

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Texturing Artist
(QUALIFICATION PACK: Ref. Id. MES/Q2503)
SECTOR: Media and Entertainment

Classes 9 and 10

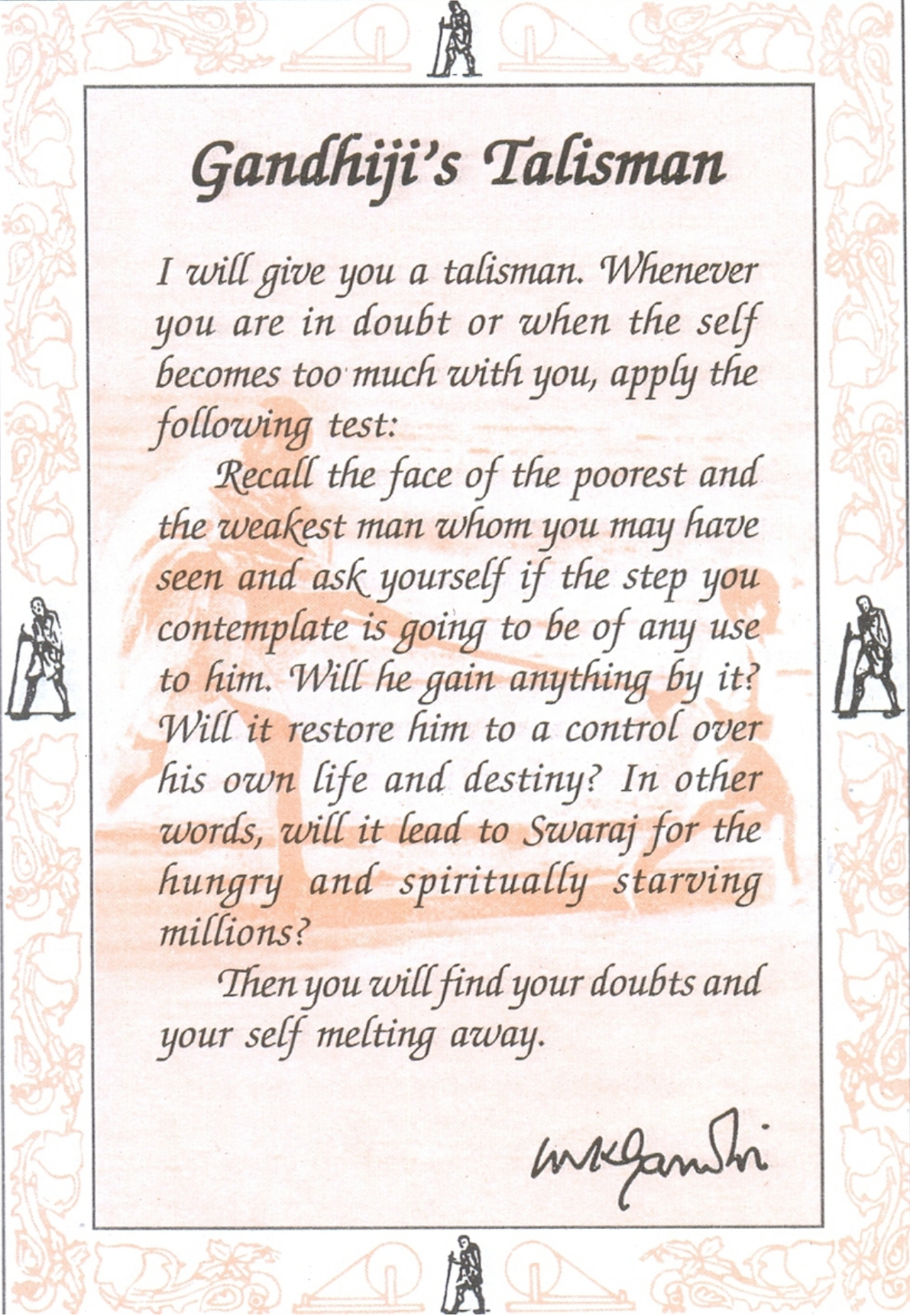


**PSS CENTRAL INSTITUTE OF VOCATIONAL
EDUCATION**

(a constituent unit of NCERT, under MHRD, Government of India)



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

<http://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 VOCATIONAL CURRICULUM

Media and Entertainment – Texturing Artist

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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 learning outcome 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 Texturing Artist. The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills 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 will 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 will be of

immense value to us in bringing about further improvement in this document.

HRUSHIKESH

SENAPATY

Director

National Council of Education Research and 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 equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skilled 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 skilled 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 skill demands of the industry.

The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE 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 all 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 modular curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) of MHRD.

(ii)

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall 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 will 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 will prove useful in turning out more competent Indian workforce for the 21st Century.

RAJESH P. KHAMBAYAT

Joint Director

PSS Central Institute of Vocational Education

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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 learning outcome based curricula.

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of RMSA, MHRD, RMSA Cel at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC) and Media and Entertainment Skill Council of India (M&ESCI) for their academic support and cooperation.

We are grateful to the course coordinator Vinay Swarup Mehrotra for his untiring efforts and contributions in the development of this learning outcome based curriculum. The contributions of Kunjesh Shrivastava, Head of Department, Multimedia Centre, Centre for Research and Industrial Staff Performance (CRISP), Bhopal is thankfully 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 Cell (PPMC) and Dipak Shudhalwar, Associate Professor, Department of Engineering & Technology,

PSSCIVE in the development of the curriculum for employability skills are duly acknowledged.

The assistance provided by Sunita Koli, Computer Operator Grade III, Piyush Deorankar, Computer Operator (on contract) and Ishrat Khan, Computer Operator (on contract) in typing and composing of the material is duly acknowledged.

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Media and Entertainment – Texturing Artist

Texturing Artists also known as a Shading Artists use variety of software, platforms, and environments to create textures for environments, characters, objects, and props for animated films, television shows, and video games. Individuals at this job are responsible to add textures to models to create photorealistic models that can be used for animation and adding shade to the artwork. This job requires the individual to create textures using software such as Autodesk Maya, 3D Studio Max, Mud Box and brush. The individual should also have a good understanding of the principles of colour theory, photography, multi-pass rendering and lighting. Texture artist works in animation studios, film and video production studios, game production companies, web design companies, graphic design firms, advertising firms, mobile technology companies, etc.

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

- ▶ Apply effective oral and written communication skills to interact with people and customers;
- ▶ Identify the principal components of a computer system;
- ▶ Demonstrate the basic skills of using computer;
- ▶ Demonstrate self-management skills;
- ▶ Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- ▶ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- ▶ Demonstrate the knowledge of basics of colour theory
- ▶ Demonstrate the knowledge of fundamentals of digital design
- ▶ Demonstrate the knowledge of composition and lighting for photography

Describe surfaces and materials

- ▶ Explain the essentials of 3D Modeling Describe the fundamental concepts of shading and texturing
- ▶ Explain the basic concepts on texturing in Photoshop

Describe the basic concept of shading and lighting

- ▶ Describe the basic concept of rendering
- ▶ Recognize the benefits of great customer service;

- ▶ Provide customers necessary information appropriately and systematically;
- ▶ Use techniques to provide services based on customer's needs and wants;

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

COURSE LEVEL: This is a beginner level course. On completion of this course, a student can take up an Intermediate level course for a job role in Media and Entertainment, such as Animator in Class XI and Class XII.

COURSE DURATION:

400 hrs

Class 9 : 200 hrs

Class 10 : 200 hrs

Total : 400 hrs

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 9 and 10 opting for vocational subject along with

general education subjects. The unit-wise distribution of hours and marks for Class 9 is as follows:

CLASS 9			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – I	20	10
	Unit 2: Self-management Skills – I	10	
	Unit 3: Information and Communication Technology Skills – I	20	
	Unit 4: Entrepreneurial Skills – I	15	
	Unit 5: Green Skills – I	10	
	Total	75	10
Part B	Vocational Skills		
	Unit 1: Colour Theory	35	30
	Unit 2: Digital Design	30	
	Unit 3: Composition and Lighting of Photography	30	
	Total	95	30
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/ Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
Part E	Continuous and Comprehensive Evaluation (CCE)	05	10
	Total	05	10

The unit-wise distribution of hours and marks for Class 10 is as follows:

CLASS 10			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – II	20	10
	Unit 2: Self-management Skills – II	10	
	Unit 3: Information and Communication Technology Skills – II	20	
	Unit 4: Entrepreneurial Skills – II	15	
	Unit 5: Green Skills – II	10	
	Total	75	10
Part B	Vocational Skills		

	Unit 1: Surfaces and Materials	30	30
	Unit 2: Shading and Texturing	30	
	Unit 3: Texturing in Photoshop and Autodesk MAYA	35	
	Total	95	30
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/ Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
Part E	Continuous and Comprehensive Evaluation (CCE)	05	10
	Total	05	10

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, followed 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, skills 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 collection 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. ASSESSMENT AND CERTIFICATION

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

The National skills 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 skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills 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 all 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 shall 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

It allows 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, subject experts from university/colleges or industry. The respective Sector skill 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 follows:

Duration: 3 hrs

Maximum Mark: 30

S.No.	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	1	1	05
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	1	0	02
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	3x1=3	6x2=12	5x3=15	30 (14 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills 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 will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills 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 skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will 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 skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills 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 periodically 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 followed by a small-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.

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 allows candidates to demonstrate communication skills 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 voce should 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 all 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 followed by the Institutions.

5. UNIT CONTENTS

CLASS 9

Part A: Employability Skills

S.No.	Units	Duration (Hrs)
1.	Communication Skills - I	20
2.	Self-management Skills - I	10
3.	Information and Communication Technology Skills-I	20
4.	Entrepreneurial Skills - I	15
5.	Green Skills - I	10
	Total	75

Unit 1: Communication Skills - I			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 Hrs)
1. Demonstrate knowledge of various methods of communication	1. Methods of communication <ul style="list-style-type: none"> - Verbal - Non-verbal - Visual 	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
2. Identify elements of communication cycle	1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle– (i) sender, (ii) ideas, (iii) encoding, (iv) communication channel, (v) receiver, (vi) decoding, and (vii) feedback	1. Draw a diagram of communication cycle 2. Role plays on communication process related to the sector/job role	05
3. Identify the factors affecting our perspectives in communication	1. Perspectives in communication 2. Factors affecting perspectives in communication <ul style="list-style-type: none"> - Visual perception - Language - Past experience - Prejudices - Feelings - Environment 	1. Group discussion on factors affecting perspectives in communication 2. Sharing of experiences on factors affecting perspectives 3. Sharing experiences on factors affecting communication at workplace	05
4. Demonstrate the knowledge of basic writing skills	1. Writing skills related to the following: <ul style="list-style-type: none"> • Phrases • Kinds of sentences • Parts of sentence • Parts of speech • Use of articles • Construction of a paragraph 	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05
Total			20

Unit 2: Self-management Skills – I			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 Hrs)
1. Describe the meaning and importance of self-management	1. Meaning of self-management 2. Positive results of self-management 3. Self-management skills	1. Identification of self-management skills 2. Strength and weakness analysis	05
2. Identify the factors that helps in building self-confidence	a.i.1. Factors that help in building self-confidence – social, cultural, and physical factors a.i.2. Self-confidence building tips – getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc.	1. Role play exercises on building self-confidence 2. Use of positive metaphors/ words 3. Positive stroking on wakeup and before going bed 4. Helping others and working for community	05
Total			10

Unit 3: Information and Communication Technology Skills – I			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 Hrs)
1. Describe the role of Information and Communication Technology (ICT) in day-to-day life and workplace	<ol style="list-style-type: none"> 1. Introduction to ICT 2. Role and importance of ICT in personal life and at workplace 3. ICT in our daily life (examples) 4. ICT tools - Mobile, tab, radio, TV, email, etc. 	<ol style="list-style-type: none"> 1. Discussion on the role and importance of ICT in personal life and at workplace. 2. Preparing posters / collages for showing the role of ICT at workplace 	04
2. Identify components of basic computer system and their functions	<ol style="list-style-type: none"> 1. Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory(RAM) and Read Only Memory(ROM) 4. Role and functions of Central Processing Unit 5. Procedure for starting and shutting down a computer 	<ol style="list-style-type: none"> 1. Connecting the cables and peripherals to the Central Processing Unit 2. Starting and shutting down a computer 3. Group discussion on the various aspects of hardware and software 	07
3. Demonstrate use of various components and peripherals of computer system	<ol style="list-style-type: none"> 1. Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system 	<ol style="list-style-type: none"> 1. Identification of various parts and peripherals of a computer 2. Demonstration and practice on the use 	05

Unit 3: Information and Communication Technology Skills – I			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 Hrs)
		of mouse 3. Demonstration and practice on the use of keyboard 4. Demonstration of the uses of printers, webcams, scanner and other peripheral devices 5. Drawing diagram of computer system and labelling it	
4. Demonstrate basic computer skills	1. Primary operations on a computer system – input, process, storage, output, communication networking, etc.	1. Identification of the various input and output units and explanation of their purposes	04
Total			20

Unit 4: Entrepreneurial Skills - I			
Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 Hrs)
1. Identify various types of business activities	1. Types of businesses – service, manufacturing, hybrid 2. Types of businesses found in our community 3. Business activities around us	1. Prepare posters of business activities found in cities/villages, using pictures 2. Discuss the various types of activities, generally adopted by small businesses in a local community 3. Best out of waste 4. Costing of the product made out of waste 5. Selling of items made from waste materials 6. Prepare list of businesses that provides goods and services in exchange for money	09
2. <i>Demonstrate the knowledge of distinguishing characteristics of entrepreneurship</i>	1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of entrepreneurship	1. Prepare charts showing advantages of entrepreneurship over wages 2. Group discussions on role and features of entrepreneurship 3. Lectures/presentations by entrepreneurs on their experiences and success stories 4. Identify core skills of successful entrepreneur	06
Total			15

Unit 5: Green Skills - I			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 Hrs)
1. Demonstrated the knowledge of the factors influencing natural resource conservation	1. Introduction to environment, 2. Relationship between society and environment, ecosystem and factors causing imbalance 3. Natural resource conservation 4. Environment protection and conservation	1. Group discussion on hazards of deteriorating environment 2. Prepare posters showing environment conservation 3. Discussion on various factors that influence our environment	05
2. Describe the importance of green economy and green skills	1. Definition of green economy 2. Importance of green economy	1. Discussion on the benefits of green skills and importance of green economy 2. Prepare a Poster showing the importance of green economy with the help of newspaper/ magazine cuttings	05
Total			10

Part B: Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Colour Theory	35
2.	Digital Design	30
3.	Composition and Lighting for Photography	30
Total		95

Unit 1: Colour Theory			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Duration (35 Hrs)
1. Identify the principles for using colour theory	1. Principles of colour theory 2. Different terms of colours, available on texturing software	1. Demonstration of colour abstraction	10
2. Demonstrate the use of artistic colour wheel	1. The types of colour wheels 2. Types of colours	1. Identification of the primary, secondary and tertiary colours 2. Demonstration of using artistic colour wheel	09
3. Demonstrate the use of digital wheel colour	1. Digital colour wheel 2. Print media colour wheel 3. Transparency and (Alpha) X- Channel for background	1. Identification of primary and secondary colours of RGB and CMYK colour wheel 2. Identification of additive and subtractive colour 3. Demonstration of creating	07

	transparency	background transparency with and without (Alpha) X-Channel in Adobe Photoshop	
4. Describe the RGB display mechanism	1. Pixel 2. Resolution	1. Demonstration of the cutaway rendering of a colour CRT 2. Demonstration of RGB display mechanism	06
5. Use different colours schemes	1. Analogous, monochromatic and complementary colour schemes 2. Colour harmony	1. Demonstration of the use of warm and cool colours, colour temperature 2. Classification of different colour schemes	03
Total			35

Unit 2: Digital Design			
Learning Outcome	Theory (11 Hrs)	Practical (19 Hrs)	Duration (30 Hrs)
1. Demonstrate the use of Adobe Photoshop	1. Workspace of Adobe Photoshop 2. Interface of Adobe Photoshop	1. Demonstration of customizing the workspace of Photoshop	10
2. Demonstrate the use of different drawing and painting tools	1. Selection and manipulation of tools 2. Painting and retouching tools 3. Text and shape tools	1. Draw paint tool for any specific design 2. Draw the desired shape using appropriate drawing tool 3. Paint desired shape using appropriate drawing tool	05
3. Describe the use of colour correction	1. Advantage of histogram in colour correction, colour curve, Hue and saturation 2. Colour balance and variations	1. Show the use of colour balance, variation and photo filter 2. Demonstration of adjusting highlight and shadow of the image 3. Demonstration of setting up of mid tone of the scanned graphics for colour correction in texture and Motifs	04
4. Identify the steps for Digital Painting and Matte Painting	1. Steps of digital painting 2. Process and purpose of matte painting	1. Paint a shape using Digital Painting 2. Paint a shape using Matte Painting 3. Demonstration of the use of brush pallet	04
5. Use different blending modes	1. Use of blending modes 2. Blending modes: (i) Multiply (ii) Screen (iii) Overlay (iv) Various other modes	1. Demonstration of the use of various blending modes 2. Tabulate and identify difference between various blending modes and their use in texture designing	03
6. Describe various colour modes	1. Various colour modes - RGB, CMYK Grey Scale, Bitmap and	1. Demonstration of the use of the following colour modes: • Index	04

	Index colour Modes	<ul style="list-style-type: none"> • Grey scale • Bitmap • RGB • CMYK 2. Tabulation of the difference between various colour modes 3. Use of RGB for texturing of objects and models	
Total			30

Unit 3: Composition and Lighting for Photography			
Learning Outcome	Theory (10 Hrs)	Practical (20 hrs)	Duration (30 Hrs)
1. Describe composition-1	1. Purpose of Composition 2. Rule of third and balancing element 3. Golden Point Rule	1. Demonstration of the knowledge of the following: (i) Leading lines (ii) Symmetry (iii) Patterns (iv) Viewpoint	10
2. Demonstrate composition-2	1. Use of background and depth 2. Framing and cropping 3. Use of CRAP Designing Technique for Pattern and Textures: C- Contrast, R- Repetition, A- Alignment, P- Proximity in lines, colours, fonts and shapes	1. Demonstration of performing experiment with the photographs 2. Demonstration of the process of framing and cropping 3. Implement CRAP techniques and design 5-6 pattern of textures	08
4. Use effective lighting for photography-1	1. Significance and importance of lighting in photography 2. Main objectives of lighting in photography 3. Key Light 4. Fill Light 5. High Light 6. Back Light	1. Demonstration of the lighting which can affect the quality of photography 2. Demonstration of effect of different colours of lights in photography	06
5. Use effective lighting for photography-2	1. Side lighting or fill lighting 2. Diffuse lighting, rim lighting and spotlighting 3. One point, 2 point, 3 point and 4 point lighting in studio 4. Chroma background (Green-Screen) Photography 5. Digital photography using RAW file format	1. Identification of types of lighting and their effect in photography 2. Preparation of a chart showing different types of lighting and their effects on photography 3. Digital Photo Editing- retouching, composing, manipulating .RAW file, removing Green Screen for Background Transparency in	05

		Adobe Photoshop	
Total			30

CLASS 10

Part A - Employability Skills

S.No.	Units	Duration (Hrs)
1.	Communication Skills – II	20
2.	Self-management Skills - II	10
3.	Information and Communication Technology Skills – II	20
4.	Entrepreneurial Skills – II	15
5.	Green Skills - II	10
	Total	75

Unit 1: Communication Skills - II			
Learning Outcome	Theory (12 hrs)	Practical (08 hrs)	Duration (20 Hrs)
1. Demonstrate knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
3. Provide descriptive and specific feedback	1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback	1. Constructing sentences for providing descriptive and specific feedback	03
3. Apply measures to overcome barriers in communication	1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	1. Enlisting barriers to effective communication 2. Applying measures to overcome barriers in communication	04
4. Apply principles of communication	1. Principles of effective communication 2. 7 Cs of effective communication	1. Constructing sentences that convey all facts required by the receiver 2. Expressing in a manner that shows respect to the receiver of the message	03

Unit 1: Communication Skills - II			
Learning Outcome	Theory (12 hrs)	Practical (08 hrs)	Duration (20 Hrs)
		3. Exercises and games on applying 7Cs of effective communication	
5. Demonstrate basic writing skills	2. Writing skills to the following: <ul style="list-style-type: none"> • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05
Total			20

Unit 2: Self-management Skills - II			
Learning Outcome	Theory (05 hrs)	Practical (05 hrs)	Duration (10 Hrs)
1. Apply stress management techniques	1. Meaning and importance of stress management 2. Stress management techniques – physical exercise, yoga, meditation 3. Enjoying, going to vacations and holidays with family and friends 4. Taking nature walks	1. Exercises on stress management techniques – yoga, meditation, physical exercises 2. Preparing a write-up on an essay on experiences during a holiday trip	06
3. Demonstrate the ability to work independently	1. Importance of the ability to work independently 2. Describe the types of self-awareness 3. Describe the meaning of self-motivation and self-regulation	1. Demonstration on working independently 2. goals 3. Planning of an activity 4. Executing tasks in a specific period, with no help or directives 5. Demonstration on the qualities required for working independently	04
Total			10

Unit 3: Information and Communication Technology Skills – II			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 Hrs)
1. Distinguish between different operating systems	1. Classes of operating systems 2. Menu, icons and task bar on the desktop 3. File concept, file operations, file	1. Identification of task bar, icons, menu, etc. 2. Demonstration and practicing of creating, renaming and deleting files and folders,	17

Unit 3: Information and Communication Technology Skills – II			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 Hrs)
	organization, directory structures, and file-system structures 4. Creating and managing files and folders	saving files in folders and sub-folders, restoring files and folders from recycle bin	
2. Apply basic skills for care and maintenance of computer	1. Importance and need of care and maintenance of computer - Cleaning computer components - Preparing maintenance schedule - Protecting computer against viruses - Scanning and cleaning viruses and removing SPAM files, temporary files and folders	1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software	03
Total			20

Unit 4: Entrepreneurial Skills - II			
Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 Hrs)
1. List the characteristics of successful entrepreneur	1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option	1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs 3. Listing the entrepreneurial qualities – analysis of strength and weaknesses 4. Group discussion of self-qualities that students feel are needed to become successful entrepreneur 5. Collect information and related data for a business 6. Make a plan in team for setting up a business	15
Total			15

Unit 5: Green Skills - II			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 Hrs)
1. Demonstrate the knowledge of importance,	1. Definition of sustainable development	1. Identify the problem related to sustainable development in the community	10

problems and solutions related to sustainable development	2. Importance of sustainable development 3. Problems related to sustainable development	2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values 4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.	
Total			10

Part B–Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Surfaces and Materials	30
2.	Shading and Texturing	30
3.	Texturing in Photoshop and Autodesk MAYA	35
	Total	95

Unit 1: Surfaces and Materials			
Learning Outcome	Theory (12 Hrs)	Practical (18 Hrs)	Duration (30 Hrs)
1. Identify the characteristics of the real life surfaces	1. Real life surfaces in the context of texturing	1. Demonstration of characteristics of real life surfaces	10
2. Describe the various 3D surfaces and material	1. 3D surfaces and material in the context of texturing	1. Demonstration of the characteristics of real 3D surfaces and material	07
3. Identify the properties of the surface and material	1. Properties of surfaces and material in the context of texturing	1. Explanation of the properties of material and their effect on texturing	05
4. Explain the effect of lighting conditions on surfaces	1. Reaction of surfaces to varying lighting conditions	1. Demonstration of effects of lighting conditions on different surfaces	08
Total			30

Unit 2: Shading and Texturing			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Duration (30 Hrs)
1. Identify surface shading properties	1. Types of surface shading properties	1. Differentiation of colour and transparency, specular and reflection	06
2. Describe Maya material	1. Surface, displacement and volumetric materials	1. Explanation of the Maya material 2. Demonstration of double side shaded surface, layer texture and layer shader	12
3. Describe assigning and creation material	1. Creation and assigning materials by the use of hyper shade in MAYA or 3 Ds MAX	1. Demonstration of texturing using hyper shade in MAYA 2. Assigning separate material to a group of faces	06
4. Describe various texture maps	1. Realistic texturing	1. Demonstration of the use of texturing maps	04
5. Describe shading network	1. Shading network in MAYA	1. Demonstration of the use of shading network in MAYA	02
Total			30

Unit 3: Texturing in Photoshop and Autodesk MAYA			
Learning Outcome	Theory (15 Hrs)	Practical (20 Hrs)	Duration (35 Hrs)
1. Create colour map	<ol style="list-style-type: none"> 1. Process of creating diffuse map in photoshop 2. Un rapping the 3D Polygon Object 	<ol style="list-style-type: none"> 1. Differentiation of pixels and resolution 2. Demonstration of creating diffuse map 	10
2. Create bump map and use desaturate command	<ol style="list-style-type: none"> 1. Creating bump in MAYA map in MAYA 2. Use of desaturate command and high pass filter 	<ol style="list-style-type: none"> 1. Demonstration of the process to desaturate and high pass filter 	12
3. Create specular map	<ol style="list-style-type: none"> 1. Use of specular maps 2. Process of creating specular maps in photoshop and MAYA 3. Export the UV map to Adobe Phtoshop and paint the Texture on UV map 4. Return to MAYA and observe the Texture on 3D objects 	<ol style="list-style-type: none"> 1. Demonstration of texturing using hyper shade 2. Assignment of separate material to a group of faces 	07
4. Demonstrate knowledge of creating seamless textures	<ol style="list-style-type: none"> 1. Diffuse and opacity map, specular, reflection and glow map, hump, normal and displacement map 	<ol style="list-style-type: none"> 1. Demonstration of the process of displacement, normal, bump map, reflection, specular and glow map 2. Create textured and painted 3D object, like Pen, Pencil, Chair, House, Tree, Human Face, Human Body in MAYA 	06
Total			35

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 News channel's Motion Graphics Studio where 3D digital studios and 3D Backgrounds are designed for New Room Anchors.

Visit a Film Production studio with Chroma Background and observe following:

1. Creation of Computer Generated Graphics
2. Removing of chroma (Green Background) behind anchor or News Reader :Replacing it with a new 3D Virtual Set, Video Backgrounds
3. Composing Work
4. Colour Correction
5. Lighting

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. Drawing sheets
10. Non-Photo Blue Pencils
2. Computer System
11. Drawing Pencil Sets
3. Printer
12. 3-Hole Punched Paper

4. Scanner
13. Art Gum Eraser
5. Local Area Network (LAN)
14. Cells/Transparencies
6. Internet Connection
15. Paints
7. Whiteboard
16. Brushes
8. Marker/Chalk
17. Water colours, Markers, and Pastels
9. Demonstration Charts

8. VOCATIONAL TEACHER'S/ TRAINER'S

QUALIFICATION AND GUIDELINES

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 follows:

S.No	Qualification	Minimum Competencies	Age Limit
1.	Graduate in any stream from a reputed Institute / organization with at least 1 year experience in the Media and Entertainment industry, preferably in	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills 	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules

	animation production as texturing artist		
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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 following 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 skillCouncil(SSC)

OR

(ii)

through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National skill 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 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 skill Council for the particular Qualification Pack/Job role which he will 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 followed. The selection procedure should consist of the following:

(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 skill 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 upgradation of competency;

(vi) 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;

(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 annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

1.Participation in guidance and counselling 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 upgradation of knowledge and skills related to the vocational pedagogy, communication skills 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

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Document Outline

[COURSE TITLE: Media and Entertainment – Texturing Artist](#)