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Media & Entertainment Skills Council

Facilitator Guide



Sector
Media and Entertainment

Sub-Sector
Film, Television, Animation, Advertising

Occupation
Compositor

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

Compositor



Shri Narendra Modi

Prime Minister of India

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

Acknowledgements

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

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

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

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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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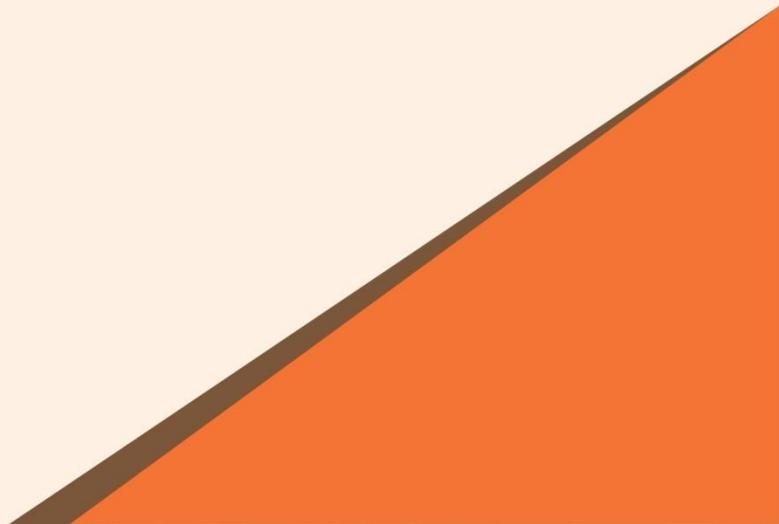
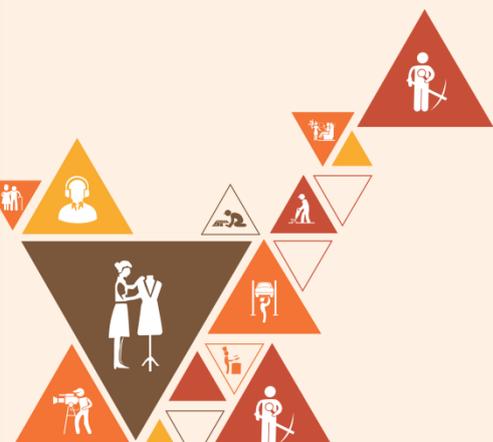


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Key Learning Outcomes



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

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

Icebreaker

Unit Objectives

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

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

Resources to be used

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

Do

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

Say

- Thank the students for their participation.

Notes for Facilitation

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

Unit 1.1: Introduction to Media and Entertainment Sector

Unit Objectives



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

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

Notes for Facilitation



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

Unit 1.2: Duties and Responsibilities of Compositor

Unit Objectives



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

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

Explain



- Explain the job role of Compositor
- Describe the opportunities of Compositor
- Explain the key skills to be present in a rotosrtist,.

Ask



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



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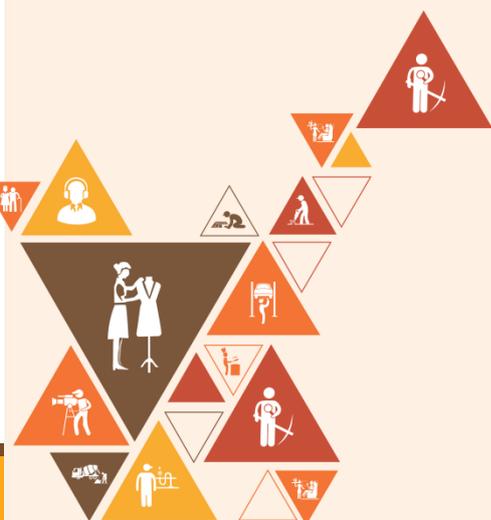
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Unit 2.1 – Post-Production Processes

Unit 2.2 – Planning Post-production process and cost estimation



Key Learning Outcomes



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

1. Understand the creative and technical requirements and expectations in terms of quality of deliverables and timelines.
2. Determine key post-production processes that would be involved to produce the de-sired outcome and chart-out the process workflow (Supervisor)
3. Translate expectations into effort estimates for each process and prepare a work plan, keeping in mind the impact on the production budget, timelines and technical viability (Supervisor)
4. Document post-production requirements that can serve as a reference
5. Document for circulation to the team
6. Document decisions on the processes involved and techniques to be used with rea-sons thereof
7. Document the project work-plan including the key deliverables, resources involved and timelines (Supervisor)
8. Document dos and don'ts for different machines and software for reference of the team
9. Document other areas (e.g. requirements of the target audience, market, end-product, reference links and videos) that may be relevant for the team

UNIT 2.1: Post-Production Processes

Unit Objectives

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

1. Understand the creative and technical requirements and expectations in terms of quality of deliverables and timelines, as necessary to the role.
2. Determine key post-production processes that would be involved to produce the desired outcome and chart-out the process workflow, as per role. Key processes could include computer-generated effects, color grading, digital intermediate, screen conversion, rendering, rotoscoping, keying, match-moving and compositing.
3. Translate, or support senior personnel in translating, expectations into effort estimates for each process.
4. Prepare a work plan, for oneself or other team members if appropriate, keeping in mind the impact on the production budget, timelines and technical viability.

Explain

- Explain the post production processes of VFX.
- Explain the Match moving is used to track the movement of camera in a shot and replace it with identical virtual movement.
- Explain the Compositing is the combining of visual elements.
- Describe the Rotoscopy is the process of motion of character in motion picture frame.

Practical

- Visit of a VFX studio

Notes for Facilitation

- Ask the students if they have seen a movie in which VFX is used. If yes, ask the name and scene of movie.
- Ask your students if they have seen a green screen for VFX earlier. If yes, ask the location and movie name.
- Ask the students if they have ever seen Prosthetic Makeup effects if yes ask where.

UNIT 2.2: Post-Production Processes Planning and Cost Estimation

Unit Objectives

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

1. Understand the creative and technical requirements and expectations in terms of quality of deliverables and timelines, as necessary to the role.
2. Determine key post-production processes that would be involved to produce the desired outcome and chart-out the process workflow, as per role. Key processes could include computer-generated effects, color grading, digital intermediate, screen conversion, rendering, rotoscoping, keying, match-moving and compositing.
3. Translate, or support senior personnel in translating, expectations into effort estimates for each process.
4. Prepare a work plan, for oneself or other team members if appropriate, keeping in mind the impact on the production budget, timelines and technical viability.

Explain

- Explain the post production processes planning of VFX.
- Explain the Cost Estimation.
- Explain the Technical skills required.
- Describe the Tools and Equipment required for process.

Practical

- Visit of a VFX studio

Notes for Facilitation

- Ask the students if they have seen a movie in which VFX is used. If yes, ask the name and scene of movie.
- Ask your students if they have seen a green screen for VFX earlier. If yes, ask the location and movie name.
- Ask the students if they have ever seen Prosthetic Makeup effects if yes ask where.



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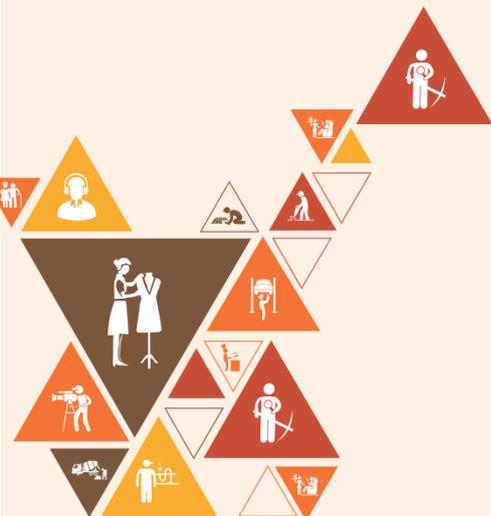


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Key Learning Outcomes



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

1. Gather raw footage/material and select relevant material that can be used for post-production.
2. Ingest the footage/keep the material ready for the post-production process.
3. Save back-ups for interim work-products in the appropriate file formats.
4. Ensure final work-products are prepared in appropriate file formats (such as mp4, avi, wmv, mpg and mov) and appropriate medium (such as DVD, film, tape and digital) compatible with intended distribution/exhibition mediums
5. Clear logs/data and keep the software and equipment ready for future use

Unit 3.1: Tools and Equipment for Compositing

Unit Objectives

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

1. Gather raw footage/material and select relevant material that can be used for post-production.
2. Ingest the footage/keep the material ready for the post-production process.
3. Save back-ups for interim work-products in the appropriate file formats.
4. Ensure final work-products are prepared in appropriate file formats (such as mp4, avi, wmv, mpg and mov) and appropriate medium (such as DVD, film, tape and digital) compatible with intended distribution/exhibition mediums
5. Clear logs/data and keep the software and equipment ready for future use

Notes for Facilitation

- Discuss the about of tools and equipments for compositing.
- Discuss the use of Adobe after effects, Blender, Natron and Nuke etc.....
- Discuss the use of categories of compositing software.

Explain

- Explain that compositing needs an array of software.
- Explain the various data transfer tools used by compositor to transfer video.
- Explain the general tools used in Photoshop for compositing.
- Explain the use and working of Adobe illustrator.
- Explain the advantages of using Photoshop for compositing.
- Discuss the interface and tools of After Effects.

Ask

- Ask the students if they have recorded a video with the help of Digital Camera. If yes, ask the size, format, aspect ratio, and quality of the recorded video.
- Ask the students, if they have recorded a video for compositing.

Practical

- Export and import a media file in Photoshop and After Effect.
- Trace a object for compositing in After Effect software.

UNIT 3.2: Preparing Data for Compositing

Unit Objectives

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

1. Gather raw footage/material and select relevant material that can be used for post-production.
2. Ingest the footage/keep the material ready for the post-production process.
3. Save back-ups for interim work-products in the appropriate file formats.
4. Ensure final work-products are prepared in appropriate file formats (such as mp4, avi, wmv, mpg and mov) and appropriate medium (such as DVD, film, tape and digital) compatible with intended distribution/exhibition mediums
5. Clear logs/data and keep the software and equipment ready for future use

Notes for Facilitation

- Discuss the about of gathering data for composition.
- Discuss the about of preparing videos for composition.
- Discuss the tools adding Grains and Noise.

Explain

- Explain that compositing needs 3D Object Inspection.
- Explain the Photography for 3D Textures.
- Explain the interface of Adobe After Effects.
- Explain the choose color correction.
- Explain the tool Distortion.
- Discuss the interface and tools of After Effects.

Ask

- Ask the students if they have recorded a video with the help of Digital Camera. If yes, ask the size, format, aspect ratio, and quality of the recorded video.
- Ask the students, if they have recorded a video for compositing.

Practical

- Export and import a media file in Photoshop and After Effect.
- Trace a object for compositing in After Effect software.



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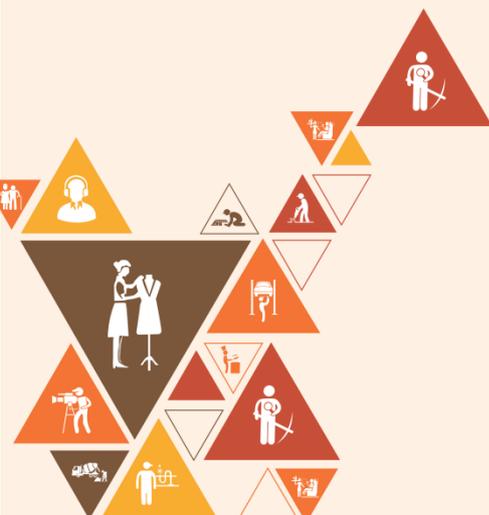


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4. Compositing

Unit 4.1 – Fundamentals of Compositing

Unit 4.2 – Performing Compositing



MES/N3506

Key Learning Outcomes



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

1. Understand rotoscoping objectives
2. Use the software to break the content down into individual frames in accordance to requirements
3. Ensure that the work-products meet rotoscoping objectives and quality standards and are ready for compositing
4. Gather appropriate reference material and raw footage that can be used as a guide during the process
5. Understand objectives, requirements and specifications from the Director and Producer
6. Present interim and final work-products to the Producer and solicit feedback on areas of improvement

Unit 4.1: Introduction to Rotoscopy

Unit Objectives

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

1. Analyze briefs, scripts, visual references, technical and production parameters to determine what is needed.
2. Gather the raw material/layers that need to be put together in the final output, which could include characters, layouts, props/objects, effects and layers.
3. Visualize creative ways of enhancing the image (including lighting, shadows, colors, textures, shading, exposure and additional layers).
4. Compile and merge all the layers and enhancements together and ensure that the final work-product meets requirements and is in sync with the creative and quality standards of the production.
5. Ensure continuity in the final output.

Notes for Facilitation

- Explain the entire key's matte with student example Luma, Chroma, Bump.
- Discuss the Matte Refinement.
- Explain the Despill.
- Explain the advantages of Compositing.

Practical

- Trace a object manually on paper and with the help of software for Compositing.

Summarize

- Summarize the Fundamental of Compositing.

Unit 4.2: Performing Compositing using Nuke Software

Unit Objectives

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

1. Analyze briefs, scripts, visual references, technical and production parameters to determine what is needed.
2. Gather the raw material/layers that need to be put together in the final output, which could include characters, layouts, props/objects, effects and layers.
3. Visualize creative ways of enhancing the image (including lighting, shadows, colors, textures, shading, exposure and additional layers).
4. Compile and merge all the layers and enhancements together and ensure that the final work-product meets requirements and is in sync with the creative and quality standards of the production.
5. Ensure continuity in the final output.

Notes for Facilitation

- Discuss the tools and techniques of Nuke software.
- Discuss the important features of Nuke software.
- Explain the tracker technique.
- Discuss the merging Images.

Explain

- Explain the keying and matting process to students.
- Explain the effects feature of Nuke software.
- Explain compositing in Nuke software.
- Discuss the general tools used for Compositing in Nuke software.

Ask

- Ask the students, if they have used the Nuke software. If yes when and for what purpose.
- Ask the students, if they have done compositing in Nuke software.

Practical

- Importing a media file in Nuke software.
- Tracing an object in compositing.



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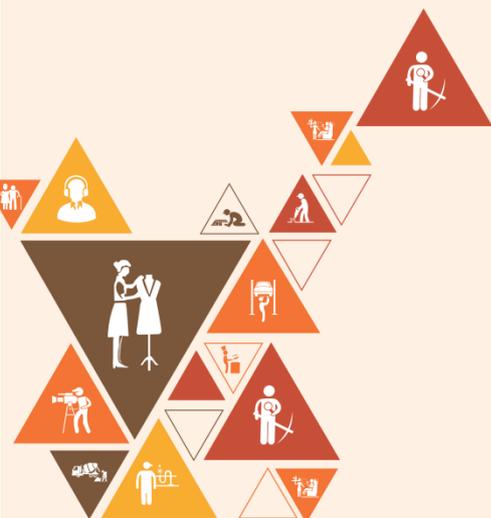


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5. Health & Safety Comply with Workplace

Unit 5.1 : Safety, Health and Hygiene

Unit 5.2 : First Aid



MES/ N 3508

Key Learning Outcomes



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

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

Unit5.1: Maintain Workplace Health and Safety

Unit Objectives



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

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

Notes for Facilitation



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

5.1.1: General Safety Rules

Say



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

Do



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

Demonstrate



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

Steps: General Safety Rules



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

Summarize



- Summarize the general safety rules.

5.1.2: Health

Say



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

Explain



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

Demonstrate



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

Summarize



- Summarize the methods to stay healthy and fit.

5.1.3: Maintaining Personal Hygiene

Say



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

Explain



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

Demonstrate



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

Summarize



- Summarize the methods to maintain personal hygiene.

5.1.4: What is an Accident?

Say



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

Explain



- Explain the types of accidents.

Demonstrate



- Demonstrate the common occurring accidents through videos or chart.

Summarize



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

5.1.5: What is a Fire Extinguisher?

Say



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

Explain



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

Demonstrate



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

Summarize



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

Activity



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

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

Do



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

5.2 : First Aid and First Aid Kit

Say



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

Explain



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

Demonstrate



- Demonstrate the First Aid procedures in different situations.

Summarize



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

Role Play



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

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

Do



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

4.1.7: Personal Protective Equipment (PPE)

Say



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

Explain



- Explain the importance of PPE.

Demonstrate



- Demonstrate the components of personal protective equipment.



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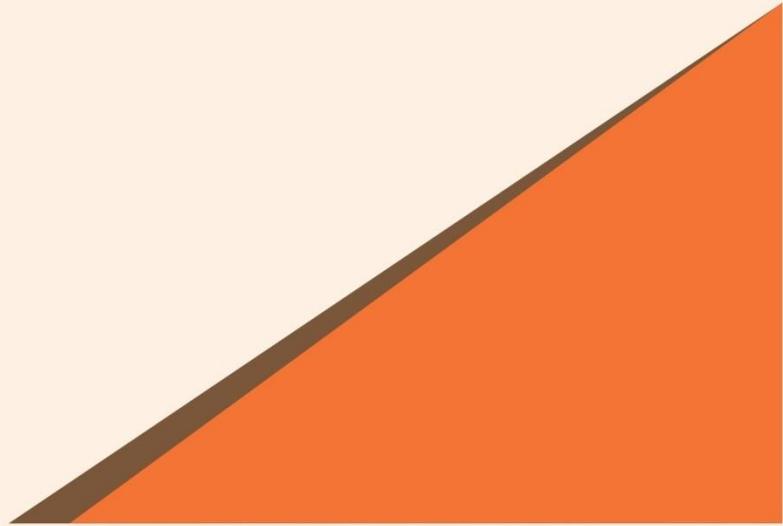


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7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Compositor		
Qualification Pack Name & Ref. ID	Compositor & Ref ID: MES/ Q 3504		
Version No.	1.0	Version Update Date	20/10/2016
Pre-requisites to Training	Experience: Training in Art and Adobe Photoshop		
Training Outcomes	<p>By the end of this program, the participants would have achieved the following competencies:</p> <ul style="list-style-type: none"> • Understand the creative and technical requirements and expectations in terms of quality of deliverables and timelines. • Determine key post-production processes that would be involved to produce the desired outcome and chart-out the process workflow (Supervisor). • Translate expectations into effort estimates for each process and prepare a work plan, keeping in mind the impact on the production budget, timelines and technical viability. • Gather raw footage/material and select relevant material that can be used for post-production. • Ingest the footage/keep the material ready for the post-production process. • Save back-ups for interim work-products in the appropriate file formats. • Ensure final work-products are prepared in appropriate file formats (such as mp4, avi, wmv, mpg and mov) and appropriate medium (such as DVD, film, tape and digital) compatible with intended distribution/exhibition mediums. • Clear logs/data and keep the software and equipment ready for future use. • Use the software to break the content down into individual frames in accordance to requirements. • Ensure that the work-products meet roto-scropy objectives and quality standards and are ready for compositing. • Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency. • Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms. • Identify aspects of your workplace that could cause potential risk to own and others health and safety • Ensure own personal health and safety, and that of others in the workplace through precautionary measures 		

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

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

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

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

			<ul style="list-style-type: none"> Understand objectives, requirements and specifications from the Director and Producer Present interim and final work-products to the Producer and solicit feedback on areas of improvement 			3DS Max etc. and image editing software like Photoshop	
		Practical Sessions	<ul style="list-style-type: none"> Perform basic function in Silhouette. Create a project video using rotoscopy. 	MES/N3506 PC1,PC2,PC3,SA1,SA2,SA3,SA4,SB1,SB2,SB3,SB4,SB5	Hands on Practical Group Discussion	Laptop, PowerPoint & white board, marker, projector, Laptop, Sample pictures and videos, Software like Silhouette, Nuke, Fusion, Combustion, 3DS Max etc. and image editing software like Photoshop	80 Hr
5	Importance of Safety, Health & Hygiene	Safety, Health and Hygiene	<ul style="list-style-type: none"> Comply with health and safety related instructions applicable to the workplace Use and maintain personal protective equipment as per protocol Carry out own activities in line with approved guidelines and procedures Maintain a healthy lifestyle and guard against dependency on intoxicants Follow environment management system related procedures Store materials and tools in line with manufacturer's and organizational requirements Safely handle and move waste and debris Minimize health and safety risks to self and others due to own actions Seek clarifications, from 	MES/ N 3508 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SA1,SA2,SA3,SA4,SA5	Instructor Led Training Demonstration Multimedia Group Discussion	PPTs, Handbook, First Aid Kit	8 Hr

		<p>supervisors or other authorized personnel in case of perceived risks</p> <ul style="list-style-type: none"> • Monitor the workplace and work processes for potential risks and threats • Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned 				
	Quiz Test	<p>Quiz on Personal health management and Group Discussion on Personal Protective Equipment (PPE)</p>	<p>MES/ N 3508 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SA1,SA2,SA3,SA4,SA5</p>	Quiz Group Discussion	Quiz sheet with questions and answers, PPE	8 Hr
	First Aid	<ul style="list-style-type: none"> • Report hazards and potential risks/ threats to supervisors or other authorized personnel • Participate in mock drills/ evacuation procedures organized at the workplace • Undertake first aid, fire-fighting and emergency response training, if asked to do so • Take action based on instructions in the event of fire, emergencies or accidents • Follow organisation procedures for evacuation when required 	<p>MES/ N 3508 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SA1,SA2,SA3,SA4,SA5</p>	Instructor Led Training Demonstration	PPTs, Handbook, PPE, Fire Extinguisher, First-Aid Kit	8 Hr
	Practical Session 1	<p>Practical on use of Fire Extinguisher on different type of fires</p>	<p>MES/ N 3508 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SA1,SA2,SA3,</p>	Hands on Practical in group	Fire Extinguisher	8 Hr

				SA4,SA5			
		Practical Session 2	Role Play on First Aid and Group Discussion	MES/ N 3508 PC1,PC2,PC3,PC4,PC5,PC6,PC7,PC8,PC9,PC10,PC11,PC12,KA1,KA2,KA3,KA4,KB1,KB2,KB3,KB4,KB5,KB6,SB1,SB2,SB3,SB4,SB5,SA1,SA2,SA3,SA4,SA5	Hands on Practical in group Group Discussion	First-Aid Kit	8 Hr
6	Entrepreneurship and Softskills	<ul style="list-style-type: none"> Personal Strengths & Value Systems Digital Literacy: A Recap Money Matters Preparing for Employment & Self Employment Understanding Entrepreneurship Preparing to be an Entrepreneur 	<ul style="list-style-type: none"> Explain the meaning of health List common health issues Discuss tips to prevent common health issues Explain the meaning of hygiene Understand the purpose of Swacch Bharat Abhiyan Recall the functions of basic computer keys Discuss the main applications of MS Office Discuss the benefits of Microsoft Outlook Discuss the different types of e-commerce List the benefits of e-commerce for retailers and customers Discuss how the Digital India campaign will help boost e-commerce in India Explain how you will sell a product or service on an e-commerce platform Discuss the need for CRM Discuss the benefits of CRM Discuss the need for networking Discuss the benefits of networking Understand the importance of setting goals Differentiate between short- 		Instructor Led Training Demonstration	Handbook, White board, marker, computer system, projector, PPTs	40 Hr

		ur	term, medium-term and long-term goals <ul style="list-style-type: none"> • Discuss how to write a business plan • Explain the financial planning process 				
		Practice sessions	1 Project on rotoscopy under trainer guidance		Hands on Practical under guidance of instructor	All used in previous sessions	32 Hr

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria	
Job Role	Composer
Qualification Pack	MES/ Q 3504, v1.0
Sector Skill Council	Media & Entertainment

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Media and Entertainment Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for each PC.
2	Each NOS will be assessed both for theoretical knowledge and practical
3	The assessment for the theory & Practical part will be based on knowledge bank of questions created by the AA and approved by SSC.
4	Individual assessment agencies will create unique question papers for theory and skill practical part for each candidate at each examination/training centre
5	To pass the Qualification Pack, every trainee should score a minimum of 60% in every NOS
6	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

	NOS	NOS NAME	Weightage
1	MES/ N 3501	Understand requirements and plan workflow	30%
2	MES/ N 3502	Manage equipment	25%

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

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

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

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

		PC2. Use the software to break the content down into individual frames in accordance to requirements	100	30	15	
		PC3. Ensure that the work-products meet rotoscopy objectives and quality standards and are ready for compositing		40	20	50
			Total	100	50	50
MES/ N 3508	Maintain workplace health and safety	PC1. Understand and comply with the organisation's current health, safety and security policies and procedures		10	5	
		PC2. Understand the safe working practices pertaining to own occupation		10	5	

		PC3. Understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises		5	3	
		PC4. Participate in organization health and safety knowledge sessions and drills		5	2	
		PC5. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency	100	10	5	50

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

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



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