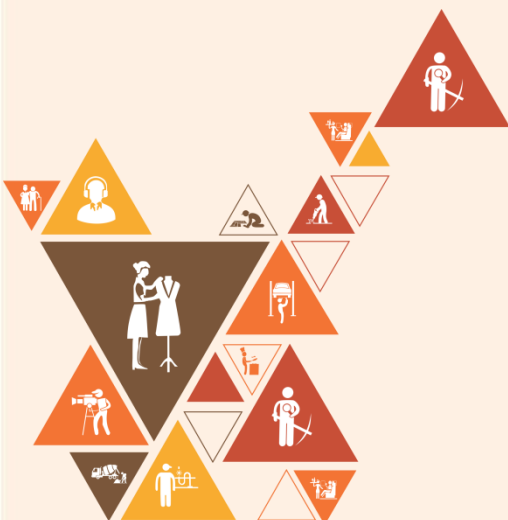


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# 9. Communication Skills and Professional Skills

Unit 9.1 - Communication Skills

Unit 9.2 - 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 9.1: 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 9.2: 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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# 10. Employability & Entrepreneurship Skills

**Unit 10.1 – Personal Strengths & Value Systems**

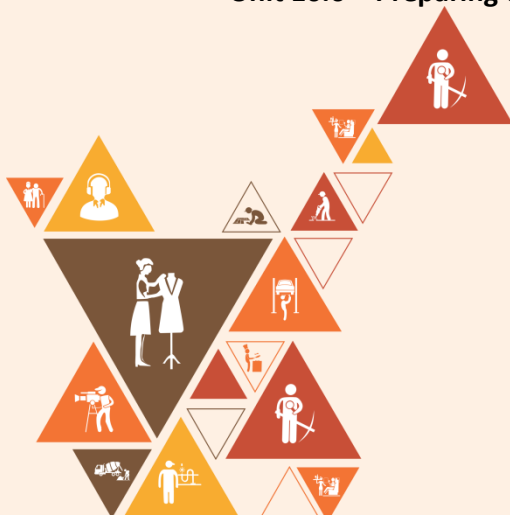
**Unit 10.2 – Digital Literacy: A Recap**

**Unit 10.3 – Money Matters**

**Unit 10.4 – Preparing for Employment & Self Employment**

**Unit 10.5 – Understanding Entrepreneurship Unit**

**Unit 10.6 – 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.
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

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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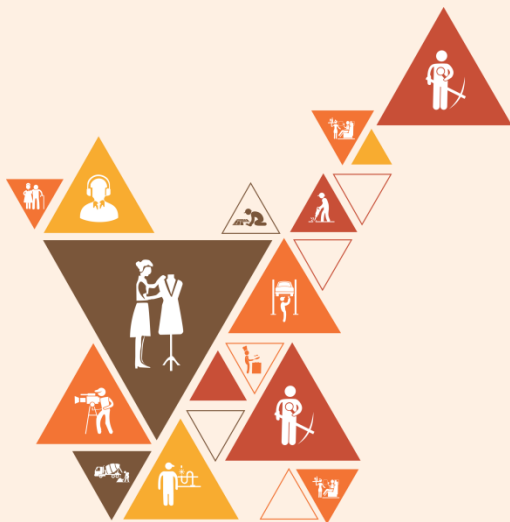


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# 11. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



## Annexure I

## Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Animator		
<b>Qualification Pack Name &amp; Ref. ID</b>	MES/ Q 0701		
<b>Version No.</b>	<b>1.0</b>	<b>Version Update Date</b>	<b>30/07/13</b>
<b>Pre-requisites to Training</b>	This job requires the individual to know the fundamentals of life drawing including human anatomy, emotions, actions and expressions. The individual must know and keep updated on graphics and animation software and apply principles of design, animation and film-making to create animation sequences. The individual must be able to collaborate and work effectively as a member of a team to deliver work-products within requisite timelines.		
<b>Training Outcomes</b>	<p><b>By the end of this program, the participants would have achieved the following competencies:</b></p> <ol style="list-style-type: none"> <li>1. Understand Animation Requirements</li> <li>2. Produce 3D Animation.</li> <li>3. Conceptualise Creative Ideas for Production</li> <li>4. Produce Stop Motion Animation. Plan Tools and Workflow.</li> <li>5. Maintain workplace health and safety.</li> <li>6. Produce 2D Animation.</li> </ol>		

S. No	Sessions	Methodology	Training Tools/ Aids	Duration (Theory + Practical)
1.	Introduction to Media and Entertainment Sector	<ul style="list-style-type: none"> <li>• Explaining</li> <li>• Demonstrating in the laboratory</li> <li>• Collaborating</li> <li>• Learning by teaching</li> <li>• Quiz &amp; Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• White board</li> <li>• Marker</li> <li>• Projector</li> </ul>	8.0
2.	Key Words			4.0
3.	Fundamental and Principles of Animation and Modeling	<ul style="list-style-type: none"> <li>• Explaining</li> <li>• Demonstrating in the laboratory</li> <li>• Collaborating</li> <li>• Learning by teaching</li> <li>• Quiz &amp; Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• White board</li> <li>• Marker</li> <li>• Projector</li> <li>• Animation Software (maya etc.)</li> </ul>	10.0
4.	Life Drawings: Human Anatomy Fundamentals			6.0
5.	Animation Production Process			6.0
6.	Create Hookup Poses and Animation	<ul style="list-style-type: none"> <li>• Explaining</li> <li>• Demonstrating in the laboratory</li> <li>• Collaborating</li> <li>• Learning by teaching</li> <li>• Quiz &amp; Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• White board</li> <li>• Marker</li> <li>• Projector</li> <li>• Animation Software (maya etc.)</li> </ul>	10.0
7.	Use Camera Angles to Emphasize Performance			12.0
8.	Animation Workflow	<ul style="list-style-type: none"> <li>• Explaining</li> <li>• Demonstrating in the laboratory</li> <li>• Collaborating</li> <li>• Learning by teaching</li> <li>• Quiz &amp; Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• White board</li> <li>• Marker</li> <li>• Projector</li> <li>• Animation Software (maya etc.)</li> </ul>	10.0
9.	Tools Used for Animation			12.0
10.	Working on Photoshop	<ul style="list-style-type: none"> <li>• Explaining</li> <li>• Demonstrating in the laboratory</li> <li>• Collaborating</li> <li>• Learning by teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• White board</li> <li>• Marker</li> <li>• Projector</li> </ul>	17.0
11.	Working on Flash			17.0

		Quiz & Exams	Animation Software (maya etc.)	
12.	Produce 3D Animation	<ul style="list-style-type: none"> <li>• Explaining</li> <li>• Demonstrating in the laboratory</li> <li>• Collaborating</li> <li>• Learning by teaching</li> <li>• Quiz &amp; Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• White board</li> <li>• Marker</li> <li>• Projector</li> </ul> Animation Software (maya etc.)	6.0
13.	Creating, Manipulating and Viewing Objects			6.0
14.	Viewing the Maya 3D Scene			4.0
15.	Polygonal Modelling			6.0
16.	NURBS Modeling			6.0
17.	Animation			6.0
18.	Polygon Texturing			6.0
19.	Rendering			6.0
20.	Stop Motion Using Stop Motion Pro	<ul style="list-style-type: none"> <li>• Explaining</li> <li>• Demonstrating in the laboratory</li> <li>• Collaborating</li> <li>• Learning by teaching</li> <li>• Quiz &amp; Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• White board</li> <li>• Marker</li> <li>• Projector</li> </ul> Animation Software (maya etc.)	20.0
21.	Workplace Health & Safety	<ul style="list-style-type: none"> <li>• Explaining</li> <li>• Demonstrating</li> <li>• Collaboration</li> <li>• Learning by teaching</li> <li>• Quiz &amp; Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• White board</li> <li>• Marker</li> <li>• Projector</li> <li>• Health and Safety Signs and policy</li> </ul>	36.0
22.	Communication Skills	<ul style="list-style-type: none"> <li>• Explaining</li> <li>• Demonstrating in the laboratory</li> <li>• Collaborating</li> <li>• Learning by teaching</li> <li>• Quiz &amp; Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• White board</li> <li>• Marker</li> <li>• Projector</li> </ul>	10.0
23.	Professional Skills			10.0
24.	Individual Intrinsic and External Core Development	<ul style="list-style-type: none"> <li>• Explaining</li> <li>• Demonstrating</li> <li>• Collaboration</li> <li>• Learning by teaching</li> <li>• Quiz &amp; Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Laptop</li> <li>• White board</li> <li>• Marker</li> </ul> Projector	8.0
25.	Digitalized Era : Flashback			8.0
26.	Financial Handles			8.0
27.	Proceeding with Understanding : Entrepreneurial Battle			8.0

28.	Entrepreneurship In Depth			8.0
29.	Setting the Game : Initial Plunge			8.0

## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

##### Job Role: Animator

Qualification Pack: MES Q 0701

Sector Skill Council: Media and Entertainment Skills Council

NO S	NOS NAME	Weightage	
1	MES/ N 0701	Understand Animation Requirements	20%
2	MES/ N 0702	Conceptualize creative ideas for Production	15%
3	MES/ N 0703	Plan Tools and Workflow	15%
4	MES/ N 0704	Produce 2D Animation	45%
5	MES/ N 0705	Produce 3D Animation	
6	MES/ N 0706	Produce Stop Motion Animation	
7	MES/N 0104	Maintain workplace Health & Safety	5%
Note: MES/N 0704, MES/N 0705 & MES/N 0706 Student would be assessed for only one NOS out of the three NOS's			100%

#### Guidelines for Assessment:

- 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.
- The assessment for the theory & Practical part will be based on knowledge bank of questions created by the AA and approved by SSC.
- Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
- Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria.
- To pass the Qualification Pack , every trainee should score a minimum of 70% cumulatively (Theory and Practical).

	a reference point for strong poses			
	PC3. Incorporate audio/music assets	5	3	
	PC4. Create shadows for animation using pre-defined lighting keys	5	2	
	PC5. Bring assets together to produce sequences and scenes/shots as per requirements and ensuring continuity	5	3	
	PC6. Ensure that the hook-up/transition from one scene to another is done properly	5	2	
	PC7. How to work with layers and get a good perspective view	5	3	
	PC8. Work effectively within the team and with other departments, namely, assets, lighting and effects	5	2	
	PC9. Critically review animation produced, keeping in mind the creative and design specifications and producer brief	5	3	
	*PC10. Refine the output based on deviations observed and/or modifications required within requisite timelines	5	2	
	PC11. Ensure that the work-products meet quality standards (so that they can be approved with minimum iterations) and are delivered within the requisite"	5	2	
	PC12. How to achieve the required output targets	5	3	
	PC13. Organise, store and manage work-products into file formats using standard file naming conventions and maintain assets for further use	5	2	
	PC14. Train junior animators to improve their quality ability to deliver within given timelines	5	2	
	PC15. Apply principles of design, 2D animation and film-making to create sequences and scenes/shots	10	5	
	PC16. Apply varied techniques and styles based on the requirement	5	3	
	PC17. Use graphics and animation software to produce in-between poses for Animation	5	3	
	<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>

Assessment outcomes	Assessment criteria for outcomes	Marks Allocation			
		Total marks	Out of	Theory	Skills Practical
MES/ N 0702 (Conceptualise creative ideas for Production)	PC1. Research and find character references that would aid and inspire designs	100	40	20	50
	PC2. Generate creative concepts and ideas for production using visualization and using references from the concept art-work prepared by the designers, drawing from imagination, acting and performing		25	15	
	PC3. Present ideas to the Director, Art Director and Supervisors		20	10	
	PC4. Agree on the style of the work-product that would most appeal to the target audience in sync with the schedule and show requirement"		15	5	
	Total	100	50	50	

Assessment outcomes	Assessment criteria for outcomes	Marks Allocation			
		Total marks	Out of	Theory	Skills Practical
MES/ N 0703 (Plan Tools and Workflow)	PC1. Stay apprised of the various types of software tools available for production in the market	100	30	15	50
	PC2. Research and Suggest the best tool for the production		30	15	
	PC3. Evaluate timelines for production in accordance to the production schedule (supervisor)		20	10	
	PC4. Read, follow and update the production workflow/schedule, deliverables and timelines with the Director, Art Director and Supervisors"		20	10	
	Total	100	50	50	

Assessment outcomes	Assessment criteria for outcomes	Marks Allocation			
		Total marks	Out of	Theory	Skills Practical
MES/ N 0704 (Produce 2D Animation)	P1. Follow the storyboard for composition i.e. positioning of the character with respect to the background and camera to create the desired animation	100	10	5	50
	P2. Draw/source key frame drawings to establish		10	5	

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Job Role	Animator				
Assessment outcomes	Assessment criteria for outcomes	Total marks	Marks Allocation		
			Out of	Theory	Skills Practical
MES/ N 0701 (Understand Script Requirements)	PC1. Understand, clarify and agree on the project brief from the Director, Art Director and Supervisors. This could include the following: Objective, concept/style of animation, script, storyboard and animatic, do's and don'ts for animation, target audience, project pipeline/ asset management/ scheduling and activities, project timelines and constraints, production brief/ key milestones for delivery, creative brief/desired look of the end-product – using similar projects for reference, quality standards to be maintained, technical details like aspect ratio, output format, list of deliverables and their respective output format	100	35	20	50
	PC2. Understand various parameters of the end-product that would influence production requirements (e.g. duration, style, number of characters, subject and storyline, culture and period the story is based in, effects required, format, music etc.)		25	10	
	PC3. Understand the treatment of the output that needs to be produced and the volume of the final output		20	10	
	PC4. Understand the shot sequence (high-level) and continuity/consistency Required		10	5	
	PC5. Select an appropriate animation technique based on the output required. This could include: 2D animation: cell animation e.g. early episodes of tom and jerry (series), cut out animation e.g. charlie and lola (series), limited animation e.g. south park, empire square (series) 3D Animation: realistic 3D animation e.g. beowulf, avatar, gollum (movies), semirealistic e.g. little krishna, brave (movies), toon animation e.g. kung-fu panda (movie), simulation of traditional & stop motion techniques e.g. vineta cucini and amaron battery (advertisements, flushed away (movie), stop-motion animation, VFX, stereo conversion		10	5	
	Total	100	50	50	

## Expository

### (SHI) Speech and Hearing Impairment

MODULE	THEORY (hours)	PRACTICAL (hours)	TOTAL (hours)
Learn basic Indian Sign Language (ISL)	15	12	27
Use basic English	27	12	39
Personal and Social skills	9	3	12
Professional & Ethical behavior in the workplace	9	3	12
Keyboarding Skills	0	30	30
<b>GRAND TOTAL</b>	<b>60</b>	<b>60</b>	<b>120</b>

### Learn Basic Indian Sign Language (ISL)

#### Terminal Outcomes:

- Communicate using basic Indian Sign Language.

<b>Duration: 15:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the regional differences in signs used in Indian Sign Language.</li> <li>• Describe ways to greet and respond to others.</li> <li>• Explain significance of facial expressions and gestures in enhancing meaning of signed words.</li> <li>• Discuss the general</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate introductions and greetings using Indian Sign language</li> <li>• Demonstrate use of finger spellings in ISL (for example: names, places, and abbreviations.)</li> <li>• Express simple actions and feeling using ISL.</li> <li>• Express information</li> </ul>

<p>sentence rules used while signing</p>	<p>related to time, directions, numbers, and currency using ISL.</p> <ul style="list-style-type: none"> <li>Express information related to self-using ISL. (e.g., name, native place, city, state, family members, work etc.)</li> </ul>
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**Classroom Aids**

Laptop, white board, marker, projector

**Tools, Equipment and Other Requirements**

LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk

## Use Basic English

### Terminal Outcomes:

- Apply knowledge of basic English to interpret information received and respond accordingly.
- Recognize familiar words and basic phrases concerning self, family members and immediate workplace.
- Read and write simple sentences in English about self, activities planned and events of the day.

<b>Duration: 27:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Recognize words and phrases related to formal and informal greetings.</li> <li>• Recognize simple personal information about self and others when shared in writing (e.g., name, age, place of residence etc.).</li> <li>• Recognize very simple words related to home, neighborhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes food and drinks.</li> <li>• Recognize simple pronouns (he/she/ we /they).</li> <li>• Comprehend basic hobby related verbs (like playing, singing, dancing).</li> <li>• Recognize common verbs related to movement of</li> </ul>	<ul style="list-style-type: none"> <li>• Write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status).</li> <li>• Use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever, pain etc).</li> <li>• Write simple sentences using names of everyday objects, places, directions. (e.g., I live in Delhi.).</li> <li>• Write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc.).</li> <li>• Write words and short phrases to describe travel, holidays and vacations.</li> <li>• Frame written answer to simple questions related to self, food preferences, feelings etc.</li> </ul>

<p>transport (e.g., buses run, boats sail).</p> <ul style="list-style-type: none"> <li>• Recognize words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry).</li> <li>• Recognize familiar English words and phrases used in the workplace especially as instructions related to direction, safety instructions, date, and time etc. (vocabulary: stop, close the door etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and read health, safety, security signage in English at works and public places or on gadgets and appliances when accompanied by related images or graphics.</li> <li>• Read basic familiar words and phrases to identify areas of work, responsibilities and working relationships.</li> <li>• Read and write simple sentences describing activities planned for the next day/week/month etc.</li> </ul>
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**Sample Classroom Aids**

Laptop, white board, marker, projector

**Tools, Equipment and Other Requirements**

LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk

## Professional & Ethical Behavior in the Workplace

### Terminal Outcomes:

- Maintain professional and ethical behavior in the work environment.

<b>Duration: 9:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of completing task/assignments on time/ by prioritizing.</li> <li>• Discuss the importance and challenges of teamwork in an organization to achieve goals.</li> <li>• Discuss the importance of seeking assistance from peers and supervisor when required.</li> <li>• Outline the importance of maintaining privacy and confidentiality.</li> <li>• Discuss situations that may lead to conflict of interest with peers/organization and ways to resolves them.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a work schedule prioritizing given tasks.</li> <li>• Demonstrate effective team behavior to accomplish a given task.</li> <li>• List activities/write application to seek assistance of supervisor/peers.</li> </ul>
<b>Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	

## Personal and Social Skill

### Terminal Outcomes:

- Manage Professional and Social behavior.

<b>Duration: 09:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of professional appearance and behavior at workplace.</li> <li>• Discuss the importance of following social etiquette in formal and informal settings.</li> <li>• Explain the principles of communication.</li> <li>• Discuss the barriers to effective communication and ways to overcome these.</li> <li>• Discuss the importance of managing stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional appearance.</li> <li>• Demonstrate formal and informal communication etiquettes/gestures/body language in dealing with seniors/peers or clients.</li> <li>• Demonstrate ways to manage stress as per choice like breathing exercises/ spending time with friends etc.</li> <li>• Create a method for stress management with reference to self by listing techniques/steps.</li> </ul>
<b>Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live,  
Captions First, Captions 2020, Closed Capp,  
Let's Talk









### Skill Council for Persons with Disability

Sector Skill Council Contact Details:

**Address:** 501, City Centre, Plot No. 5 Sector 12 Dwarka New Delhi - 110075

**Website:** [www.scpwd.in](http://www.scpwd.in)

**Phone:** 01120892791