

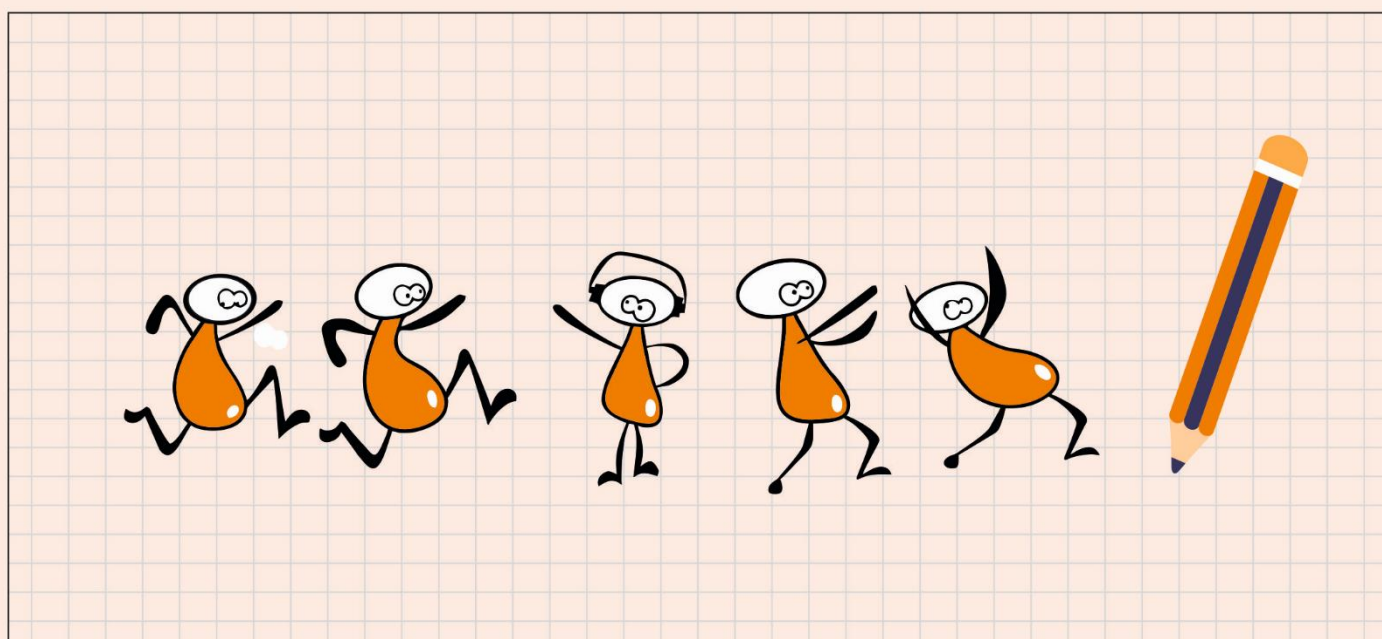
LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE : CHARACTER DESIGNER

(QUALIFICATION PACK CODE: MES/Q0502)

SECTOR: MEDIA AND ENTERTAINMENT

Grades 11 and 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(a constituent unit of NCERT, under Ministry of Education,
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

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: CHARACTER DESIGNER

QUALIFICATION PACK CODE: MES/Q0502

SECTOR: MEDIA AND ENTERTAINMENT

Grades 11 and 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(a constituent unit of NCERT, under Ministry of Education, Government of India)
Shyamla Hills, Bhopal- 462 002, M.P., India

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Character Designer

January, 2023

© PSSCIVE, 2023

<http://www.psscive.ac.in>

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being used by the purchaser of the work.

The views and opinions expressed in this publication are those of the contributors/ authors and do not necessarily reflect the views and policies of PSS Central Institute of Vocational Education, Bhopal. The PSSCIVE does not guarantee the accuracy of the data included in this publication and accepts no responsibility for any consequence of their use.

Published by:

Joint Director
PSS Central Institute of Vocational
Education, NCERT, Shyamla Hills,
Bhopal



PATRONS

Dr Dinesh Prasad Saklani

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

Dr Deepak Paliwal

Joint Director
PSS Central Institute of Vocational
Education, Bhopal

COURSE COORDINATOR

Dr Vinay Swarup Mehrotra

Professor & Head
Curriculum Development and
Evaluation Centre (CDEC) and
Centre for International
Relationship, PSS Central Institute
of Vocational Education, 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 education to open pathways of career progression for students. The curriculum has been developed for the vocational education programme introduced under the Centrally Sponsored Scheme of *Samagra Shiksha* of the Ministry of Education (erstwhile, Ministry of Human Resource Development) and is aligned to the National Skill Qualification Framework (NSQF). The curricula for vocational courses are being developed under the project approved by the Project Approval Board (PAB) of '*Samagra Shiksha*', which is an overarching programme for the school education sector extending from pre-school to Grade 12.

It is a matter of great pleasure to introduce this learning outcome-based curriculum as part of the vocational education and training package for the job role/vocational subject of "Character Designer". The curriculum has been developed for the secondary students of Grades 11 and 12 and is aligned to the National Occupation Standards (NOSs) for the job role. 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 skill needs. The teaching-learning is to be done through interactive sessions in classrooms, practical activities in laboratories or workshops, projects, field visits, etc. and professional experience is to be provided through on-the-job training.

The curriculum has been developed and reviewed by a group of experts and their contributions are duly 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.

DINESH PRASAD SAKLANI
Director
National Council of Education Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth is 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. In order to fulfil the growing aspirations of our youth and the demand for a skilled human resource, the Ministry of Education, Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of School Education under *Samagra Shiksha*. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted with the responsibility of developing learning outcome-based curricula, student textbooks and e-learning materials for the job roles in various sectors.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs 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. In order to honour its commitment to the nation, the PSSCIVE is developing learning outcome-based curricula with the involvement of faculty members and leading experts in the field. It is being done through the concerted efforts of leading academicians, professionals, policymakers, partner institutions, Vocational Education and Training (VET) 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. 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.

The success of this curriculum depends upon its effective implementation, and it is expected that the managers of vocational education programme, vocational educators, vocational teachers/trainers, and other stakeholders will make earnest efforts to provide better facilities, develop linkages with the industry and foster a conducive learning environment for effectively transacting the curriculum and to achieve the learning outcomes as per the content of the curriculum document.

DEEPAK PALIWAL
Joint Director
PSS Central Institute of Vocational Education

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 *Samagra Shiksha* and the officials of the Ministry of Education (MoE), Government of India for the financial support to the project for development of learning outcome-based curricula.

We are grateful to the Director, National Council of Educational Research and Training (NCERT) for his support and guidance. We also acknowledge the contributions of our colleagues at the NCERT, National Council for Vocational Education and Training (NCVET), National Skill Development Corporation (NSDC) and Media and Entertainment Skills Council (MESCC) for their academic support and cooperation.

We are grateful to Prof. Vinay Swarup Mehrotra, Course Coordinator for his untiring efforts and contribution to the development of this learning outcome-based curriculum.

The contributions of the experts and the editorial support provided by Mrs. Shubha Misra, Assistant Professor in Education (Contractual), and Ms Akansha Dubey, Assistant Editor at PSSCIVE, are appreciated and acknowledged.

CONTENTS

S.No.	Title	Page No.
	Foreword	(i)
	Preface	(ii)
	Acknowledgement	(iii)
1.	Course Overview	1
2.	Scheme of Units and Assessment	2
3.	Teaching/Training Activities	3
4.	Assessment and Certification	4
5.	Unit Contents	
	GRADE 11	
	Part A	Employability Skills
		Unit 1: Communication Skills – III
		7
		Unit 2: Self-management Skills – III
		9
		Unit 3: Information and Communication Technology Skills – III
		11
		Unit 4: Entrepreneurial Skills – III
		12
		Unit 5: Green Skills – III
		13
	Part B	Vocational Skills
		Unit 1: Introduction to Character Designing
		14
		Unit 2: Elements of Character Designing
		17
		Unit 3: Process of 2D and 3D Character Designing
		19
	GRADE 12	
	Part A	Employability Skills
		Unit 1: Communication Skills – IV
		20
		Unit 2: Self-management Skills – IV
		21
		Unit 3: Information and Communication Technology Skills – IV
		21
		Unit 4: Entrepreneurial Skills – IV
		23
		Unit 5: Green Skills – IV
		24
	Part B	Vocational Skills
		Unit 1: Props and Accessories for Character Designing
		25
		Unit 2: Adapting Character Design for Genres
		26
		Unit 3: Creating Human Characters
		27
		Unit 4: Planning a Character Designing Project
		28
6.	Organisation of Field Visits	29
7.	List of Equipment and Material	30
8.	Vocational Teacher's/Trainer's Qualification and Guidelines	31
9.	List of Contributors	33

1. COURSE OVERVIEW

COURSE TITLE: CHARACTER DESIGNER

Character Designer course is designed to focus on developing recognisable characters with intriguing personalities and shapes that may help to tell a story. The intention is to use references, real-world observations, and students' imaginations to graphically communicate their characters. The students will become accustomed to the concept of iteration and refinement in designs as the course progresses, better serving the plot and general direction. Character design curriculum will focus on visual communication through creating 3D Model, exploration, and stepping beyond of student's comfort zone.

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

- Describe the core elements of character design, including anatomy, proportion, gesture, and expression;
- Identify key personality traits that will influence the character's design;
- Explain the significance of gesture and pose in character storytelling;
- Demonstrate the ability to create dynamic and expressive poses;
- Utilise gesture and pose principles to convey personality and emotions;
- Identify and label facial features and their anatomical structure;
- Apply design techniques to create expressive facial expressions;
- Interpret and communicate different emotions through facial features;
- Construct character backstories that inform design choices;
- Translate personality traits into visual design elements;
- Incorporate subtle details and symbolism to enhance character personality;
- Adapt character design principles for various genres;
- Apply various design techniques to create unique and memorable characters;
- Develop a strong design process, from initial concept sketches to final polished character illustrations; and
- Adapt their character design skills to different media and genres.

COURSE REQUIREMENTS: The learner should be holding a 10th Grade pass certificate.

COURSE DURATION: 600 hrs

Class 11: 300 hrs

Class 12: 300 hrs

Total: 600 hrs

CURRICULUM – CHARACTER DESIGNER

2. SCHEME OF UNITS AND ASSESSMENT

The unit-wise distribution of hours and marks for Grade 11 is as follows:

GRADE 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – III	25	
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Character Designing	50	40
	Unit 2: Elements of Character Designing	50	
	Unit 3: Process of 2D and 3D Character Designing	65	
	Total	165	40
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
	Grand Total	300	100

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

GRADE 12			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – IV	25	40
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
	Total	110	
Part B	Vocational Skills		
	Unit 1: Props and Accessories for Character Designing	30	40
	Unit 2: Adapting Character Design for Genres	40	
	Unit 3: Creating Human Characters	40	
	Unit 4: Planning a Character Designing Project	55	
	Total	165	40
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
	Grand Total	300	100

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 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 impart knowledge, and training on skills and attitude to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include, but should not be 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 specialised techniques. A training plan that includes tools, equipment, materials, skills and activities to be performed by the students, etc. should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS

At least three field visits should be conducted in a year. 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 Teacher for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different locations for field visits within a short distance from the school and make necessary arrangements for the visits.

4. ASSESSMENT AND CERTIFICATION

The National Skill 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. The assessment should be reliable, valid, flexible, convenient, cost-effective and above all, it should be fair and transparent. Standardised 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 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.

CURRICULUM – CHARACTER DESIGNER

WRITTEN TEST 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 a group of expert academicians, experts from existing vocational subject teachers, and subject matter 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 blueprint for the question paper may be as follows:

Duration: 3 hrs

Maximum Marks: 40

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)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
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	2	1	07
4.	High Order Thinking Skills – (Analysis and Synthesis – classify, compare, contrast, or differentiate between different pieces of information; organise and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
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	5x1=5	10x2=20	5x3=15	40

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 student has to demonstrate competency against the performance criteria. 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 Council should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination: Practical examination allows candidates to demonstrate the knowledge and understanding of performing a task. This will include the performance of tasks and viva voce. Teachers/Examiner will clearly define the tasks that candidates are required to perform during the practical examination. These tasks should align with the learning objectives of the course. Students are to be evaluated based on their skills, technique, accuracy, and overall performance.

For the practical exam, 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. They will assess the candidates' skills, adherence to industry standards, and efficiency in task execution. Special emphasis should be on assessment of the candidate's ability to troubleshoot and solve problems related to the tasks. During the viva-voce, focus should be on assessment of candidate's communication skills and understanding of the subject.

Project Work: Project work is a great way to assess the practical skills on a certain period or timeline. Projects should simulate real-world scenarios, allowing students to solve problems or create something tangible using the skills and knowledge they've acquired. Projects should align with the curriculum's learning objectives, ensuring that students are applying relevant concepts and skills. Clear and detailed guidelines, including project objectives, evaluation criteria, and deadlines should be provided by the teachers/assessors. Rubrics, which would include aspects like content, creativity, organization, presentation, and adherence to deadlines, should be used by the Assessors to establish specific criteria for marking or grading.

Field visits can be followed by the submission of reports by the students, based on the checklist. Teachers will develop a detailed checklist of items or questions students need to address during the visit. This could include specific observations, data collection, interviews, etc. Teachers will assess the reports based on the completeness of checklist items, depth of observations, analysis, and overall presentation. After the visit, teachers will also encourage students to reflect on their field experience, for example, what students learned, how will they apply the knowledge gained through the field visit, etc.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles and photos of products prepared by students in relation to the unit of competency. Copies of certificates and awards received for academic achievements, extracurricular activities, or competitions may also be included in the portfolio. Student's portfolio may also include personal reflections of the students on their learning journey, challenges faced, and lessons learned.

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.

5. UNIT CONTENTS

GRADE 11

Part A: Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills- III	25
2.	Self-management Skills – III	25
3.	Information and Communication Technology Skills - III	20
4.	Entrepreneurial Skills – III	25
5.	Green Skills – III	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate knowledge of communication	1. Introduction to communication 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication	1. Role-play on the communication process 2. Group discussion on factors affecting perspectives in communication 3. Classroom discussion on the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) of effective communication 4. Chart making on elements of communication	03
2. Demonstrate verbal communication	1. Verbal communication 2. Public speaking	1. Role-play of a phone conversation. 2. Group exercise on delivering speech and	02

		practicing public speaking	
3. Demonstrate non-verbal communication	<ol style="list-style-type: none"> 1. Importance of non-verbal communication 2. Types of non-verbal communication 3. Visual communication 	<ol style="list-style-type: none"> 1. Role-play on non-verbal communication 2. Group exercise and discussion on Do's and Don'ts to avoid body language mistakes 3. Group activity on methods of communication 	02
4. Speak using correct pronunciation	<ol style="list-style-type: none"> 1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds 	<ol style="list-style-type: none"> 1. Group activities on practicing pronunciation 	01
5. Apply an assertive communication style	<ol style="list-style-type: none"> 1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication 	<ol style="list-style-type: none"> 1. Group discussion on communication styles 2. Group discussion on observing and sharing communication styles 	03
6. Demonstrate the knowledge of saying no	<ol style="list-style-type: none"> 1. Steps for saying 'No' 2. Connecting words 	<ol style="list-style-type: none"> 1. Group discussion on how to respond 2. Group activity on saying 'No' 	02
7. Identify and use parts of speech in writing	<ol style="list-style-type: none"> 1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech 	<ol style="list-style-type: none"> 1. Group activity on identifying parts of speech 2. Writing a paragraph with punctuation marks 3. Group activity on constructing sentences 4. Group activity on identifying parts of speech 	03
8. Write correct sentences and paragraphs	<ol style="list-style-type: none"> 1. Parts of a sentence 2. Types of objects 3. Types of sentences 4. Paragraph 	<ol style="list-style-type: none"> 1. Activity on writing sentences 2. Activity on active and passive voice 3. Assignment on writing different types of sentences 	02

9. Communicate with people	1. Greetings 2. Introducing self and others	1. Role-play on formal and informal greetings 2. Role-play on introducing someone 3. Practice and group discussion on how to greet different people?	02
10. Introduce yourself to others and write about oneself	1. Talking about self 2. Filling a form	1. Practicing self-introduction and filling up forms 2. Practicing self-introduction to others	01
11. Develop questioning skill	1. Main types of questions 2. Forming closed and open-ended questions	1. Practice exercise on forming questions 2. Group activity on framing questions	01
12. Communicate information about family to others	1. Names of relatives 2. Relations	1. Practice talking about family 2. Role-play on talking about family members in a relations	01
13. Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines 2. Group activity on describing routines	01
14. Ask or give directions to others	1. Asking for directions 2. Using landmarks	1. Role-play on asking and giving directions 2. Identifying symbols used for giving directions	01
Total			25

UNIT 2: SELF-MANAGEMENT-III

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Identify and analyze own strengths and weaknesses	1. Understanding self 2. Techniques for identifying strengths and weaknesses 3. Difference between interests and abilities	1. Activity on writing aims in life 2. Preparing a worksheet on interests and abilities	03

2. Demonstrate personal grooming skills	<ol style="list-style-type: none"> Guidelines for dressing and grooming Preparing a personal grooming checklist 	<ol style="list-style-type: none"> Role-play on dressing and grooming standards Self-reflection activity on various aspects of personal grooming 	04
3. Maintain personal hygiene	<ol style="list-style-type: none"> Importance of personal hygiene Three steps to personal hygiene Essential steps of hand washing 	<ol style="list-style-type: none"> Role-play on personal hygiene Assignment on personal hygiene 	03
4. Demonstrate the knowledge of working in a team and participating in group activities	<ol style="list-style-type: none"> Describe the benefits of teamwork Working in a team 	<ol style="list-style-type: none"> Assignment on working in a team Self-reflection on teamwork 	03
5. Develop networking skills	<ol style="list-style-type: none"> Benefits of networking skills Steps to build networking skills 	<ol style="list-style-type: none"> Group exercise on networking in action Assignment on networking skills 	03
6. Describe the meaning and importance of self-motivation	<ol style="list-style-type: none"> Meaning of self-motivation Types of motivation Steps to building self-motivation 	<ol style="list-style-type: none"> Activity on staying motivated Assignment on reasons hindering motivation 	03
7. Set goals	<ol style="list-style-type: none"> Meaning of goals and purpose of goal-setting Setting SMART goals 	<ol style="list-style-type: none"> Assignment on setting SMART goals Activity on developing long-term and short-term goals using SMART method 	03
8. Apply time management strategies and techniques	<ol style="list-style-type: none"> Meaning and importance of time management Steps for effective time management 	<ol style="list-style-type: none"> Checklist for making preparation for daily activities Preparing To-do-list 	03
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY-III			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Create a document on the word processor	<ol style="list-style-type: none"> 1. Introduction to ICT 2. Advantages of using a word processor 3. Work with LibreOffice Writer 	<ol style="list-style-type: none"> 1. Group activity on demonstration and practice of the following: <ul style="list-style-type: none"> • Creating a new document • Typing text • Saving the text • Opening and saving file on Microsoft word/LibreOffice Writer 	02
2. Identify icons on the toolbar	<ol style="list-style-type: none"> 1. Status bar 2. Menu bar 3. Icons on the Menu bar 4. Multiple ways to perform a function 	<ol style="list-style-type: none"> 1. Group activity on using basic user interface of LibreOffice writer 2. Group activity on working with Microsoft Word 	02
3. Save, close, open and print document	<ol style="list-style-type: none"> 1. Save a word document 2. Close 3. Open an existing document 4. Print 	<ol style="list-style-type: none"> 1. Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer 2. Group activity on performing the functions for saving, closing and printing documents in Microsoft Word 	02
4. Format text in a word document	<ol style="list-style-type: none"> 1. Change style and size of text 2. Align text 3. Cut, Copy, Paste 4. Find and replace 	<ol style="list-style-type: none"> 1. Group activity on formatting text in LibreOffice Writer 2. Group activity on formatting text in Microsoft Word 	02

5. Check spelling and grammar in a word document	1. Use of spell checker 2. Autocorrect	1. Group activity on checking spellings and grammar using LibreOffice Writer 2. Group activity on checking spellings and grammar using Microsoft Word	02
6. Insert lists, tables, pictures, and shapes in a word document	1. Insert bullet list 2. Number list 3. Tables 4. Pictures 5. Shapes	1. Practical exercise of inserting lists and tables using LibreOffice Writer	03
7. Insert header, footer and page number in a word document	1. Insert header 2. Insert footer 3. Insert page number 4. Page count	1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer 2. Practical exercise of inserting header, footer and page numbers in Microsoft Word	03
8. Make changes by using the track change option in a word document	1. Tracking option 2. Manage option 3. Compare documents	1. Group activity on performing track changes in LibreOffice Writer 2. Group activity on performing track changes in Microsoft Word	04
Total			20

UNIT 4: ENTREPRENEURIAL SKILLS – III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Differentiate between different kinds of businesses	1. Introduction to entrepreneurship 2. Types of business activities	1. Role-play on different kinds of businesses around us	03
2. Describe the significance of entrepreneurial values	1. Meaning of value 2. Values of an Entrepreneur 3. Case study on qualities of an entrepreneur	1. Role-play on qualities of an entrepreneur	03

3. Demonstrate the attitudinal changes required to become an entrepreneur	1. Difference between the attitude of entrepreneur and employee	1. Interviewing employees and entrepreneurs	03
4. Develop thinking skills like an entrepreneur	1. Problems of entrepreneurs 2. Problem-solving 3. Ways to think like an entrepreneur	1. Group activity on identifying and solving problems	04
5. Generate business ideas	1. Principles of idea creation 2. Generating a business idea 3. Case studies	1. Group activity to create business ideas	04
6. Describe customer needs and the importance of conducting a customer survey	1. Understanding customer needs 2. Conducting a customer survey	1. Group activity to conduct a customer survey	04
7. Create a business plan	1. Importance of business planning 2. Preparing a business plan 3. Principles to follow for growing a business 4. Case studies	1. Group activity on developing a business plan	04
Total			25

UNIT 5: GREEN SKILLS – III

Learning Outcome	Theory (07 hrs)	Practical (08 hrs)	Duration (15 hrs)
1. Describe the importance of the main sector of the green economy	1. Meaning of ecosystem, food chain and sustainable development 2. Main sectors of the green economy- E-waste management, green transportation, renewal energy, green construction, and water management	1. Group discussion on sectors of green economy 2. Preparing posters on various sectors for promoting green economy	06

2. Describe the main recommendations of policies for the green economy	1. Policies for a green economy	1. Group discussion on initiatives for promoting the green economy 2. Writing an essay or a short note on the important initiatives for promoting green economy.	03
3. Describe the major green sectors/ areas and the role of various stakeholders in the green economy	1. Stakeholders in the green economy	1. Group discussion on the role of stakeholders in the green economy 2. Making solar bulbs.	03
4. Identify the role of government and private agencies in the green economy	1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy	1. Group discussion on the role of Government and Private Agencies in promoting a green economy. 2. Preparing posters on green sectors.	03
Total			15

PART B–VOCATIONAL SKILLS

S.No.	Units	Duration (hrs)
1.	Introduction to Character Designing	50
2.	Elements of Character Designing	50
3.	Process of 2D and 3D Character Designing	65
Total		165

UNIT 1: INTRODUCTION TO CHARACTER DESIGNING			
Learning Outcome	Theory (20 hrs)	Practical (30 hrs)	Duration (50 hrs)
1. Describe the various aspects of character designing	1. Meaning and purpose of character designing 2. History and evolution of character designing	1. Divide students into groups. Each group mentions a specific character from a popular movie, game, or book. Ask students to analyze the character's design elements and how they align with the character's	10

		<p>personality and story. Consider the historical period, genre, culture, and any unique elements in the story.</p> <p>2. Discuss on the history and evolution of character designing and technological advancements that took place over the years in the field of character designing and animation.</p>	
<p>2. Describe the developmental stages of character designing</p>	<p>1. Developmental stages of character designing :</p> <ul style="list-style-type: none"> • Idea • Research • Concept 	<p>1. Organise an activity to do research on any famous character for character designing. Encourage participants to discuss the design choices, how they reflect the character's purpose, and suggest improvements.</p> <p>2. Organise a workshop in which the students will determine the character's role in the story or project. Ask questions, like whether the character is a protagonist, antagonist, or a supporting character. Ask students to look for references related to the character's background, such as historical clothing, architecture, or</p>	<p>15</p>

		<p>cultural symbols.</p> <p>3. Organise a workshop with the help of experts to generate ideas about a character's personality, traits, and backstory.</p>	
<p>3. Describe the types of characters that can be used for character designing</p>	<p>1. Types of characters:</p> <ul style="list-style-type: none"> a) Human characters (historical, stylised, realistic) b) Science fiction characters (aliens, robots, cyborgs) c) Animal characters d) Fantasy characters (mythical creatures, elves, dwarves, orcs, magical beings, hybrid creatures) e) Superheroes and villains f) Everyday people (professionals, children and teens), g) Elderly characters h) Historical or mythological figures (famous people, gods and goddesses), i) Inanimate objects or characters with abstract concepts j) Mechanical and vehicle characters (transformers, living vehicles) 	<p>1. Organise a workshop. Divide students into groups and assign each group a character (e.g., superheroes, cartoons, historical figures, fantasy creatures). Each group brainstorms a list of character traits associated with their assigned theme.</p>	<p>20</p>
<p>4. Identify the roles and functions of a character designer</p>	<p>1. Role and functions of a character designer</p> <ul style="list-style-type: none"> a) Conceptualisation (idea generation, imagining characters), b) Character development (personality design, character arcs), c) Visual Design (appearance, 	<p>1. Organise a group activity with students and assign each participant a renowned or a famous character designer. Ask participants to do research about the designer's notable</p>	<p>05</p>

	expressiveness, consistency), d) Technical consideration (animation, gaming, etc.)	works and write their observations.	
Total			50

UNIT 2: ELEMENTS OF CHARACTER DESIGNING			
Learning Outcome	Theory (20 hrs)	Practical (30 hrs)	Duration (50 hrs)
1. Describe the elements of character designing	1. Elements of character designing: a) Personality b) Physical appearance (silhouettes, palette, exaggeration) c) Backstory d) Clothing and accessories e) Visual style f) Functionality g) Cultural and historical influences h) Appeal	1. Group discussion on elements of character designing. 2. Study characters from movies, games, or comics by identifying and sketching their silhouettes. Focus on recognizing iconic characters by their outlines.	10
2. Demonstrate the use of shapes in character designing	1. Drawing characters using different shapes a) Triangle b) Rectangle c) Square d) Circle e) Oval 2. Drawing expressions of characters (neutral, happy, sad and angry)	1. Draw different character silhouettes using simple shapes (circles, rectangles, triangles) to convey various body types and personalities. 2. Create mood boards using magazines, photographs, or digital tools, focusing on color schemes that evoke specific emotions (e.g., calm, excitement, mystery). 3. Practice drawing a variety of facial expressions, ranging from subtle to extreme exaggeration. Focus on eyes, eyebrows, mouth, and overall facial structure.	10
3. Explain sketching	1. Sketching techniques :	1. Group activity on	10

techniques for character designing	<ul style="list-style-type: none"> a) Hatching and crosshatching b) Stippling c) Scribbling d) Circling e) Smooth shading and blending f) Creating highlights 	sketching characters. Experiment with exaggerating poses to convey specific attitudes or personalities.	
4. Describe the significance of the character poses and demonstrate model turn-around	<ul style="list-style-type: none"> 1. Types of poses and their definition, significance, purpose, and examples: <ul style="list-style-type: none"> a) Ideal pose b) T-pose c) 3/4th pose 2. Techniques to enhance dynamics pose (use of line of action, arcs, balance and asymmetry) 3. Concept of turn-around (visualizing character's appearance for storytelling, animation, 3-D graphics, visual communication, etc.) 	<ul style="list-style-type: none"> 1. Organise role-play of different emotions or scenarios for exposing students to the different poses and expressions. 2. Organise field visits and ask students to observe people in different environments (parks, cafes, public transport) and sketch their natural poses and gestures. 3. Create simple storyboards with characters in various poses to convey different emotions or actions. 	10
5. Describe the concept of colour theory and its purpose in character designing	<ul style="list-style-type: none"> 1. Principles of colour theory 2. Concept of colour theory (primary, secondary and tertiary colours) 3. Colour wheel 4. Complementary colours 5. Analogous colours 6. Colour harmony 7. Shades, tints and tones 	<ul style="list-style-type: none"> 1. Organise a workshop to expose students to mixing primary colours (red, blue, yellow) to create secondary and tertiary colours. Use digital tools to explain the concept of colour theory. 2. Draw a colour wheel, labeling primary, secondary, and tertiary colours. 3. Create artworks or designs using analogous colour schemes and complementary colour schemes. 	10
Total			50

UNIT 3 : PROCESS OF 2D AND 3D CHARACTER DESIGNING			
Learning Outcome	Theory (20 hrs)	Practical (45 hrs)	Duration (65 hrs)
1. Demonstrate character designing on 2D and 3D software	1. Fundamentals of character design in 2D and 3D software : a) Conceptualization (Sketching on paper and digital sketching using 2D and 3D software) b) Detailed drawing (line art using digital pen tools and colouring)	1. Create digital characters using 2D and 3D software. Start by adding a basic mesh object like a cube, sphere, or cylinder. Use various editing tools to shape the basic mesh closer to the silhouette of your character. This includes scaling, rotating, and extruding parts of the mesh. Add a subdivision surface modifier to make the mesh smoother. Use additional tools to create specific features, such as eyes, mouth, and limbs.	25
2. Identifying visual reference tools in character designing	1. Visual reference tools: a) Physical reference b) Digital camera c) Sketch-book d) Movie reference	1. Create a character concept based on visual reference tools.	15
3. Describe the basics of 3D character modelling	1. Techniques of 3D modelling : a) Spline modelling b) Surface modelling c) Polygon modelling	1. Draw 2D shapes using curves and lines (splines) in a 3D space. Use 2D shapes as paths for lofting or extruding, creating 3D surfaces. 2. Create surfaces by defining their boundaries, edges, and curves.	25
Total			65

GRADE 12

Part A: Employability Skills

S. No.	Units	Duration (hrs)
1.	Communication Skills- IV	25
2.	Self-management Skills – IV	25
3.	Information and Communication Technology Skills - IV	20
4.	Entrepreneurial Skills – IV	25
5.	Green Skills – IV	15
	Total	110

UNIT 1: COMMUNICATION SKILLS - IV

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate active listening skills	1. Active listening -listening skill, stages of active listening 2. Overcoming barriers to active listening	1. Group discussion on factors affecting active listening 2. Preparing posters of steps for active listening 3. Role-play on negative effects of not listening actively	10
2. Identify the parts of speech	1. Parts of speech – using capitals, punctuation, basic parts of speech, supporting parts of speech	1. Group practice on identifying parts of speech 2. Group practice on constructing sentences	10
3. Write sentences	1. Writing skills to the following: <ul style="list-style-type: none"> • Simple sentence • Complex sentence • Types of objects 2. Types of sentences : <ul style="list-style-type: none"> - Active and passive sentences - Statement/ Declarative sentence - Question/ Interrogative sentence - Emotion/ Reaction or Exclamatory sentence - Order or Imperative sentence 3. Paragraph writing	1. Group work on writing sentences and paragraphs 2. Group work on practicing writing sentences in active or passive voice 3. Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)	05
Total			25

UNIT 2: SELF-MANAGEMENT SKILLS – IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the various factors influencing motivation and positive attitude	<ol style="list-style-type: none"> 1. Motivation and positive attitude 2. Intrinsic and extrinsic motivation 3. Positive attitude – ways to maintain positive attitude 4. Stress and stress management - ways to manage stress 	<ol style="list-style-type: none"> 1. Role-play on avoiding stressful situations 2. Activity on listing negative situations and ways to turn it positive 	10
2. Describe how to become result-oriented	<ol style="list-style-type: none"> 1. How to become result-oriented. 2. Goal setting – examples of result-oriented goals 	<ol style="list-style-type: none"> 1. Group activity on listing aims in life 	05
3. Describe the importance of self-awareness and the basic personality traits, types and disorders	<ol style="list-style-type: none"> 1. Steps towards self-awareness 2. Personality and basic personality traits 3. Common personality disorders- <ul style="list-style-type: none"> • Suspicious • Emotional and impulsive • Anxious 4. Steps to overcome personality disorders 	<ol style="list-style-type: none"> 1. Group discussion on self-awareness 	10
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS-IV			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1. Identify the components of a spreadsheet application	<ol style="list-style-type: none"> 1. Getting started with a spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet 	<ol style="list-style-type: none"> 1. Group activity on identifying components of spreadsheet in LibreOffice Calc. 	02
2. Perform basic operations in a spreadsheet	<ol style="list-style-type: none"> 1. Opening workbook and entering data – types of data, steps 	<ol style="list-style-type: none"> 1. Group activity on working with data on LibreOffice Calc. 	03

	<p>to enter data, editing and deleting data in a cell</p> <ol style="list-style-type: none"> 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet. 6. Printing the spreadsheet. 		
3. Demonstrate knowledge of working with data and formatting text	<ol style="list-style-type: none"> 1. Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula 2. Need to format cell and content 3. Changing text style and font size 4. Align text in a cell 5. Highlight text 	<ol style="list-style-type: none"> 1. Group activity on formatting a spreadsheet in LibreOffice Calc. 2. Group activity on performing basic calculations in LibreOffice Calc. 	02
4. Demonstrate the knowledge of using advanced features in spreadsheet	<ol style="list-style-type: none"> 1. Sorting data 2. Filtering data 3. Protecting spreadsheet with password 	<ol style="list-style-type: none"> 1. Group activity on sorting data in LibreOffice Calc. 	03
5. Make use of the software used for making slide presentations	<ol style="list-style-type: none"> 1. Presentation software available 2. Steps to start LibreOffice Impress 3. Adding text to a presentation 	<ol style="list-style-type: none"> 1. Group practice on working with LibreOffice Impress tools. 	02
6. Demonstrate the knowledge to open, close and save slide presentations	<ol style="list-style-type: none"> 1. Open, Close, Save and Print a slide presentation 	<ol style="list-style-type: none"> 1. Group activity on saving, closing and opening a presentation in LibreOffice Impress. 	01

7. Demonstrate the operations related to slides and texts in the presentation	1. Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour	1. Group practice on working with font styles in LibreOffice Impress	04
8. Demonstrate the use of advanced features in a presentation	1. Advanced features used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	1. Group activity on changing slide layout on LibreOffice Impress	03
Total			20

UNIT 4: ENTREPRENEURIAL SKILLS-IV

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the concept of entrepreneurship and the types and roles and functions entrepreneur	1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship-art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of an entrepreneur 7. What motivates an entrepreneur 8. Identifying opportunities and risk-taking 9. Startups	1. Group discussion on the topic "An entrepreneur is not born but created". 2. Conducting a classroom quiz on various aspects of entrepreneurship.	10
2. Identify the barriers to entrepreneurship	1. Barriers to entrepreneurship 2. Environmental	1. Group discussion about "What we fear about entrepreneurship"	05

	barriers 3. No or faulty business plan 4. Personal barriers	2. Activity on taking an interview of an entrepreneur.	
3. Identify the attitude that make an entrepreneur successful	1. Entrepreneurial attitude	1. Group activity on identifying entrepreneurial attitude.	05
4. Demonstrate the knowledge of entrepreneurial attitude and competencies	1. Entrepreneurial competencies 2. Decisiveness 3. Initiative 4. Interpersonal skills- positive attitude, stress management 5. Perseverance 6. Organizational skills- time management, goal setting, efficiency, managing quality.	1. Playing games, such as "Who am I". 2. Group discussion on business ideas 3. Group practice on "Best out of Waste" 4. Group discussion on the topic of "Let's grow together". 5. Group activity on listing stress and methods to deal with it like Yoga, deep breathing exercises, etc. 6. Group activity on time management.	05
Total			25

UNIT 5: GREEN SKILLS-IV			
Learning Outcome	Theory (05hrs)	Practical (10hrs)	Duration (15hrs)
1. Identify the benefits of the green jobs	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: <ul style="list-style-type: none"> • Agriculture • Transportation • Water conservation • Solar and wind energy • Eco-tourism • Building and construction • Solid waste management • Appropriate technology 	1. Group discussion on the importance of green job.	08

2. State the importance of green jobs	1. Importance of green jobs in <ul style="list-style-type: none"> • Limiting greenhouse gas emissions • Minimizing waste and pollution • Protecting and restoring ecosystems • Adapting to the effects of climate change 	1. Preparing posters on green jobs. 2. Group activity on tree plantation.	07
Total			15

PART B–VOCATIONAL SKILLS

S.No.	Units	Duration (Hrs)
1.	Props and Accessories for Character Designing	30
2.	Adapting Character Design for Genres	40
3.	Creating Human Characters	40
4.	Planning a Character Designing Project	55
Total		165

UNIT 1: PROPS AND ACCESSORIES FOR CHARACTER DESIGNING			
Learning Outcome	Theory (10 hrs)	Practical (20 hrs)	Duration (30 hrs)
1. Demonstrate the use of props and accessories in character designing	1. Props and accessories for character designing: <ul style="list-style-type: none"> a) Everyday items as props (hats, sunglasses, mobile, keys, books, watches, jewellery, etc.) b) Occupational tools (medical instruments, mechanical tools and equipment, musical instruments, etc.) c) Food and beverages (snacks, food, fruits, 	1. Organise a workshop and provide a variety of props (hats, sunglasses, books, etc.) and ask students to randomly select one or more props and use them for sketching a character. 2. Organise a workshop and provide a list of symbolic meanings associated with various props to the students. Students will choose a prop and create a character	15

	beverage bottles and cans, etc.) d) Fantasy and magical items e) Symbolic props (umbrella, masks, mirrors, etc.).	where the chosen prop symbolizes a significant aspect of the character's personality.	
2. Demonstrate the skill of creating stories and characters out of objects as characters	1. Types, design, poses and expressions of the following <ul style="list-style-type: none"> • Trees and flowers • Fruits and vegetables • Cars and motorbikes • Household appliances 	1. Organise a workshop. Divide the students into groups. Provide a list of various objects to each group. Ask students to choose an object from the list and write a short story or monologue from the perspective of that object and explore the world of designing from inanimate point of view. Ask the students to draw the characters for the story.	15
Total			30

UNIT 2: ADAPTING CHARACTER DESIGN FOR GENRES

Learning Outcome	Theory (15 hrs)	Practical (25 hrs)	Duration (40 hrs)
1. Demonstrate the technique to create a cartoon character	1. Techniques for infusing genre-specific visual cues into character design 2. Creation of cartoon characters: <ol style="list-style-type: none"> a) Exaggerated proportions b) Heads, silhouette, and expressions c) Poses 	1. Identify visual cues and build them in character's personality 2. Organise group activity to create characters with cartoonish exaggeration	10
2. Describe zoomorphic and anthropomorphic character	1. Animal characters: <ol style="list-style-type: none"> a) Biped b) Quadrupeds c) Zoomorphic animals d) Anthropomorphic animals 	1. Create a zoomorphic or anthropomorphic character. 2. Using animation software or drawing tools, participants create animated shorts featuring anthropomorphic animals.	15

3. Draw superpower characters	1. Superpower characters: a) Superpower anatomy b) Poses and expressions	1. Organise a workshop. Ask students to create superpowers characters on software.	05
4. Draw fantasy cartoon characters	1. Fantasy modes: a) Caricature b) Exaggeration c) Edgy	1. Activity to create detailed fantasy character.	10
Total			40

UNIT 3: CREATING HUMAN CHARACTERS

Learning Outcome	Theory (15 hrs)	Practical (25 hrs)	Duration (40 hrs)
1. Sketch human body showing basic human forms and proportions	1. Human anatomy structure 2. Sketching basic human forms and proportions : a) Comprehensive body structure b) Feet c) Hand d) Posing	1. Activity to create detailed human body using animation software or drawing tools, participants create animated shorts featuring anthropomorphic animals.	20
2. Sketch the facial features of a human	1. Facial expressions and their significance 2. Proportion of facial features: a) Eyes and eyebrows b) Nose and mouth c) Hairs	1. Organise practice sessions on drawing different features of human face like eyes, nose, mouth and their variations.	15
3. Describe character's stylization	1. Matching character's with their backstory 2. Balancing character's realism and stylization.	1. Create a series of sketches depicting a single character with various styles.	05
Total			40

UNIT 4: PLANNING A CHARACTER DESIGNING PROJECT

Learning Outcome	Theory (25 hrs)	Practical (30 hrs)	Duration (55 hrs)
1. Describe the importance and scope of business	<ol style="list-style-type: none"> Overview of the character design industry, including trends and growth opportunities. Character design services, including the types of character design (e.g., game characters, mascots, and avatars). Components of a business plan 	<ol style="list-style-type: none"> Organise an interactive lecture explaining the key components of a business plan, focusing on character designing as the business model. Invite professionals from the character design/animation/ media industry to discuss market trends, challenges and opportunities. Organize workshops or demonstration, where students can experience character designs in virtual or augmented reality. Discuss the potential applications and market demands in this emerging field. 	20
2. Explain the meaning and purpose of market analysis	<ol style="list-style-type: none"> Market for concept development and character designing, digital rendering, animation, etc. Identification and analysis of competitors in the character design space. Strengths, weaknesses, opportunities and threats (SWOT) analysis. Development of questionnaires for market survey. 	<ol style="list-style-type: none"> Play business simulation games focused on character designing or animation industry. Students can role-play as business owners, making decisions about market positioning, pricing, and client acquisition. Provide students with market data related to character design. Ask them create visualizations to identify patterns, market demands, and growth areas. 	20
3. Prepare a project for providing services related to character designing	<ol style="list-style-type: none"> Developing a project proposal : <ol style="list-style-type: none"> Creating a portfolio showcasing a range 	<ol style="list-style-type: none"> Organise workshops led by professional character designers for explaining current business 	15

	<p>of character designs to attract potential clients.</p> <p>b) Service packages, including interactive workshops.</p> <p>c) Marketing plan encompassing social media campaigns, search engine optimization (SEO), and online advertisements.</p>	<p>opportunities and techniques popular in the industry.</p> <p>2. Organize exhibitions showcasing students' character design or animation projects. Invite industry professionals for feedback, creating networking opportunities.</p>	
Total			55

6. ORGANISATION OF FIELD VISITS

In an academic year, at least 3 field visits should be organized for the students to expose them to the character design ecosystem through Studios, Art houses, Museums, Nature, Public Places, Character Design Workshops, etc. During the visit, students should obtain the following information from the character design studio.

- a) **Concept Development:** Understand how ideas are generated, refined, and translated into character concepts.
- b) **Storyboarding:** Explore the process of creating character narratives and stories. Understand how characters are integrated into larger storytelling frameworks.
- c) **Digital Tools:** Gain familiarity with industry-standard software and digital drawing tablets and other tools used for digital character design.
- d) **3D Modeling:** Learn about the basics of 3D character modeling, including mesh creation, texturing, and rigging.
- e) **Industry Standards:** Understand the industry standards for character design, including quality benchmarks, attention to detail, and consistency. Learn about the importance of client confidentiality and handling sensitive information. Understand how professionals tackle creative challenges and find innovative solutions to design problems.
- f) **Target orientation:** Gain insights into how character designs are tailored to specific target audiences, such as children, adult, or gaming.

7. LIST OF EQUIPMENT AND MATERIAL

The tools, equipment and materials required for training are quite expensive, therefore; 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. A Laptop or a Sketchbook may be procured for training and regular field visits should be organised to provide opportunities to the students/trainees for observation and hands-on practice.

S.No	List of Equipment	Qty.	Estimated Cost (Rs)
A	Software		
1.	3D Modelling, Sculpting and Painting Software	1	60,000 (Licensed with Per Year Subscription)
2.	Skilled Level Software	1	50,000 (License with Per Year Subscription)
B	Equipment/Devices		
1.	Computer- CPU: 8-core (configurable to 18-core) 3.2GHz Intel Xeon W, Graphics: Radeon Pro Vega graphics: 8GB, RAM: 32GB (Configurable to 128GB), Storage: 1TB SSD (configurable to 4TB)	1	1,50,000
2.	Camera or Smartphone	1	50,000
3.	Digital Drawing Tablet	1	20,000
4.	Scanner and Printer	1	20,000
5.	Lighting Equipment kit	1	20,000
7.	Desk Lamp	2	80,000
C	Tools		
1.	Paper set	1	1,000
2.	Stationary set (Pencil 10H to 12B, Pen, Colour Pensil, Sharpener and Eraser, Wax Colour, Water Colour, Ink, Sketchbook, Marker set, Paper cutter, Pencil case or pouch, Brushes set and Colour Chalks)	2	10,000
3.	Stylus Pen	1	1,000
4.	Stencil	1	500
5.	Drawing Compass	1	500
6.	Ruler	1	100
13.	Color Swatches and Pantone Guides	1	1,000
14.	Art Mannequins	1	5,000
15.	Furniture (Ergonomic Chair and Adjustable Desk)	2	50,000
D	Sculpting Tools		
1.	Clay	1	3,000
2.	Polymer Clay	1	3,000
3.	Clay Tool Kit	1	15,000

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:

Qualification	Minimum Competencies	Age Limit
Post-graduation in 3D Animation from a recognised Institute /University, with at least 1 year work/ teaching experience	Effective communication Skills (oral and written) Basic computing skills	18-37 years - as on Jan. 01 (mention the year) Age relaxation to be provided as per Govt. rules

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *Samagra Shiksha*. They are directly involved in teaching 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 the 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 *Samagra Shiksha* 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 Skill Council(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 National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organizations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all 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 Skill Council for the particular Qualification Pack/Job role which they will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

CURRICULUM – CHARACTER DESIGNER

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:

1. Written test for the technical/domain specific knowledge related to the sector;
2. Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
3. 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:
 - a) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
 - b) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
 - c) Make effective use of learning aids and ICT tools during the classroom sessions;
 - d) Engage students in learning activities, which include a mix of different methodologies, such as project-based work, teamwork, practical and simulation based learning experiences;
 - e) Work with the institution's management to organize skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
 - f) Identify the weaknesses of students and assist them in upgradation of competency;
 - g) Cater to different learning styles and level of ability of students;
 - h) Assess the learning needs and abilities, when working with students with different abilities;
 - i) Identify any additional support the student may need and help to make special arrangements for that support; and
 - j) 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 Grade X or Grade XII;

4. Continuous up gradation 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. Organization of activities for promotion of vocational subjects; and
11. Involvement in placement of students/student support services.

9. LIST OF CONTRIBUTORS

1. Dr. Vinay Swarup Mehrotra

Professor and Head

Curriculum Development and Evaluation Centre (CDEC) & Centre for International Relationship (CIR),

PSS Central Institute of Vocational Education (PSSCIVE), NCERT,

Shyamla Hills, Bhopal – 462 002, Madhya Pradesh, India.

2. Dr. Sourabh Meshram

Assistant Professor (Contractual)

Curriculum Development and Evaluation Centre (CDEC),

PSS Central Institute of Vocational Education (PSSCIVE), NCERT,

Shyamla Hills, Bhopal – 462 002, Madhya Pradesh, India.

3. Mr. Vaibhav Parashar

Head

Animation VFX Department

Scope Global Skills University,

Scope Campus, NH-12, Near Misrod, Village- Bhairampur,

Hoshangabad Road, Bhopal – 462026, Madhya Pradesh, India.

4. Mr. Akhilesh Rajput

Director

MAAC (Maya Academy of Advanced Creativity),

20, 1st Floor, Bittan Market, Next to BSNL Office,

Bhopal, Madhya Pradesh, India.

5. Mr. Prakash Mishra

Assistant Professor

Film Production Department,

Makhanlal Chaturvedi National University of Journalism and

Communication, in front of M.P. State Shooting Academy, Bishankhedi, Bhopal – 462044,

Madhya Pradesh, India.

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(a constituent unit of NCERT, under Ministry of Education,
Government of India)

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

<http://www.psscive.ac.in>