LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Job Role: Editor
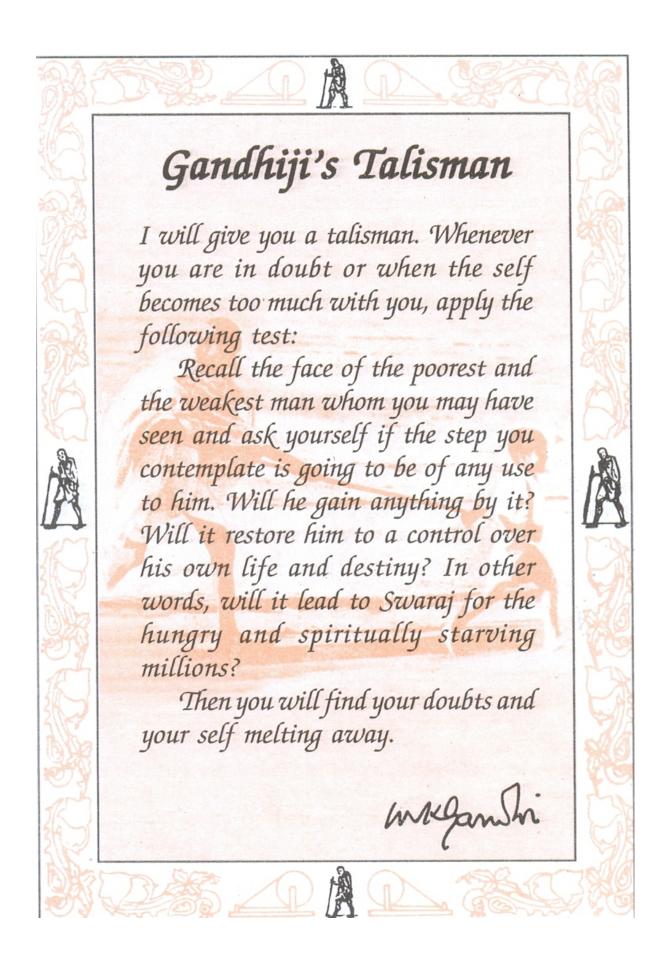### (QUALIFICATION PACK: Ref. Id. MES/Q1401)
Level 4
Sector: Media and Entertainment
Classes 11 and 12

NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal – 462 002, M.P., India
www.psscive.ac.in

Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M.K. Gandhi

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Learning Outcome Based Curriculum

Media and Entertainment – Editor

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Joint Director

PSS Central Institute of Vocational

Education, NCERT, Shyamla Hil s, Bhopal

PATRONS

Prof. H.K. Senapathy, Ph.D.,

Director, National Council of Educational Research and Training (NCERT), New Delhi

Prof. Rajesh Khambayat, Ph.D

Joint Director

PSS Central Institute of Vocational Education, Bhopal

COURSE COORDINATOR

Dr. Dipak D. Shudhalwar

Associate Professor (CSE)

Dept. of Engineering & Technology

PSSCIVE, NCERT, Bhopal

FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Central y Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha*

Abhiyan (RMSA). The main purpose of the competency based curricula is to bring about the improvement in teaching-learning process and working competences through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of **Media and Entertainment – Editor**. The curriculum has been developed for the secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skil Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skil s to support occupational mobility and lifelong learning. It wil help them to acquire specific occupational skil s that meet employers'

immediate needs. The teaching process is to be performed through the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been developed and reviewed by a group of experts and their contributions are greatly acknowledged. The utility of the curriculum wil be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders wil be of immense value to us in bringing about further improvement in this document.

Hrushikesh Senapaty

Director

National Council of Educational Research & Training

(i)

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are immense and the possibilities are equal y exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India wil largely depend upon its young workforce.

The much-discussed demographic dividend wil bring sustaining benefits only if this young workforce is skil ed and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skil ed human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Central y Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skil ed manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based curricula, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skil demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skil s to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSSCIVE has initiated the work on developing learning outcome based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 100 job roles in various sectors.

We extend our gratitude to al the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based curricula and courseware to the States and other stakeholders under the PAB

(Project Approval Board) approved project of *Rashtriya Madhyamik Shiskha Abhiyan* (RMSA) of MHRD.

Final y, for transforming the proposed curriculum design into a vibrant reality of implementation, al the institutions involved in the delivery system shal have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers wil make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document wil prove useful in turning out more competent Indian workforce for the 21st Century.

RAJESH P. KHAMBAYAT

Joint Director

PSS Central Institute of Vocational Education

(ii)

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) *of* Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and the officials of the Ministry of Human Resource Development (MHRD), Government of India for the financial support to the project for development of curricula.

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our col eagues at the Technical Support Group of RMSA, MHRD, RMSA Cel at the National Council of Educational Research and Training (NCERT), National Skil Development Agency (NSDA) and National Skil Development Corporation (NSDC) and Media and Entertainment Skil Council (MESC) for their academic support and cooperation in the development of curricula.

We are grateful to the expert contributors Hitendra Sawant, Goa and Dipak D. Shudhalwar, Associate Professor (CSE), PSSCIVE as wel as the reviewers, Sandip. S. Kedar, Associate Professor, Department of Electronic Media, National Institute of Technical Teachers Training and Research (NITTTR), Shyamla Hil s, Bhopal, for their earnest effort and contributions in the development of this learning outcome based curriculum. Their contributions are dul y acknowledged.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cel (PPMC) and Dipak D. Shudhalwar, Associate Professor (CSE) and Head Computer Center, PSSCIVE in development of the curriculum for the employability skil s are duly acknowledged.

We are also grateful to the Course Coordinator Dipak D. Shudhalwar, Associate Professor (CSE) and Head Computer Center, PSSCIVE, for bringing out this curriculum in the final form.

PSSCIVE Team

(iii)

CONTENTS

Courtesy : NCERT

Curriculum: Media and Entertainment – Editor

1. COURSE OVERVIEW

COURSE TITLE: Media and Entertainment – Editor

Editor in the Media & Entertainment Industry is also known as a Video Editor/ Sound Editor. Individuals at this job need to understand, cut/ re-cut, assemble and merge production raw material (such as footage, music, sound and images) into a sequential final output suitable for broadcasting This job requires the individual to be wel -versed with editing conventions and techniques such as sorting, assembling, paral el editing, splicing and joining, merging and synchronizing picture/sound. The individual must be

able to prepare the final output using editing software such as Avid, Final Cut Pro, After Effects, Adobe Premiere and sound cleaning software

COURSE OUTCOME: On completion of the course, students should be able to:

☐ Apply effective oral and written communication skil s to interact with people and customers;

☐ Identify the principal components of a computer system;

☐ Demonstrate the basic skil s of using computer;

☐ Demonstrate self-management skil s;

☐ Demonstrate the ability to provide a self-analysis in context of entrepreneurial skil s and abilities;

☐ Demonstrate the knowledge of the importance of green skil s in meeting the chal enges of sustainable development and environment protection;

☐ Understand the requirements for post-production.

☐ Construct an approach and plan the process.

☐ Prepare and finalise effort estimates and work plan.

☐ Prepare materials and equipment for the post production process.

☐ Manage interim work-products during post-production.

☐ Ensure work-products are distribution/ exhibition ready as per the required technical specifications.

☐ Edit the production for the final output.

COURSE REQUIREMENTS: The learner should have the basic knowledge of science.

COURSE LEVEL: This course can be opted without any prerequisite course. But it would be better if the students have completed the course on Story Board Artist, Clean-up Artist, Color Key Artist.

COURSE DURATION: 600 Hrs

Class 11 : 300 hrs

Class 12 : 300 hrs

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Page|11

Curriculum: Media and Entertainment – Editor

2. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as fol ows:

CLASS 11

Units

No. of Hours for Max. Marks for

Theory and

Theory and

Practical

Practical

300

100

Part A Employability Skills

Unit 1: Communication Skil s

25

10

Unit 2: Self-management Skil s

25

Unit 3: Basic ICT Skil s

25

Unit 4: Entrepreneurial Skil s

25

Unit 5: Green Skil s

15

Total

115

10

Part B Vocational Skills

Unit 1: Fundamentals of Film Making

30

40

Unit 2 : Basics of Adobe Premiere

130

Total

160

40

Part C Practical Work

Practical Examination

6

15

Written Test

1

10

Viva Voce

3

10

Total

10

35

Part D Project Work/Field Visit

Practical File/ Student Portfolio

10

10

Viva Voce

5

5

Total

15

15

Total

300

100

The unit-wise distribution of hours and marks for **Class 12**is as follows:

CLASS 12

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Page|12

Curriculum: Media and Entertainment – Editor

Units		
No. of Hours for Max. Marks for		
Theory and		
Theory and		
Practical		

Practical

300

100

Part A Employability Skills

Unit 1: Communication Skil s

25

10

Unit 2: Self-management Skil s

25

Unit 3: Basic ICT Skil s

25

Unit 4: Entrepreneurial Skil s

25

Unit 5: Green Skil s

15

Total

115

10

Part B Vocational Skills

Unit 1: Basics of Final Cut Pro (FCP)

100

40

Unit 2:Video Editing

60

Total

160

40

Part C Practical Work

Practical Examination

6

15

Written Test

1

10

Viva Voce

3

10

Total

10

35

Part D Project Work/Field Visit

Practical File/ Student Portfolio

10

10

Viva Voce

5

5

Total

15

15

Total

300

100

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Page|13

Curriculum: Media and Entertainment – Editor

3. TEACHING/TRAINING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, fol owed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skil s and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS/ EDUCATIONAL TOUR

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic col ection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

4. CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skil Council wil certify the competencies.

The National Skil s Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skil s, core skil s and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skil s needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above al it should be fair and transparent.

Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shal contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

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Page|14

Curriculum: Media and Entertainment – Editor

It al ows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and subject experts from university/col eges or industry. The respective Sector Skil Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as fol ows:

Duration: 3 hrs

Max. Mark: 40

No. of Questions

Very Short

Short

Long

Typology of Question

Answer

Answer

Answer

Marks

(1 mark)

(2 Marks)

(3 Marks)

1.

Remembering – (Knowledge based simple recall

questions, to know specific facts, terms, concepts,

3

2

2

13

principles, or theories; identify, define or recite,

information)

2.

Understanding – (Comprehension – to be familiar with

meaning and to understand conceptually, interpret,

2

3

2

14

compare, contrast, explain, paraphrase, or interpret information)

3.

Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use

0

2

1

07

given content to interpret a situation, private an example, or solve a problem)

4.

High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or

0

2

0

04

integrate unique pieces of information from a variety of sources)

5.

Evaluation – (Appraise, judge, and/or justify the

value or worth of a decision or outcome, or to

0

1

0

02

predict outcomes based on values)

Total

5x1=5

10x2=20

5x3=15

40

(20 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skil s by the students should be done by the assessors/examiners on the basis of practical demonstration of skil s by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions.

The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment wil indicate that they are 'competent', or are 'not yet competent'.The assessors assessing the skil s of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skil Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination al ows candidates to demonstrate that they have the knowledge and understanding of performing a task. This wil include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skil Council. The same team of examiners wil conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skil s on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodical y monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be fol owed by a smal -group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

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Page|15

Curriculum: Media and Entertainment – Editor

Student Portfolio is a compilation of documents that supports the candidate's claim of competence.

Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce al ows candidates to demonstrate communication skil s and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject.Viva voceshould also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers al aspects of student's development. In this scheme, the term `continuous' is meant to emphasize that evaluation of identified aspects of students `growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term `comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, the CCE manual of Central Board of

Secondary Education (CBSE) or the guidelines issued by the State Boards on the procedure for CCE should be fol owed by the Institutions.

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Page|16

Curriculum: Media and Entertainment – Editor

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

Sn Units of Employability Skills

Duration in Hours

1.

Unit 1: Communication Skil s

25

2.

Unit 2: Self-management Skil s

25

3.

Unit 3: Basic ICT Skil s

25

4.

Unit 4: Entrepreneurial Skil s

25

5.

Unit 5: Green Skil s

15

Total Duration in Hours for Employability Skills

115

Unit 1: Communication Skills

S. Learning Outcome

Theory

Practical

25

No.

(10 Hours)

(15 Hours)

Hrs

1.

Demonstrate

☐ Methods of communication

☐ Writing pros and cons of written,

15

knowledge of

☐ Verbal

verbal and non-verbal

various methods of

communication

communication

☐ Non-verbal

☐

☐ Listing do's and don'ts for avoiding

Visual

common body language mistakes

2.

Identify specific

☐ Communication styles- assertive, ☐ Observing and sharing

10

communication

aggressive, passive-aggressive,

communication styles of friends,

styles

submissive, etc.

teachers and family members and

adapting the best practices

☐ Role plays on communication

styles.

3.

Demonstrate basic ☐ Writing skil s to the fol owing:

☐ Demonstration and practice of

15

writing skil s

☐ Sentence

writing sentences and paragraphs

☐

on topics related to the subject

Phrase

☐ Kinds of Sentences

☐ Parts of Sentence

☐ Parts of Speech

☐ Articles

☐ Construction of a Paragraph

Total Duration in Hours 25

Unit 2: Self-management Skills

S. Learning Outcome

Theory

Practical

25

No.

(10 Hours)

(15 Hours)

Hrs

1.

Demonstrate

☐ Describe the importance of

☐ Demonstration of impressive

07

impressive

dressing appropriately, looking

appearance and groomed

appearance and

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Page|17

Curriculum: Media and Entertainment – Editor

grooming

decent and positive body

personality.

Courtesy : NCERT

language.

☐ Demonstration of the ability to

☐ Describe the term grooming

self- explore.

☐ Prepare a personal grooming

checklist.

☐ Describe the techniques of self-

exploration.

2.

Demonstrate team

☐ Describe the important factors that ☐ Group discussion on
qualities of a 08

work skil s

influence in team building.

good team.

☐ Describe factors influencing team ☐ Group discussion on
strategies

work.

that are adopted for team building

and team work.

3.

Apply time

☐ Meaning and importance of time ☐ Game on time management.

10

management

management – setting and

☐ Checklist preparation.

strategies and

prioritizing goals, creating a

techniques

☐ To-do-list preparation.

schedule, making lists of tasks,

balancing work and leisure, using

different optimization tools to

break large tasks into smal er

tasks.

Total Duration in Hours 25

Unit 3: Basic ICT Skills

S. Learning Outcome

Theory

Practical

25

No.

(10 Hours)

(15 Hours)

Hrs

1.

Describe the role of ☐ Introduction to ICT

☐ Discussion on the role and

02

ICT in day-to-day

☐ Role and importance of ICT in

importance of ICT in personal life

life.

personal life and at workplace

and at workplace.

☐ ICT in our daily life (examples)

☐ Preparing posters / col ages for

☐

showing the role of ICT at

ICT tools – Mobile, tab, radio, TV,

workplace

email, etc.

2.

Courtesy : NCERT

Identify the various ☐ Basic components of computer

☐ Identify and name the various

04

components of

system.

components of computer system.

computer system

☐ Hardware and software.

☐ List few hardware and software.

☐ Primary and secondary memory. ☐ Identify and name the primary and

☐ Input, Output and Storage

secondary memory.

devices.

☐ Identify the various Input, Output

and Storage devices.

3.

Identify various

☐ Various peripheral devices and

☐ List various peripheral devices.

04

peripheral devices

their use.

☐ Give the examples of peripheral

☐ Examples of peripherals.

devices.

☐ Practice using peripheral devices.

4.

Perform basic

☐ Procedure for starting and shutting ☐ Start the computer in proper

07

computer operations

down a computer.

sequence and get the intitial

☐ Operating Systems (OS).

screen.

☐ Types of OS – DOS, Windows,

☐ Identify the instal ed OS on

Linux.

computer.

☐ Desktop of Windows and Linux.

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Page|18

Curriculum: Media and Entertainment – Editor

☐ Files and folder.

☐ Identify the destop and its various

☐ Keyboard and mouse operations.

components.

☐ Common desktop operations.

☐ Work with desktop.

☐ Create file and folder.

☐ Perform keyboard and mouse

operations.

5.

Connect with the

☐ Introduction to Internet.

☐ Introduce with Internet.

08

world using Internet ☐ Applications of Internet.

☐ Explain the applications of Internet.

and its applications

☐ Internet Browser.

☐ List the various Internet Browser.

☐ Websites and webpages.

☐ Search the websites.

☐ Email applications.

☐ Create Email account.

☐ Email accounts.

☐ Send and receive email.

☐ Sending and receiving email.

☐ Use Social Media for education.

☐ Introduction to social media.

☐ Use Blog.

☐ Blog.

☐ Use Twitter.

☐ Twitter.

☐ Use Facebook.

☐ Facebook.

☐ Use Youtube.

☐ Youtube.

☐ Use WhatsApp.

☐ WhatsApp.

☐ Use Digital India.

☐ Digital India.

Total Duration in Hours 25

Unit 4: Entrepreneurial Skills

S. Learning Outcome

Theory

Practical

25

No.

(10 Hours)

(15 Hours)

Hrs

1.

Describe the

☐ Values in general and

☐ Listing of entrepreneurial values

10

significance of

entrepreneurial values.

by the students.

entrepreneurial

Entrepreneurial value orientation

☐ Group work on identification of

values and attitude.

Courtesy : NCERT

with respect to innovativeness,

entrepreneurial values and their

independence, outstanding

roles after listing or reading 2-3

performance and respect for work.

stories of successful entrepreneur.

☐ Exhibiting entrepreneurial values

in Ice breaking, rapport building,

group work and home

assignments.

2.

Demonstrate the

☐ Attitudes in general and

☐ Preparing a list of factors that

15

knowledge of

entrepreneurial attitudes

influence attitude in general and

attitudinal changes ☐ Using imagination/ intuition

entrepreneurial attitude.

required to become

☐ Demonstrating and identifying own

an entrepreneur.

☐ Tendency to take moderate risk

☐

entrepreneurial attitudes during

Enjoying freedom of expression

the fol owing micro lab activities

and action

like thematic appreciation test.

☐ Looking for economic

☐ Preparing a short write-up on "who

opportunities

am I".

☐ Believing that we can change the ☐ Take up a product and suggest

environment

how its features can be improved.

☐ Analyzing situation and planning ☐ Group activity for suggesting

action

brand names, names of

☐ Involving in activity

enterprises, etc.

Total Duration in Hours 25

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Page|19

Curriculum: Media and Entertainment – Editor

Unit 5: Green Skills

S. Learning Outcome

Theory

Practical

15

No.

(07 Hours)

(08 Hours)

Hrs

1.

Describe importance ☐ Main sectors of green economy- ☐ Preparing a poster on any one of 08

of main sector of

E-waste management, green

the sectors of green economy.

green economy

transportation, renewal

☐ Writing a two-page essay on

Courtesy : NCERT

energy,green construction, water

important initiatives taken in India

management.

for promoting green economy.

☐ Policy initiatives for greening

economy in India.

2.

Describe the major ☐ Stakeholders in green economy.

☐ Preparing posters on green

07

green Sectors/

☐ Role of government and private

Sectors/Areas: cities, buildings,

Areas and the role

tourism, industry, transport,

of various

agencies in greening cities,

renewable energy, waste

stakeholder in green

buildings, tourism, industry,

management, agriculture, water,

economy

transport, renewable energy,

waste management, agriculture,

forests and fisheries.

water, forests and fisheries.

Total Duration in Hours 15

Part B: Vocational Skills

Sn Units

Duration in Hours

1.

Unit 1: Fundamentals of Film Making

30

2.

Unit 2 : Basics of Adobe Premiere

130

Total Duration

160

Unit 1: Fundamentals of Film Making

S. Learning Outcome

Theory

Practical

30

No.

(30 Hours)

(00 Hours)

Hrs

1.

Gain knowledge

☐ Development of motion pictures. ☐ Describe the history of stil and

08

about the history of ☐ Introduction to images.

☐ moving pictures.

filmmaking

☐ History of movies and equipment. ☐ Describe the beginning eras of

☐ Ethical responsibility of editing.

☐ the movie industry.

☐ History and structure of the film

☐ Describe the beginning eras of the

industry.

broadcast medium.

☐ History and structure of broadcast

medium.

☐ History of media.

☐ Role of Editor in Media and

Entertainment Industry.

2.

Understand the key ☐ Introduction films/videos.

☐ Explain the difference between

08

phase during

☐ Image creation or system

☐ the real time and il ustration

preproduction and

production

manipulation.

☐ Describe the hierarchy of

☐ Production Phases.

☐ production teams

☐ Genre.

☐ Differentiate between story and

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Page|20

Curriculum: Media and Entertainment – Editor

☐ Story.

genre?

☐ Casting.

☐ Define the phases of planning

☐ Story Outline.

☐ the shoot

☐ The Script.

☐ Explain a script and story boarding.

☐ Narrative.

☐ Storyboards.

☐ Planning a Film Shoot.

☐ Camera Technique.

☐ Recount / Retake.

3.

Familiarize with key ☐ Post production process.

☐ Define: Scheduling, Budgeting,

08

processes in post-

☐ Scheduling projector.

Studio, Off line editing, Online

production related to

Courtesy : NCERT

Editing

the editing.

☐ he lab/editing studio with sound.

☐ Off-line editing system.

☐ On-line editing.

☐ Sound Editing.

☐ Compilation.

☐ Execution.

4.

Understand to

☐ Do's and don'ts of work/ service. ☐ Explain the do's and don'ts of

06

deliver quality

☐ Delivery check listener

successful editor.

broadcast over the

related platform

☐ Packaging.

30

Unit 2: Basics of Adobe Premiere

S. Learning Outcome

Courtesy : NCERT

Theory

Practical

130

No.

(30 Hours)

(100 Hours)

Hrs

1.

Perform basic

☐ Understanding how Adobe

☐ Demonstrate the practical to:

10

tasks using Adobe

Premiere works.

Elaborate on the functions that can

Premiere.

☐ The functions performed by using

be performed using Adobe

Adobe Premiere.

Premiere.

☐ Limitations of Adobe Premiere

□ Cover the functions that cannot be

performed by Adobe Premiere.

2.

Use Adobe Premier □ Using Workspaces.

□ Demonstrate the practical for:

15

Pro for extensive

□ Setting up your system.

Workspaces setting.

projects.

□ Setting up your system setting.

□ Synchronization settings.

□ Setting up your system.

□ Name the common Panels in Pre

□

Pro GUI.

Working with Tool Panels.

□

□ Cross-platform workflow.

Setting up Preferences.

□

☐ Direct-Link workflow between

Setting Basic workflow.

Premiere Pro and Speed Grade.

☐ Setting Cross-platform workflow.

☐ Cross-application workflows.

☐ Differentiating between.

☐ Adobe Dynamic Link.

☐ Direct-Link workflow,

☐ Using the Source Monitor and

☐ Premiere Pro and Speed Grade.

Program Monitor.

☐ Using Cross-application work-

☐ Multi-Camera editing workflow.

flows.

☐ Control surface support.

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Page|21

Curriculum: Media and Entertainment – Editor

☐ Applying Adobe.

☐ Use keyboard shortcuts in

☐ Dynamic Link.

Premiere Pro.

☐ Using the Source Monitor and

Program Monitor.

☐ Creating Multi-Camera editing

workflow.

☐ Control ing surface support.

☐ Using Keyboard shortcuts in

Premiere.

3.

Manage projects

☐ Creating and changing project.

☐ Demonstrate the practical for:

05

using Adobe

☐ Archiving projects.

☐ Creating and changing project.

Premiere.

☐ Trimming or copying.

☐ Archiving projects.

☐ Trimming or copying.

4.

Work on advance

☐ Transferring and importing files.

☐ Demonstrate the practical to:

15

projects using

☐ Importing assets from tape-less

☐ Identify common steps involved in

Premiere Pro.

formats.

transferring and importing files.

☐ Importing stil images.

☐ Import assets from tapeless

☐ Importing sequences, clip lists,

formats.

libraries, and compositions.

☐ Import stil images.

☐ Importing digital audio.

☐ Import sequences, clip lists,

☐ Importing XML project files from

libraries, and compositions.

Final Cut Pro Support for growing ☐ Importing digital audio.

files.

☐ Import XML project files from Final

☐ Capturing and digitizing.

Cut Pro support for growing files.

☐ Capturing DV or HDV video.

☐ Capture and digitize.

☐ Capturing HD video.

☐ Capture DV or HDV video.

☐ Capturing content for DVD.

☐ Capture HD video.

☐ Batch capturing and recapturing.

☐ Capture content for DVD.

☐ Creating clips for offline editing.

☐ Batch capturing and recapturing.

☐ Digitizing analog video.

☐ Create clips for offline editing.

☐ Working with time code.

☐ Digitizing analog video.

☐ Work with time code.

5.

Monitor and

☐ Using the Source Monitor and

☐ Demonstrate the practical to:

10

profile projects using

Program Monitor.

Differentiate between the Source

Premier Pro.

☐ Playing assets.

Monitor and Program Monitor.

☐ Using the Waveform monitors and ☐ Explain steps to Play assets in

vector scope.

Premiere Pro.

☐ Using the Reference Monitor.

☐ Explain the use of the Waveform

monitors and vector scope.

Explain the use the Reference

Monitor.

6.

Use advance

☐ Creating and changing sequences. ☐ Demonstrate the practical to:

15

tools for editing in-

☐ Creating and playing clips.

Create and change sequences.

line and

☐ Create and play clips.

out-line

☐ Adding clips to sequences.

mediums

☐ Working with clips in a sequence. ☐ Add clips to sequences.

within

☐ Working with offline clips.

☐ Work with clips in a sequence.

Premiere Pro.

☐ Work with offline clips.

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Page|22

Curriculum: Media and Entertainment – Editor

☐ Re-linking offline media.

☐ Re-link offline media.

☐ Trimming clips.

☐ Trim clips.

☐ Editing multi-camera sequences. ☐ Editing multi-camera sequences.

Source patching and track

☐ Source patching and track

targeting.

targeting.

☐ Multi-Camera editing workflow.

☐ Multi-Camera editing workflow.

☐ Editing from sequences loaded

☐ Edit from sequences loaded into

into the Source monitor.

the Source monitor.

☐ Rearranging clips in a sequence. ☐ Rearranging clips in a sequence.

☐ Working with clips in a sequence. ☐ Work with clips in a sequence.

☐ Rendering and previewing

☐ Render and preview sequences.

sequences.

☐

☐

Closed Captioning.

Closed Captioning.

☐

☐

Modify clip properties with Interpret

Modifying clip properties with

Footage.

Interpret Footage.

☐

☐

Synchronize audio and video with

Synchronizing audio and video

Merge Clips.

with Merge Clips.

☐

☐

Creating special clips (synthetics).

Creating special clips (synthetics). ☐

☐

Trim clips.

Trimming clips.

☐

Courtesy : NCERT

☐

Correct mistakes.

Correcting mistakes.

☐

☐

Remove alerts with the Events

Removing alerts with the Events

panel.

panel.

☐

☐

Synchronize audio and

Synchronizing audio and video

☐ video with Merge Clips.

with Merge Clips.

7.

Edit audio using

☐ Overviewing audio and the Audio ☐ Demonstrate the practical for:

15

advance audio

Track Mixer.

☐ Working with clips, channels, and

functionalities within ☐ Working with clips, channels, and

Premiere Pro

tracks.

tracks.

☐ Editing audio in a Timeline panel.

☐ Editing audio in a Timeline panel. ☐ Recording audio.

☐ Recording audio.

☐ Adjusting volume levels.

☐ Adjusting volume levels.

☐ Recording audio mixes.

☐ Recording audio mixes.

☐ Monitor clip volume and pan using

☐ Monitoring clip volume and pan

Audio Clip Mixer.

using Audio channels, and tracks. ☐ Multiple stereo assignments for

☐ Editing audio in a Timeline panel.

tracks to multichannel masters.

☐ Recording audio.

☐ Advanced mixing.

☐ Adjusting volume levels.

□ Editing and mixing audio in Adobe

□ Recording audio mixes.

Audition.

□ Monitoring clip volume and pan

□ Editing audio in Adobe Sound

using Audio.

booth.

□ Panning and balancing.

8.

Input text and

□ Creating and editing titles.

□ Demonstrate the practical for:

10

drawing using the

□ Creating and formatting text in

□ Creating and editing titles.

titler tools in

Premiere Pro.

titles.

□ Creating and formatting text in

□ Drawing shapes in titles

titles.

☐ Add images to titles.

☐ Drawing shapes in titles.

☐ Working with text and objects in

☐ Add images to titles.

titles.

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Page|23

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☐ Fil s, strokes, and shadows in

☐ Working with text and objects in

titles.

titles Fil s, strokes, and shadows in

☐ Rol ing and crawling titles.

titles.

☐ Using Titler text styles.

☐ Rol ing and crawling titles.

☐ Titler text styles

9.

Use colors, effects

☐ Using effects.

Courtesy : NCERT

☐ Demonstrate the practical for:

15

and after effects by ☐ Applying, removing, finding, and ☐ Applying, removing, finding, and

applying various

tools.

organizing effects.

organizing effects.

☐ Viewing and adjusting effects and ☐ Viewing and adjusting effects and

key frames.

key frames.

☐ Applying effects to audio.

☐ Applying effects to audio.

☐ Working with audio transitions.

☐ Working with audio transitions.

☐ Using Effect presets.

☐ Effect presets.

☐ Using Warp Stabilizer effect to

☐ Stabilize motion with the Warp

stabilize the video.

Stabilizer effect.

□ Color correction and adjustment. □ Color correction and adjustment.

□ Using Adjustment Layers.

□ Adjustment Layers.

□ Using the rol ing shutter repair

□ The rol ing shutter repair effect.

effect.

□ Three-way Color Corrector effect.

□ Using Three-way Color Corrector □ Audio effects and transitions

effect.

reference.

□ Using Audio effects and transitions □ Creating common results.

reference.

□

□

Duration and speed.

Creating common results.

□

□

Effects and transitions reference.

Setting up Duration and speed.

□

☐

Eliminate flicker.

Applying Effects and transitions

☐ Interlacing and field order.

references.

☐

☐

Using Eliminate flicker tool.

Modifying and customizing

☐

transitions.

Using Interlacing and field order.

☐

☐

Motion: position, scale, and rotate

Modifying and customizing

a clip.

transitions.

☐

☐

Transition overview: applying

Using Motion: position, scale, and

transitions.

rotate a clip.

☐ Using Transition overview:

applying transitions.

10. Use frames for

☐ Adding, navigating, and setting key ☐ Demonstrate the practical
for:

10

animation.

frames.

☐ Adding, navigating, and setting key

☐ Moving and copying key frames.

frames.

☐ Control ing effect changes using ☐ Moving and copying key
frames.

key frame interpolation.

☐ Control ing effect changes using

☐ Optimize key frame automation.

key frame interpolation Optimize

key frame automation.

11. Use transparency

☐ Compositing, alpha channels, and ☐ Demonstrate the practical for:

05

tools.

adjusting clip opacity.

☐ Compositing, alpha channels, and

☐ Using Blending modes.

adjusting clip opacity.

☐ Blending modes.

12. Use export tool

☐ Setting up workflow and overview ☐ Demonstrate the practical for:

15

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Page|24

Curriculum: Media and Entertainment – Editor

in various formats.

for exporting.

☐ Workflow and overview for

☐ Applying formats exported directly

exporting.

from Premiere Pro.

☐ Formats exported directly from

☐ Exporting to Panasonic P2 format.

Premiere Pro.

☐ Exporting OMF files for Pro Tools. ☐ Export to Panasonic P2 format.

☐ Exporting to a stil image.

☐ Exporting OMF files for Pro Tools.

☐ Exporting to DVD or Blu-ray Disc. ☐ Export a stil image.

☐ Using Smart rendering.

☐ Exporting to DVD or Blu-ray Disc.

☐ Working with Adobe Speed Grade. ☐ Smart rendering.

☐ Working with Adobe Prelude.

☐ Working with Adobe Speed Grade

Exporting for the Web and mobile ☐ Working with Adobe Prelude.

devices.

☐

☐

Exporting for the Web and mobile

Exporting projects for other

devices.

applications.

☐

☐

Exporting projects for other

Exporting to videotape.

applications.

☐ Exporting to videotape

130

CLASS 12

Part A: Employability Skills

Sn Units

Duration in Hours

1.

Unit 1: Communication Skil s – IV

25

2.

Unit 2: Self-management Skil s – IV

25

3.

Unit 3: Basic IT Skil s – IV

25

4.

Unit 4: Entrepreneurial Skil s – IV

25

5.

Unit 5: Green Skil s – IV

15

Total

115

Unit 1: Communication Skills – IV

S. Learning Outcome

Theory

Practical

25

No.

(10 Hours)

(15 Hours)

Hrs

1.

Describe the steps

☐ Importance of active listening at

☐ Demonstration of the key aspects 10

to active listening

workplace

of becoming active listener.

skil s

☐ Steps to active listening.

☐ Preparing posters of steps for

active listening.

2.

Demonstrate basic ☐ Writing skil s to the fol owing:

☐ Demonstration and practice of

15

writing skil s

☐ Sentence

writing sentences and paragraphs

☐

on topics related to the subject.

Phrase

☐ Kinds of Sentences

☐ Parts of Sentence

☐ Parts of Speech

☐ Articles

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Page|25

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☐ Construction of a Paragraph

Total Duration in Hours 25

Unit 2: Self-management Skills – IV

S. Learning Outcome

Theory

Practical

25

No.

(10 Hours)

(15 Hours)

Hrs

1.

Describe the various ☐ Finding and listing motives (needs ☐ Group discussion on identifying

10

factors influencing

and desires);

needs and desire.

self-motivation

☐ Finding sources of motivation and ☐ Discussion on sources of

inspiration (music, books,

motivation and inspiration.

activities); expansive thoughts;

living ful y in the present moment;

dreaming big.

2.

Describe the basic

☐ Describe the meaning of

☐ Demonstrate the knowledge of

personality traits,

personality.

different personality types.

types and disorders ☐ Describe how personality

influence others.

☐ Describe basic personality traits.

15

☐ Describe common personality

disorders- paranoid, antisocial,

schizoid, borderline, narcissistic,

avoidant, dependent and

obsessive.

Total Duration in Hours 25

Unit 3: Basic ICT Skills

S. Learning Outcome

Theory

Practical

25

No.

(10 Hours)

(15 Hours)

Hrs

1.

Prepare

☐ Introduction to word processing.

☐ List the software and features for

10

documentation

☐ Software packages for word

word processing.

using Word

processing.

☐ Open and exit the word processor.

Processing

☐ Opening and exiting the word

☐ Create a document.

Application

processor.

☐ Edit the text.

☐ Creating a document.

☐ Wrap and align the text.

☐ Saving document.

☐ Change the font type, size, and

☐ Text editing.

face.

☐ Word wrap and alignment.

☐ Insert Header and Footer.

☐ Font size, type and face.

☐ Use Autocorrect option.

☐ Header and Footer.

☐ Assign numbering and bul ets to

☐ Auto Correct.

list items.

☐ Numbering and Bul et.

☐ Create Table.

☐ Creating Table.

☐ Save the document.

☐ Password protection.

☐ Protect the document with

☐ Printing document.

password.

☐ Find and Replace.

☐ Print the document.

☐ Page numbering.

☐ Use Find and Replace.

☐ Saving a document in various

☐ Give page numbering.

formats.

☐ Save the document in various

formats.

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Page|26

Curriculum: Media and Entertainment – Editor

2.

Perform Tabulation ☐ Introduction to spreadsheet

☐ Introduce with the spreadsheet

10

using Spreadsheet

application.

application.

Application

☐ Various spreadsheet applications. ☐ List the spreadsheet applications.

☐ Creating a new worksheet.

☐ Create a new worksheet.

☐ Opening workbook and entering

☐ Open the workbook and enter text.

data.

☐ Resize fonts and styles.

☐ Resizing fonts and styles.

☐ Copy &move the cel data.

☐ Copying and moving.

☐ Sort and Filter the data.

☐ Filter and sorting.

☐ Apply elementary formulas and

☐ Formulas and functions.

functions.

☐ Password protection.

☐ Protect the spreadsheet with

☐ Printing a spreadsheet.

password.

☐ Saving a spreadsheet in various

☐ Print a spreadsheet.

formats.

☐ Save the spreadsheet in various

formats.

3.

Prepare

☐ Introduction to presentation

☐ Explain the features of

05

Presentation using

software .

presentation.

Presentation

☐ Software packages for

☐ List the software packages for

Application

presentation.

presentation.

- ☐ Creating a presentation.

- ☐ Create a new presentation.

- ☐ Entering and editing text.

- ☐ Add a slide to presentation.

- ☐ Adding a slide.

- ☐ Delete a slide.

- ☐ Deleting a slide.

- ☐ Enter and edit text.

- ☐ Formatting text.

- ☐ Format text.

- ☐ Inserting clipart & images.

- ☐ Insert clipart & images.

- ☐ Slide layout.

- ☐ Slide layout.

- ☐ Slide transition and custom

- ☐ Save a presentation.

animation.

- ☐ Print a presentation. document.

- ☐ Saving a presentation.

- ☐ Printing a presentation.

Total Duration in Hours 25

Unit 4: Entrepreneurial Skills – IV

S. Learning Outcome

Theory

Practical

25

No.

(10 Hours)

(15 Hours)

Hrs

1.

Identify the general □ Barriers to becoming

□ Administering self-rating

10

and entrepreneurial

entrepreneur.

questionnaire and score

behavioral

□ Behavioral and entrepreneurial

responses on each of the

competencies

competencies –

competencies.

adaptability/decisiveness,

☐ Col ect smal story/ anecdote of

initiative/perseverance,

prominent successful

interpersonal skil s, organizational

entrepreneurs.

skil s, stress management, valuing ☐ Identify entrepreneurial

service and diversity.

competencies reflected in each

story and connect it to the

definition of behavioral

competencies.

☐ Preparation of competency profile

of students.

2.

Demonstrate the

☐ Entrepreneurial competency in

☐ Games and exercises on

15

knowledge of self-

particular: self-confidence,

changing entrepreneurial behavior

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Page|27

Curriculum: Media and Entertainment – Editor

assessment of

initiative, seeing and acting on

and development of competencies

behavioral

opportunities, concern for quality,

for enhancing self-confidence,

competencies

goal setting and risk taking,

problem solving, goal setting,

problem solving and creativity,

information seeking, team building

systematic planning and

and creativity.

efficiency, information seeking,

persistence, influencing and

negotiating, team building.

Total Duration in Hours 25

Unit 5: Green Skills – IV

S. Learning Outcome

Theory

Practical

15

No.

(05 Hours)

(10 Hours)

Hrs

1.

Identify the role and ☐ Role of green jobs in toxin-free

☐ Listing of green jobs and

15

importance of green

homes.

preparation of posters on green

jobs in different

☐ Green organic gardening, public

job profiles.

sectors

transport and energy

☐ Prepare posters on green jobs.

conservation,

☐ Green jobs in water conservation.

☐ Green jobs in solar and wind

power, waste reduction, reuse and

recycling of wastes,

☐ Green jobs in green tourism

☐ Green jobs in building and

construction.

☐ Green jobs in appropriate

technology.

☐ Role of green jobs in Improving

energy and raw materials use

☐ Role of green jobs in limiting

greenhouse gas emissions

☐ Role of green jobs minimizing

waste and pol ution

☐ Role of green jobs in protecting

and restoring ecosystems

☐ Role of green jobs in support

adaptation to the effects of climate

change

Total Duration in Hours 15

Part B: Vocational Skills

Sn Units

Duration in Hours

1.

Unit 1: Basics of Final Cut Pro (FCP)

100

2.

Unit 2:Video Editing

60

Total Duration

160

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Page|28

Curriculum: Media and Entertainment – Editor

Unit 1: Basics of Final Cut Pro (FCP)

S. Learning Outcome

Theory

Practical

100

No.

(25 Hours)

(75 Hours)

Hrs

1.

Work with the initial ☐ Starting up Final Cut Pro.

☐ Start Final Cut Pro.

10

setup of Final Cut

☐ Working with workflow.

☐ Work with Final Cut Pro workflow.

Pro

☐ Induction with the basic interface. ☐ View Final Cut Pro interface.

☐ Setting up Media files and clips.

☐ Setup Media files and clips.

☐ Managing Events and projects.

☐ Mange Events and projects.

2.

Use shortcut keys

☐ Using keyboard shortcuts and

☐ Keyboard shortcuts and Multi-

10

and gesture in FCP

multi-touch gestures.

Touch gestures.

☐ Customizing keyboard shortcuts. ☐ Customize keyboard shortcuts.

☐ Using and modifying keyboard

☐ View keyboard shortcuts in the

shortcuts in the Command Editor.

Command Editor.

☐ Exporting and importing command ☐ Modify keyboard shortcuts in the

sets in the Command Editor.

☐ Command Editor.

☐ Export and import command sets

in the Command Editor.

3.

Import media

☐ Importing files from different

☐ Import files from different medium. 10

formats.

medium.

☐ Access media on an archive or

☐ Accessing media files from an

disk image.

archive or disk image.

☐ Organize files while importing.

☐ Organizing files while importing.

☐ Import while recording.

☐ Importing files during recording.

☐ Use memory cards and cables.

☐ Using memory cards and cables. ☐ Use media formats supported by

☐ Using media formats supported by

FCP.

FCP.

☐ Import and adjust REDCODE

☐ Importing and adjusting

RAW video file.

REDCODE RAW video files

4.

Organise Media

☐ Inserting Events and clips.

☐ Insert Events and clips.

15

Resources

☐ Organizing events.

☐ Organize events.

☐ Creating a new event.

☐ Create a new event.

☐ Renaming events.

☐ Rename an event.

☐ Merging events.

☐ Merge or split events.

☐ Splitting events.

☐ Copy or move clips between

☐ Copying or dragging clips between

events.

events.

☐ Copy or move events.

☐ Copying or dragging events.

☐ Sort event.

☐ Sorting events.

☐ Delete clips or events.

☐ Deleting clips or events.

☐ Organize clips.

☐ Organizing clips.

☐ View and sort clips.

☐ Reviewing and sorting clips.

☐ Rename clips.

☐ Renaming clips.

☐ Rate clips as Favorite or Rejected.

☐ Differentiating favorite or rejected ☐ Add keywords to clips.

clips through color coding.

☐ Add or edit clip notes.

☐ Adding keywords to clips.

☐ Organize clips by roles.

☐ Adding or editing clip notes.

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Page|29

Curriculum: Media and Entertainment – Editor

☐ Organizing clips by roles.

☐ Find clips in the Event Browser.

☐ Searching clips using the Event

☐ Save searches as Smart

Browser.

Col ections.

☐ Saving searches as Smart

☐ Organize Keyword and Smart

Col ections.

Col ections

☐ Organizing Keyword and Smart

Col ections.

5.

Review and Skim

☐ Basic concepts of reviewing and ☐ Play back media.

10

Media

skim media resources.

☐ Skim media.

☐ Playing back and skimming.

☐ Play back and skim media in the

☐ Applying play back and skim

Event Viewer.

media in the Event Viewer.

☐ View playback on a second

☐ Using second display to view

display.

playback.

☐ View playback on an external

☐ Viewing playback on an external

video monitor.

video monitor.

☐ Background rendering.

☐ Understanding background

rendering.

6.

Create and Manage ☐ Creating a new project.

☐ Create a new project.

10

Projects

☐ Using Preview and open project

☐ Preview and open project.

options.

☐ Modify a project's name and

☐ Modifying a project's name and

properties.

properties.

☐ Organize projects in the Project

☐ Organizing projects in the Project

Library.

Library.

☐ Save projects.

☐ Saving projects.

7.

Edit the project

☐ Editing projects.

☐ Edit overview.

10

using moderate

☐ Selecting clips and name ranges. ☐ Select clips and ranges.

level, selection,

navigational and

☐ Adding and removing clips.

☐ Add and remove clips.

corrective tools

☐ Arranging clips in the Time-line.

☐ Arrange clips in the Timeline.

☐ Using Cut and trim tools.

☐ Cut and trim clips.

☐ Using Navigation tools.

☐ View and navigate.

☐ Working with markers.

☐ Work with markers.

☐ Correcting excessive shake and ☐ Correct excessive shake and

rol ing shutter issues.

rol ing shutter issues.

8.

Use and edit audio ☐ Supported Audio Format.

☐ Add Audio.

10

resources in FCP.

☐ Editing Audio basics.

☐ Edit audio clips or audio

☐ Adding Audio resources.

components.

☐ Editing audio clips or audio

☐ Add and adjust audio effects.

components.

☐ Audio tools and techniques.

☐ Adding/adjusting audio effects.

☐ Using audio tools &techniques.

9.

Add transitions,

☐ Using Transitions, titles, effects.

☐ Demonstrate a practical to:

10

titles, effects, and

☐ Using generators.

☐ Add and adjust transitions.

generators

☐ Using 205 Add and adjust

☐ Add and adjust titles.

transitions.

☐ Adjust built-in effects.

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Page|30

Curriculum: Media and Entertainment – Editor

☐ Adding and adjust titles.

☐ Add and adjust clip effects.

☐ Adjusting built-in effects.

☐ Add generators.

☐ Adding and adjust clip effects.

☐ Use onscreen controls.

☐ Adding generators.

☐ Use the Video Animation Editor.

☐ Using themes.

☐ Using onscreen controls.

☐ Using the Video Animation Editor.

10. Render the project

☐ Various concepts, constructs and ☐ Demonstrate a practical to:

05

and export Media.

processes pertaining to exporting ☐ Render the complete project

of media elements.

before exporting.

☐ Rendering the complete project

☐ Set up the export properties.

before exporting.

☐

☐

Export the project in the required

Setting up the export properties.

video format.

□ Exporting the project in the

required video format.

Total Duration in Hours 100

Unit 2: Video Editing

S. Learning Outcome

Theory

Practical

60

No.

(10 Hours)

(50 Hours)

Hrs

1.

Edit a drama / film

□ Editing style of a drama / short

□ Practice to edit the drama or film

20

film.

☐ Edit a given drama / film.

☐ How to work with different formats,

types and genre of videos.

2.

Edit a commercial

☐ Editing style of a commercial

☐ Practice to edit the commercial

20

video.

video.

video.

☐ How to work with different formats, ☐ Edit a given commercial video.

types and genre of videos.

3.

Edit a documentary. ☐ Editing a documentary type of

☐ Practice to edit the documentary.

20

video.

☐ Edit a given documentary.

☐ How to work with different formats,

types and genre of videos.

4.

Edit a music video.

☐ Editing a music type of video.

☐ Practice to edit the music video.

20

☐ Editing style of music video.

☐ Edit a given music video.

☐ How to work with different formats,

types and genre of videos.

Total Duration in Hours 80

6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a Photo studio Or Animation House or Advertising Company or Screen Printing Firm and observe the fol owing: Location, Staff Skil s, Equipment, Office Rules & Regulations, and Final Produced Output. During the visit, students should obtain the MAXIMUM information from the owner or the supervisor of the Facility:

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Page|31

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☐

Business Growth

☐

New Recruitment Plans

☐

Basic Salary Offered

☐

Skil s Sets Required

☐

Growth in career

☐

Sale procedure

☐

Manpower engaged

☐

Total expenditure of The Firm

☐

Further Important Information

7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

1.

Courseware Elaborated Software

2.

Necessarily Configured Computer

3.

Digital Camera- Accessories with Scanner or Phone with Camera.

4.

Laptop, white board, marker, projector, editing Software (Avid, Final Cut Pro, Aftereffects, Quantel, Smoke, Flame, 3DS Max and sound cleaning software etc.)

8. VOCATIONAL TEACHER'S/TRAINER'S QUALIFICATION

Qualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as fol ows:

S.No. Qualification

Minimum Competencies

Age Limit

1

Bachelor of Engineering / Technology in The candidate should have a 18-37 years (as on Computer Science / Information Technology minimum of 3 years of work Jan. 01 (year)) **OR** Master of Computer Science **OR** Master experience in Digital Arts and of Computer Application **OR** Master of Graphics Designing. S/He Age relaxation

to be Information Technology **OR** DOEACC B Level should be able to communicate provided as per

Certificate. Additional y should have done in English and local language. Govt. rules

diploma or certificate course in **Editor**.

S/He should have knowledge

of equipment, tools, material,

Safety, Health & Hygiene.

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of Rashtriya Madhyamik Shiksha *Abhiyan* (RMSA). They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the fol owing ways: (i)

directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education(PSSCIVE), NCERT or the respective Sector Skil Council(SSC) **OR**

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Page|32

Curriculum: Media and Entertainment – Editor

(ii)

Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skil Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

The National Quality Assurance Framework (NQAF) provides the benchmarks or quality

criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skil s activities. This is applicable to al organizations offering NSQF-compliant qualifications.

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being

delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skil Council for the particular Qualification Pack/Job role which he wil be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is fol owed. The selection procedure should consist of the fol owing:

(i)

Written test for the technical/domain specific knowledge related to the sector;

(ii)

Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and

(iii)

Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

(i)

Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;

(ii)

Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;

(iii)

Make effective use of learning aids and ICT tools during the classroom sessions;

(iv)

Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;

(v)

Work with the institution's management to organise skil demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces; (vi)

Identify the weaknesses of students and assist them in up-gradation of competency;

(vii)

Cater to different learning styles and level of ability of students;

(viii) Assess the learning needs and abilities, when working with students with different abilities (ix)

Identify any additional

support the student may need and help to make special arrangements for

that support;

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Page|33

Curriculum: Media and Entertainment – Editor

(x)

Provide placement assistance

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annual y. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodical y to ensure the quality of the Vocational Teachers/Trainers. Fol owing parameters may be considered during the appraisal process:

1.

Participation in guidance and counsel ing activities conducted at Institutional, District and State level; 2.

Adoption of innovative teaching and training methods;

3.

Improvement in result of vocational students of Class X or Class XII;

4.

Continuous up-gradation of knowledge and skil s related to the vocational pedagogy, communication skil s and vocational subject;

5.

Membership of professional society at District, State, Regional, National and International level; 6.

Development of teaching-learning materials in the subject area;

7.

Efforts made in developing linkages with the Industry/Establishments;

8.

Efforts made towards involving the local community in Vocational Education

9.

Publication of papers in National and International Journals;

10.

Organisation of activities for promotion of vocational subjects;

11.

Involvement in placement of students/student support services.

9. LIST OF CONTRIBUTORS

Dr. Dipak D. Shudhalwar, Associate Professor (CSE), Department of Engineering and Technology, PSS

Central Institute of Vocational Education (PSSCIVE), Shyamla Hil s, Bhopal – 462 002, M.P., India, Email:

dds.ncert@nic.in, dipakds@yahoo.com

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Page|34

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EDUCATION

Shyamla Hills, Bhopal – 462 002, M.P., India

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Page|35

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