MESC
Media & Entertainment Skills Council

Facilitator Guide

Make-Up Artist

Sector
Media and Entertainment

Sub-Sector
Film, Television, Advertising

Occupation
Hair and Make-up

Reference ID: MES/ Q 1801, Version 1.0

NSQF level: 4

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

Shri Narendra Modi
Prime Minister of India

Acknowledgements

About this Guide

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

Symbols Used

Steps	Time	Tips	Notes	Objectives	Do
Ask	Explain	Elaborate	Field Visit	Practical	Lab
Demonstrat	Exercise	Team Activity	Facilitation Notes	Learning Outcomes	Say
Resources	Activity	Summary	Role Play	Example	

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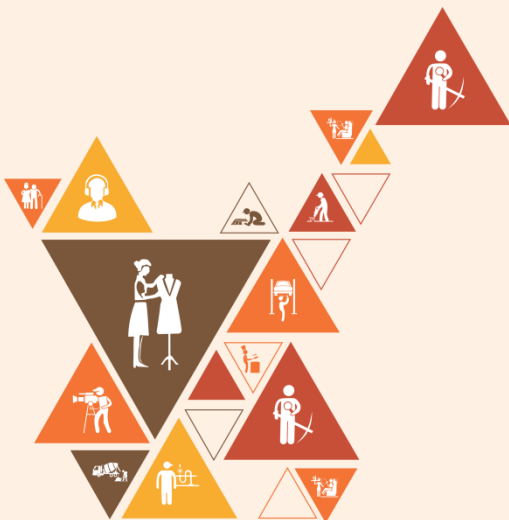
Key Learning Outcomes 💡

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

1. Importance of media and entertainment sector in our life.
2. Familiarize with Role and responsibility of Make-up Artist.
3. Understand the role of the Make-up artist.

Icebreaker

Unit Objectives

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

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

Resources to be used

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

Do

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

Say

• Thank the students for their participation.

Notes for Facilitation

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

Unit 1.1: Introduction to Media and Entertainment Sector

Unit Objectives

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

1. Understanding Media & Entertainment Industry
2. Importance of Media & Entertainment in our life.
3. Familiarize with Role and responsibility of Make-up Artist.
4. Understand various parameters of Make Up Artist

Notes for Facilitation

- As this is first day so before starting the session introduce yourself, arrange the entire class and do some ice breaking activity and also ask everyone to introduce themselves.
- Use power point presentation to describe the topic.
- Start the session by stating the Session Objectives.
- During the session make sure all participants attentively listen to understand the content you deliver.
- Give quiz/test/assignment to check the students' understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- At the end of session ask questions given in assessment section.

Before concluding the session summarizes the key learning or takes away.

Unit 1.2: Make-up Artist

Unit Objectives

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

1. Familiarise with role and responsibilities of make-up artist.
2. Understand Team Roles
3. Know the channels of Media
4. Identify with Make Up Techniques

Explain

- Explain the role of Make Up Artist
- Explain the important make up techniques and when they are used.

Ask

At the end of session, the trainer should reserve the last 5 to 10 minutes for asking below questions.

Q1. What is Special Effects Make Up?
Q2. Which Make Up Type can create biography characters?
Q3. What are the three stages of Production and where does Visual Effects fall?
Q4. Who sets the budget for the Film or Production?

Q5. How does make up in Theatre and Cinema differ?

2. Identify Hair and Make-up Requirements

Unit 2.1- Identify Hair and Make-up Requirements

Key Learning Outcomes

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

1. Identifying the right number of artist and designers for characters.
2. Having complete knowledge of requirements as per the script.
3. Understanding and applying special effects when require.
4. Obtaining ideas about character's look
5. Adequate research to understand and enhance artistic value of the look.
6. Identifying the design concept
7. Sketching Designs and producing ideas in guidance of senior artist to match the characters in the given script.
8. Determining the production requirements
9. Knowing the technical and creative resources for execution.
10. Set and know the timeline and budget for the production and demand set number of resources when require.

UNIT 2.1: Identify hair and makeup requirements

Unit Objectives

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

1. Identifying the right number of artist and designers for characters.
2. Having complete knowledge of requirements as per the script.
3. Understanding and applying special effects when require.
4. Obtaining ideas about character's look
5. Adequate research to understand and enhance artistic value of the look.
6. Identifying the design concept
7. Sketching Designs and producing ideas in guidance of senior artist to match the characters in the given script.
8. Determining the production requirements
9. Knowing the technical and creative resources for execution.
10. Set and know the timeline and budget for the production and demand set number of resources when require.

Explain

- • Explain Human Anatomy & Face Structure.
- • Basics of Skin & Hair Care.

Ask

Q1. What does cosmetology involve?

Q2. How many layers of skin are there?

Q3. What causes sensitive skin?

Q4. How many skeletal muscles control the face?

Q5. Tell me difference between hair root and hair shaft?

Q6. What is the growth rate per month of human hair?

Q7. What determines hair texture?

Q8. What causes natural hair colour?. Name the component?

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Divide the participants in groups and assign work related to the session for their better understanding.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.

At the end of the session summarize the key learning.

3. Manage Hair, Make-up and Prosthetics Supplies

Unit 3.1 - Manage Hair, Make-up and Prosthetics Supplies
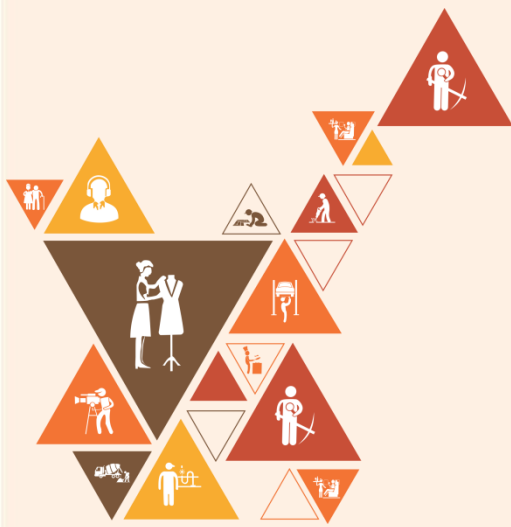
Key Learning Outcomes

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

1. Understanding types of material
2. Evaluating and setting budgets and determining the type of material, equipment that may be require.
3. Storage, Labeling, Arrangement of Resources buying related products
4. Managing Vendors, Maintaining Quality, and Matching giving budgets and arranging equipment.
5. Stock Management
6. Stock Replenishment

Unit 3.1: Managing Hair, Make Up and Prosthetics

Unit Objectives

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

1. Understanding types of material
2. Evaluating and setting budgets and determining the type of material, equipment that may be require.
3. Storage, Labeling, Arrangement of Resources buying related products
4. Managing Vendors, Maintaining Quality, and Matching giving budgets and arranging equipment.
5. Stock Management
6. Stock Replenishment

Notes for Facilitation

- Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
- Before beginning the session, ask the students about what they learnt in the last session.
- Explain the Objectives of the current session.
- Use power point presentation to describe the topic.
- Give assignment to measure the student understanding of the topic
- Ensure that the session plan should be followed according to time duration to complete the course in-time
- Discuss the assignment questions with the students and provide correct answers.
  At the end of the session summarize the key learning.

Explain

- Explain Manicure & Pedicure
- Explain common tools & material used

Ask

At the end of session, the trainer should reserve the last 5 to 10 minutes for asking below questions.

Q1.   What are types of hair textures?
Q2.   What is the correct way to hold scissors while cutting hair?
Q3.   How many types of shears do we use?
Q4.   What is a round brush used for?
Q5.   What does elevation mean in haircutting?
Q6.   Q6. What is a French manicure?

Summarize

• Summarize usage of various tools and equipment
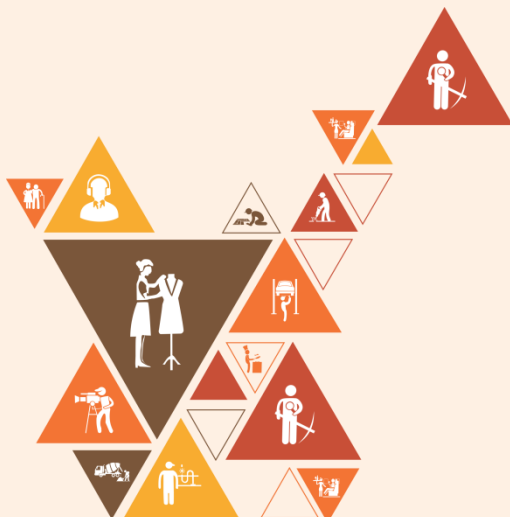
4. Prepare for Altering the Artists' Appearance

Unit 4.1 - Prepare for Altering the Artists' Appearance

Key Learning Outcomes

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

1. Prepare, organize and keep workstation materials, equipment and on-set kit fully stocked, tidy and hygienic
2. Explain hair and/or make up procedures to artists and invite their questions
3. Prepare the skin and scalp appropriately for the type of contact material used
4. Take measurements of the appropriate head and body areas for preparation of wigs, masks etc.
5. Arrange fittings and appointments with artists' within production deadlines

Unit 4.1: Artists Appearance Alteration

Unit Objectives

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

1. Arranging and keeping the working area ready and equipped with tools.
2. Educating on makeup process
3. Readying a scalp and skin for use of material.
4. Noting requirements for wigs and masks.
5. Preparing Schedule and Appointments with Artist

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.

Ask

Q1. What is a set bag?

Q2. What is a kit bag?

Q3. How will you perform a skin test?

Q4. What does continuity mean?

Q5.Why are maintaining records important?

Q6. Which colour shades will you use to depict aging?

Summarize

• Summarize the importance of Artist's Appearance.

5. Apply Make-up and Special Effects

Unit 5.1: Apply Make-up and Special Effects
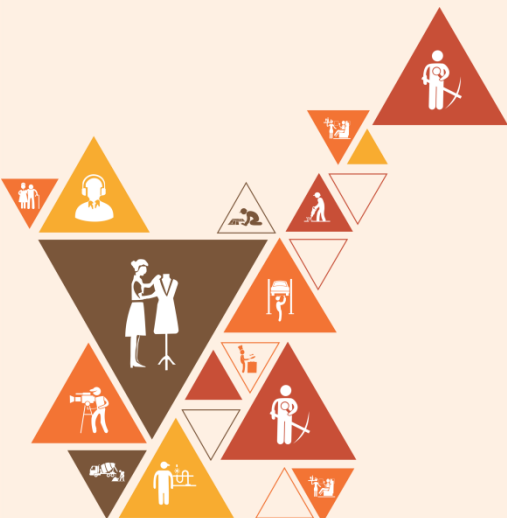
Key Learning Outcomes

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

1. Creating a require look with effect for camera and keeping require continuity
2. Assisting in makeup continuity of Artist
3. Removing makeup effectively
4. Selecting Appropriate technique
5. Making sure that correct makeup is used styled and suitable to performers skin
6. Comfortable sitting for makeup

Unit 5.1: Applying Make Up and Special Effects

Unit Objectives

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

1. Assisting in makeup continuity of Artist
2. Remove the make-up carefully to reduce artists' discomfort

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. What is special effect make up?
Q2. What is Gelatine use for?
Q3. What is substitute to Green marble?
Q4. How will you remove facial hair?
Q5. How to use a Glatzan cap?

6. Interact and Communicate Effectively with Colleagues

Unit 6.1: Interact and Communicate Effectively with Colleagues

Key Learning Outcomes

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

1. Educating and training assistant staff on hair and makeup styling and delegating task.
2. Training and assisting in operating materials, tools and kit.
3. Giving accurate instructions to team and ensuring deadlines are met.
4. Ensuring that trainees/ helpers assist correctly
5. Analysis of done work under closed supervision in a positive yet effective manner
6. Offer opportunities to team to innovate and test.

Unit 6.1: Effective Communication

Unit Objectives

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

1. Educating and training assistant staff on hair and makeup styling and delegating task.
2. Training and assisting in operating materials, tools and kit.
3. Giving accurate instructions to team and ensuring deadlines are met.
4. Ensuring that trainees/ helpers assist correctly
5. Analysis of done work under closed supervision in a positive yet effective manner
6. Offer opportunities to team to innovate and test.

Notes for Facilitation

1. Before beginning the session, ask the students about what they learnt in the last session.
2. Explain the Objectives of the current session.
3. Use power point presentation to describe the topic.
4. Ensure that the session plan should be followed according to time duration to complete the course in-time
5. At the end of the session summarize the key learning.

Ask

Q1. How can you break ice with colleague?
Q2. How can you be sporting?
Q3. What is good customer service?

7. Maintain Workplace Health & Safety

Unit 7.1 - Maintain Workplace Health & Safety
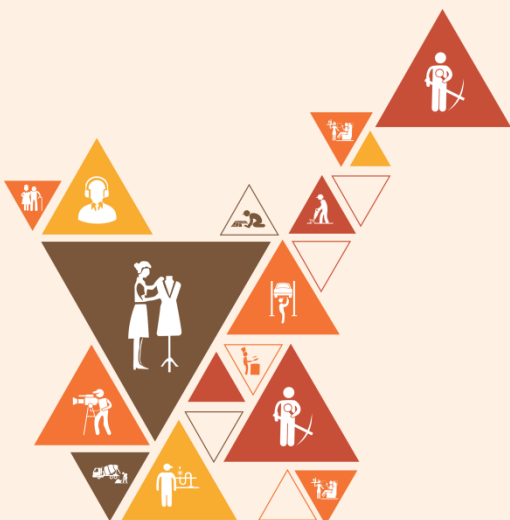
Key Learning Outcomes

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

1. Understand and comply with the organisation's current health, safety and security policies and procedures.
2. Understand the safe working practices pertaining to own occupation.
3. Understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises.
4. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency.
5. Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms.
6. Identify aspects of your workplace that could cause potential risk to own and others health and safety.
7. Ensure own personal health and safety, and that of others in the workplace though precautionary measures.
8. Identify and recommend opportunities for improving health, safety, and security to the designated person.
9. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority.

Unit 7.1: Workplace Health & Safety

Unit Objectives

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

1. Ensure own personal health and safety, and that of others in the workplace though precautionary measures
2. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority.
3. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency.

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. What are natural calamities?
Q2. What will you do if someone faints?
Q3. What causes Shock?
Q4. When will you call for emergency medical aid?
Q5. What is first aid?

8. Soft Skills And Communication Skills

Key Learning Outcomes

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

1. Understand Art of Effective Communication.
2. Able to handle effective Communication with co-workers.
3. Able to handle effective Communication with Peers/ colleagues.
4. Learn basic reading and writing skills.

Unit 8.1: **Introduction to Soft Skills**

Unit Objectives

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

1. Understand the basic meaning of Soft Skills, their components and their benefits.
2. Understand Work Readiness and its significance

Notes for Facilitation

1. Use power point presentation to describe the topic.
2. Start the session by stating the Session Objectives.
3. During the session make sure all participants attentively listen to understand the content you deliver.
4. Ensure that the session plan should be followed according to time duration to complete the course in-time
5. At the end of session ask questions given in assessment section.
6. Before concluding the session summarize the key learning or takes away.

Ask

Q1. What is leadership quality?

Q2. Give 2 benefits of soft skills.

Q3. Give 2 components of right attitude

Unit 8.2: **Effective Communication**

Unit Objectives

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

1. Do public speaking.
2. Describe likes and dislikes of a person.
3. Know basic etiquette of conversation

Notes for Facilitation

1. Use power point presentation to describe the topic.
2. Start the session by stating the Session Objectives.
3. During the session make sure all participants attentively listen to understand the content you deliver.
4. Ensure that the session plan should be followed according to time duration to complete the course in-time
5. At the end of session ask questions given in assessment section.
6. Before concluding the session summarize the key learning or takes away

Ask

Q1. What is a channel?
Q2. What is non verbal communication?
Q3. What are communication barriers?

Unit 8.3: Grooming and Hygiene

Unit Objectives

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

1. Maintain cleanliness and hygiene.
2. Keep their dress clean and tidy.
3. Maintain positive body language while speaking.
4. Enable to perform more of the do's than the don'ts.
5. Learn about good eating habit and their impact on health.
6. Avoiding bad things such as gutkha and alcohol.
7. Learn about AIDS and its prevention.

Notes for Facilitation

1. Use power point presentation to describe the topic.
2. Start the session by stating the Session Objectives.
3. During the session make sure all participants attentively listen to understand the content you deliver.
4. Ensure that the session plan should be followed according to time duration to complete the course in-time
5. At the end of session ask questions given in assessment section.
6. Before concluding the session summarize the key learning or takes away.

Ask

Q1. What is appearance?
Q2. Is smiling part of posture?
Q3. What denotes a firm handshake?
Q4. Why is healthy eating important?
Q5. What does AIDS stand for?

Unit 8.4: **Interpersonal Skill Development**

Unit Objectives

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

1. Develop a positive attitude and behavior.
2. Understanding Goal Setting.
3. Motivated for team participation at work.
4. Learn how to manage relations.
5. Learn about Stress and anger management skills.
6. Learn to develop leadership qualities.

Notes for Facilitation

1. Use power point presentation to describe the topic.
2. Start the session by stating the Session Objectives.
3. During the session make sure all participants attentively listen to understand the content you deliver.
4. Ensure that the session plan should be followed according to time duration to complete the course in-time
5. At the end of session ask questions given in assessment section.
6. Before concluding the session summarize the key learning or takes away.

Ask

Q1. What is attitude?
Q2. What did you learn from the story?
Q3. What is difference between optimism and positive attitude?
Q4. Why should goals be time bound?
Q5. What are etiquettes?
Q6. What is ownership and empathy?

Unit 8.5: **Social Interaction**

Unit Objectives

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

1. Understand what social interaction is and what are social interaction behaviour.
2. Give a brief description about himself/herself in public.
3. Follow daily duties.
4. Cooperate with peers, family and other members in society.

Notes for Facilitation

1. Use power point presentation to describe the topic.
2. Start the session by stating the Session Objectives.
3. During the session make sure all participants attentively listen to understand the content you deliver.
4. Ensure that the session plan should be followed according to time duration to complete the course in-time
5. At the end of session ask questions given in assessment section.
6. Before concluding the session summarize the key learning or takes away.

Ask

Q1. What basics will you include in introduction?
Q2. What is experiential knowledge?

Unit 8.6: **Group Interaction**

Unit Objectives

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

1. Participate in group discussions in the class.
2. Give speech in the public.
3. Understand the importance of team building and team work.

Notes for Facilitation

1. Use power point presentation to describe the topic.
2. Start the session by stating the Session Objectives.
3. During the session make sure all participants attentively listen to understand the content you deliver.
4. Ensure that the session plan should be followed according to time duration to complete the course in-time
5. At the end of session ask questions given in assessment section.
6. Before concluding the session summarize the key learning or takes away.

Ask

Q1. Why are interactions important?
Q2. What is importance of listening skills?
Q3. Is team work dream work?

Unit 8.7: **Time Management**

Unit Objectives

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

1. Understand the importance of time management.
2. Develop time management skills.
3. Learn about effective time planning.

Notes for Facilitation

1. Use power point presentation to describe the topic.
2. Start the session by stating the Session Objectives.
3. During the session make sure all participants attentively listen to understand the content you deliver.
4. Ensure that the session plan should be followed according to time duration to complete the course in-time
5. At the end of session ask questions given in assessment section.
6. Before concluding the session summarize the key learning or takes away.

Ask

Q1. Why is being punctual important?
Q2. Narrate a good time management story.
Q3. Explain what is urgent and what is important?

Unit 8.8: **Resume Preparation**

Unit Objectives

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

1. Understand the importance of resume.
2. Learn how to prepare a resume

Notes for Facilitation

1. Use power point presentation to describe the topic.
2. Start the session by stating the Session Objectives.
3. During the session make sure all participants attentively listen to understand the content you deliver.
4. Ensure that the session plan should be followed according to time duration to complete the course in-time
5. At the end of session ask questions given in assessment section.
6. Before concluding the session summarize the key learning or takes away.

Ask

Q1. What should a resume potray?
Q2. Why should you not include photo?
Q3. How will you categorize skills?

Unit 8.9: **Interview Preparation**

Unit Objectives

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

1. Understand the procedure of interview.
2. Go thorough mock interviews.
3. Understand how to present themselves during an interview.
4. Motivated to work after the training period is over.

Notes for Facilitation

1. Use power point presentation to describe the topic.
2. Start the session by stating the Session Objectives.
3. During the session make sure all participants attentively listen to understand the content you deliver.
4. Ensure that the session plan should be followed according to time duration to complete the course in-time
5. At the end of session ask questions given in assessment section.
6. Before concluding the session summarize the key learning or takes away.

Ask

Q1. What is a Panel Interview?
Q2. What do you cover in company research before going for interview?
Q3. How does grooming impact your interview?

9. IT Skills

Key Learning Outcomes

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

1. Familiarize with computers
2. Identify and use basic uses of a computer
3. Familiarize with a computer motherboard
4. Familiarize with a computer operating system
5. Use Microsoft Word, Excel and PowerPoint
6. Familiarize with Internet and use e-mails.

Unit 9.1: Introduction to Computer

Unit Objectives

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

1. Explain basic concept, usage, basic terminologies associated with computer.
2. Recognize its various parts.
3. Differentiate the advantages and disadvantages of using a computer

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. What is Software?

Q2. What is OS?

Q3. What benefits do computers have?

Unit 9.2: Basic Computer Knowledge

Unit Objectives

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

1. Use computer.
2. Explain the web, email services.

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. What is www?
Q2. What is website?
Q3. What does E in email stand for?
Q4. Are instant messengers professional?

Unit 9.3: Components of Computer Unit

Unit Objectives

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

1. Understand different parts/components of computer

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. What is CPU?
Q2. What is RAM and ROM?

Unit 9.4: Concept of Operating System

Unit Objectives

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

1. Familiarise with the concept of operating system.
2. Work on Windows 8 and 8.1.
3. Add or Remove desktop icons, make or delete a folder etc

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. What is taskbar?
Q2. How can you change background wallpaper?
Q3. Where is external hardware shown?
Q4. How to rename a folder using shortcut?
Q5. Cltr+C is which function shortcut?
Q6. What will Ctrl+ Alt+ Del do?
Q7. Which key on keyboard is shortcut to refresh?

Unit 9.6: MS PowerPoint

Unit Objectives

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

1. Practice MS-Powerpoint.
2. Make a new presentation.
3. Format a slide as well

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. What is a slide?
Q2. How to choose slide layouts?
Q3. Ctrl+V can be used where?
Q4. What function does custom animation perform?
Q5. Where will you add a Bar Graph from? Give path.

Unit 9.7: **MS Excel**

Unit Objectives

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

1. Work on MS-Excel
2. Format cells and cell content
3. Use formulas
4. Make Charts and Pivot Table

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. Where can you select page views from?
Q2. How to add a quick access bar?
Q3. How to add and rename spreadsheets?
Q4. How can you change height or width of cell?
Q5. How to replicate formulaes in cells?
Q6. What does SUM function do?

Q7.

Unit 9.8: Internet Concepts

Unit Objectives

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

1. Understand internet concepts.
2. Recognize the different types of URLs.
3. Use MS-Outlook

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. What does URL stand for?
Q2. What is static and messy url?
Q3. What is Outlook used for?
Q4. How will you attach file in email Outlook?

10.Employability & Entrepreneurship Skills

Media & Entertainment Skills Council

Unit 10.1 – Personal Strengths & Value Systems

Unit 10.2 – Digital Literacy: A Recap

Unit 10.3 – Money Matters

Unit 10.4 – Preparing for Employment & Self Employment

Unit 10.5 – Understanding Entrepreneurship Unit

Unit 10.6 – Preparing to be an Entrepreneur

Key Learning Outcomes

65
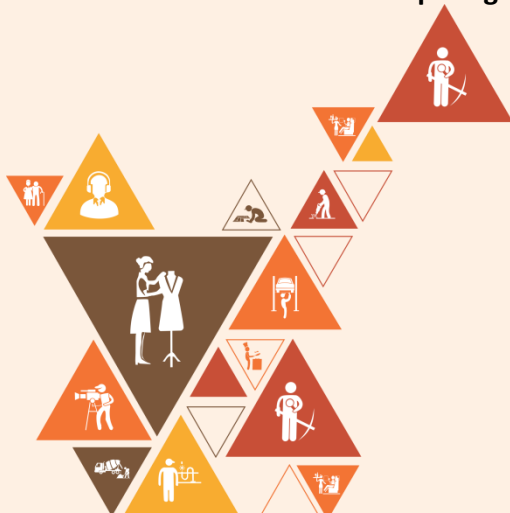
At the end of this module, students will be able to:

1. Understand value system
2. Appreciate the role of digital literacy
3. Understand Money Matters
4. Appreciate the concept of self-employment
5. Who is entrepreneur
6. How to be an entrepreneur

Unit 10.1: Personal Strength and Value System

Unit Objectives

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

- Explain the meaning of hygiene
- Understand the purpose of Swacch Bharat Abhiyan
- Explain the meaning of habit
- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees
- Explain the importance of self-analysis
- Understand motivation with the help of Maslow's Hierarchy of Needs
- Discuss the meaning of achievement motivation
- List the characteristics of entrepreneurs with achievement motivation
- List the different factors that motivate you
- Discuss how to maintain a positive attitude
- Discuss the role of attitude in self-analysis
- List your strengths and weaknesses
- Discuss how to foster a good work ethic
- List the characteristics of highly creative people
- List the characteristics of highly innovative people
- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management technique
- Discuss the importance of anger management
- Discuss the symptoms of stress
- Discuss tips for stress management

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. Q1. What is WHO?
Q2. How is hygiene and Health related?
Q3. What is self actualization in Maslows pyramid?
Q4. Why is positive attitude important?
Q5. What is meaning of ethics?
Q6. What is innovation?
Q7. What is cognitive restructuring?

Unit 10.2: Digital Literacy: A Recap

Unit Objectives

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

1. Identify the basic parts of a computer
2. Identify the basic parts of a keyboard
3. Recall basic computer terminology
4. Recall basic computer terminology
5. Recall the functions of basic computer keys
6. Discuss the main applications of MS Office
7. Discuss the benefits of Microsoft Outlook
8. Discuss the different types of e-commerce
9. List the benefits of e-commerce for retailers and customers
10. Discuss how the Digital India campaign will help boost e-commerce in India
11. Describe how you will sell a product or service on an e-commerce platform

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1.What is a cursor?

Q2. What does ESC do?

Q3. What is Microsoft Acess?

Q4. Explain B2B and C2C?

Unit 10.3: Money Matters

Unit Objectives

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

1. Discuss the importance of saving money
2. Discuss the benefits of saving money
3. Discuss the main types of bank accounts
4. Describe the process of opening a bank account
5. Differentiate between fixed and variable costs
6. Describe the main types of investment options
7. Describe the different types of insurance products
8. Describe the different types of taxes
9. Discuss the uses of online banking
10. Discuss the main types of electronic funds transfers

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. Why is investing important?
Q2. What are recurring accounts?
Q3. What is the Nature of Variable costs?
Q4. What is a Private equity?
Q5. What is Capital gain tax?
Q6. What is RTGS?

Unit 10.4: Preparing for Employment & Self Employment

Unit Objectives

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

1. Discuss the steps to prepare for an interview
2. Discuss the steps to create an effective Resume
3. Discuss the most frequently asked interview questions
4. Discuss how to answer the most frequently asked interview questions
5. Discuss basic workplace terminology

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. Why is preparation important for interview?
Q2. What will you include in personal skills?
Q3. Why do you want the job- reasoning?
Q4. How will you identify strengths?
Q5. What does CV stand for?

Unit 10.5: Understanding Entrepreneurship

Unit Objectives

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

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List important problem solving traits
14. Discuss ways to assess problem solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities within your business
19. Understand the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

Q1. What is entrepreneurship?
Q2. What makes a good entrepreuer?
Q3. What is a LLP?
Q4. How is reinvention important?
Q5. What are two elements of problem solving?
Q6. What is SWOT analysis?
Q7. Name two types of entrepreneurs.
Q8. What is Make in India campaign?
Q9. What is Risk Appetite?

Unit 10.6: Preparing to be an Entrepreneur

Unit Objectives

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

1. Discuss how market research is carried out

2. Describe the 4 Ps of marketing

3. Discuss the importance of idea generation

4. Recall basic business terminology

5. Discuss the need for CRM

6. Discuss the benefits of CRM

7. Discuss the need for networking

8. Discuss the benefits of networking

9. Understand the importance of setting goals

10. Differentiate between short-term, medium-term and long-term goals

11. Discuss how to write a business plan

12. Explain the financial planning process

13. Discuss ways to manage your risk

14. Describe the procedure and formalities for applying for bank finance

15. Discuss how to manage your own enterprise

16. List important questions that every entrepreneur should ask before starting an enterprise

Notes for Facilitation

1. Ensure all the required material and equipment related to session is in place and in proper working condition before starting the session.
2. Before beginning the session, ask the students about what they learnt in the last session.
3. Explain the Objectives of the current session.
4. Use power point presentation to describe the topic.
5. Give assignment to measure the student understanding of the topic
6. Ensure that the session plan should be followed according to time duration to complete the course in-time
7. Discuss the assignment questions with the students and provide correct answers.
8. At the end of the session summarize the key learning.

Ask

1. What are the 4 P;'s?
2. What is Depreciation?
3. What is ROI?
4. Why is networking important?
5. How will one set goals?
6. What is business plan?
7. What are channels of distribution?
8. What documents must be prepared for loans?
9. What is seed funding?

7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria
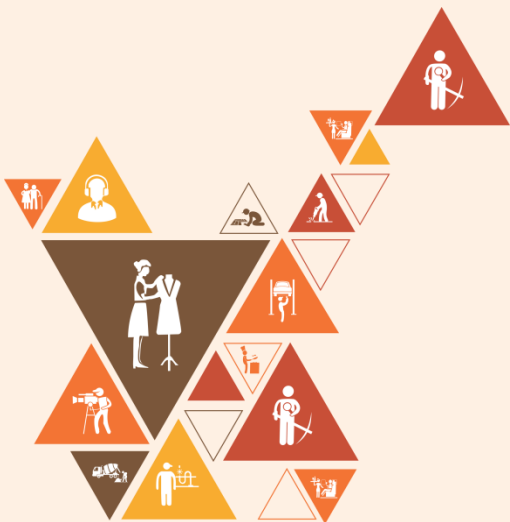
Annexure I

Training Delivery Plan

<table>
<tr><td colspan="5" align="center">Training Delivery Plan</td></tr>
<tr><td>Program Name:</td><td colspan="4">Make Up Artist)</td></tr>
<tr><td>Qualification Pack Name & Ref. ID</td><td colspan="4">MES/ Q 1801</td></tr>
<tr><td>Version No.</td><td align="center">1.0</td><td>Version Update Date</td><td colspan="2">18/02/15</td></tr>
<tr><td>Pre-requisites to Training</td><td colspan="4">This job requires the individual to understand make-up requirements and identify the design and look for each artist. The individual must have a good understanding of the principles of cosmetology and theory of skin, colour, bruising etc. The individual must be able to select the appropriate make-up products and use relevant techniques to create the required look for artists. The individual must also be aware of the common diseases, allergies, disorders and reactions that could be caused by/ could impact make-up application.</td></tr>
<tr><td rowspan="2">Training Outcomes</td><td colspan="4">By the end of this program, the participants would have achieved the following competencies:</td></tr>
<tr><td colspan="4">

Understanding Fashion through styling of hair, face and Body
Style Hair and learn make up techniques
Innovative make up methods for different appearances.
Adding effects and enhancing make up
Team Management of Subordinates
Health, Safety and Security Standards
Work effectively in a team

</td></tr>
</table>

S. No	Sessions	Methodology	Training Tools/ Aids	Duration (Theory + Practical)
1.	Introduction	• Explaining • Demonstrating Application • Showing Videos and Clips • Learning by teaching • Quiz & Exams	• Laptop, • White board, • Marker, • Projector, • Make Up Kit • Hair Styling Tools • Prosthetics • Props • Models	12.0
2.	Make Up Artist			
3.	Hair and Make-Up Requirements	• Explaining • Demonstrating • Physical Application • Learning by teaching • Quiz & Exams	• Laptop, • White board, • Marker, • Projector, • Make Up Kit • Hair Products • Appliances • Mannequins	24.0
4.	Managing Hair, Make Up and Prosthetics	• Explaining • Demonstrating • Physical Application • Learning by teaching • Quiz & Exams	• Laptop, • White board, • Marker, • Projector, • Make Up Products • Materials and Prosthetics	24.0
5.	Artists Appearance Alteration	• Explaining • Demonstrating • Physical Application • Learning by teaching • Quiz & Exams	• Laptop, • White board, • Marker, projector, • Make Up Kit • Related Products and Equipment • Prosthetics	24.0
6.	Applying Make Up and Special Effects	• Explaining • Demonstrating • Physical Application • Learning by teaching • Quiz & Exams	• Laptop, • White board, • Marker, projector, • Make Up Kit • Related Products and Equipment • Prosthetics	60.0
7.	Effective Communication	• Explaining • Demonstrating • Physical Application in	• Laptop, • White board, • Marker, projector • Speakers	24.0

		Group		
8.	Workplace Health & Safety	• Explaining • Demonstrating • Collaboration • Learning by teaching • Quiz & Exams	• Laptop, • White board, • Marker, projector	40.0
9.	Introduction to Soft Skills	• Explaining • Demonstrating Application • Showing Videos and Clips • Learning by teaching • Quiz & Exams	• Laptop, • White board, • Marker, • Projector	**24.0**
10.	Effective Communication Unit			
11.	Grooming and Hygiene			
12.	Interpersonal Skill Development			
13.	Social Interaction			
14.	Group Interaction			
15.	Time Management			
16.	Resume Preparation			
17.	Interview Preparation			
18.	Introduction to Computer	• Explaining • Demonstrating • Collaboration • Learning by teaching • Quiz & Exams	• Laptop, • White board, • Marker, projector • Computers for students	24.0
19.	Basic Computer Knowledge			
20.	Components of Computer			
21.	Concept of Operating			
22.	MS Word			
23.	MS PowerPoint			
24.	MS Excel			
25.	Internet Concepts			
26.	Individual Intrinsic and External Core Development	• Explaining • Demonstrating • Collaboration • Learning by teaching • Quiz & Exams	• Laptop, • White board, • Marker, projector	20.0
27.	Digitalized Era : Flashback			
28.	Financial Handles			
29.	Proceeding with Understanding : Entrepreneurial Battle			
30.	Entrepreneurship In Depth			
31.	Setting the Game : Initial Plunge			

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria	
Job Role	**Make up Artist**
Qualification Pack	**MES/ Q 1801, v1.0**
Sector Skill Council	**Media & Entertainment**

1	**MES/ N 1801**	**Identify hair and make-up requirements**	20%
2	**MES/ N 1802**	**Manage hair and make-up supplies**	20%
3	**MES/ N 1803**	**Prepare for altering the artists'appearance**	25%
4	**MES/ N 1804**	**Apply make-up and special effects**	25%
5	**MES/ N 1807**	**Manage helpers and trainees**	5%
6	**MES/ N 0104**	**Maintain workplace health and safety**	5%
			100%

Guidelines for Assessment:
1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory & Practical part will be based on knowledge bank of questions created by the AA and approved by SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria.
5. To pass the Qualification Pack , every trainee should score a minimum of 70% cumulatively (Theory and Practical).

Assessment Outcomes	Assessment Criteria for outcomes	Total Mark	Marks Allocation		
			Out Of	Theory	Skills Practical
MES/ N 1801 (Identify hair and make-up requirements)	PC1. Accurately break down the script to identify the number of characters or artists for whom hair and/or make-up design is required	100	20	5	60
	PC2. Understand hair and make-up requirements (e.g. natural look for anchors/ presenters, prosthetics / injuries/ stains for special effects, glamorous / period/ ageing for actors etc.) from the director/ production designer/artist and design/ continuity requirements from the script (where applicable)		20	5	
	PC3. Recognize when special requirements and effects are required to produce the design		15	5	
	PC4. Access sources needed to research the creative aspects of the look based on the requirements		10	5	
	PC5. Produce and finalize design ideas which are consistent with the script and sensitive to its characterization		15	10	
	PC6.Identify the creative and technical requirements required to execute the look		15	5	
	PC7. Realistically estimate the amount of preparation time, budget and resources required for the type of production being worked on		5	5	
	Total	100	100	40	60

Assessment Outcomes	Assessment Criteria for outcomes	Total Mark	Marks Allocation		
			Out Of	Theory	Skills Practical
MES/ N 1802 (Manage hair and make-up supplies)	PC1. Determine the amount and quality of resources, materials, tools and equipment required to execute the hair and make-up design		20	10	
	PC2. Determine where and how resources should be labelled, stored and arranged		20	5	
	PC3. Select the providers of materials and equipment and purchase adequate quantity and type of products		20	10	
	PC4. Monitor and replenish stock of hair and/or make-up products, as per requirement		20	5	
	PC5.Ensure that there is sufficient staff with the necessary skills to fulfil the design concept	100	20	10	60
	Total	100	100	40	60

Assessment Outcomes	Assessment Criteria for outcomes	Marks Allocation			
		Total Mark	Out Of	Theory	Skills Practical
MES/ N 1803 (Prepare for altering the artists' appearance)	PC1. Prepare, organize and keep workstation materials, equipment and on-set kit fully stocked, tidy and hygienic	100	20	5	60
	PC2. Explain hair and/or make up procedures to artists and invite their questions		20	10	
	PC3. Prepare the skin and scalp appropriately for the type of contact material used		20	10	
	PC4. Take measurements of the appropriate head and body areas for preparation of wigs, masks etc.		25	10	
	PC5. Arrange fittings and appointments with artists' within production deadlines		15	5	
	Total		100	40	60

Assessment Outcomes	Assessment Criteria for outcomes	Marks Allocation			
		Total Mark	Out Of	Theory	Skills Practical
MES/ N 1804 (Apply make-up and special effects)	PC1. Apply selected make-up to achieve the desired effect 'on camera' and maintaining continuity during shoots (where required)	100	25	10	60
	PC2. Assist in the maintenance of continuity of the artist's appearance		25	10	
	PC3. Remove the make-up carefully to reduce artists' discomfort		20	5	
	PC4. Check that the selected make-up is compatible with artists skin type and test for potential adverse skin reactions		15	10	
	PC5. Position artists in the most appropriate position to minimize personal discomfort		15	5	
	Total		100	40	60

Assessment Outcomes	Assessment Criteria for outcomes	Marks Allocation			
		Total Mark	Out Of	Theory	Skills Practical
	PC1. Inform trainees/helpers of the hair and make-up process and of their responsibilities and role in the process	100	15	5	60
	PC2. Ensure that the trainees/helpers know how to find and operate the materials, tools and equipment's that will be required during the process		25	10	
	PC3. Provide clear and precise instructions to trainees/helpers during		20	5	

				Marks Allocation		
MES/ N 1807 (Manage helpers and trainees)	the process and ensure they are working effectively to meet the production schedule					
	PC4. Monitor and evaluate the work of trainees/helpers in an effective, unobtrusive and objective manner			20	10	
	PC5. Provide trainees/helpers with the opportunity to contribute and try out the work for themselves			20	10	
		Total	100	40		60

| **Assessment Outcomes**	**Assessment Criteria for outcomes**	**Total Mark**	**Out Of**	**Theory**	**Skills Practical**
MES/ N 0104 (Maintain workplace health and safety)	PC1. Understand and comply with the organisation's current health, safety and security policies and procedures		10	5	
	PC2. Understand the safe working practices pertaining to own occupation		10	5	
	PC3. Understand the government norms and policies relating to health and safety including emergency procedures for illness, accidents, fires or others which may involve evacuation of the premises		5	3	
	PC4. Participate in organization health and safety knowledge sessions and drills		5	2	
	PC5. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency		10	5	
	PC6. Identify security signals e.g. fire alarms and places such as staircases, fire warden stations, first aid and medical rooms	100	10	5	50
	PC7. Identify aspects of your workplace that could cause potential risk to own and others health and safety		10	5	
	PC8. Ensure own personal health and safety, and that of others in the workplace though precautionary measures		10	5	
	PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person		5	3	
	PC10. Report any hazards outside the individual's authority to the relevant person in line with organisational procedures and warn other people who may be affected		10	5	
	PC11. Follow organisation's emergency procedures for accidents, fires or any other		10	5	

	natural calamity in case of a hazard				
	PC12. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority		5	2	
		Total	100	50	50

Do ☑

- Explain each Guideline for Assessment in detail
- Explain the score that each trainee needs to obtain
- Recapitulate each NOS one-by-one and take participants through the allocation of marks for Theory and Skills Practical.
- Explain the Allocation of Marks. Explain that they will be assessed on Theory and Skills Practical.

Notes

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Media & Entertainment Skills Council
Address: Federation House, Tansen Marg, New Delhi- 110001
Email: mesc@ficci.com
Phone: 91-11-23738760-70