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Media & Entertainment Skills Council

Facilitator Guide



Sector
Media and Entertainment

Sub-Sector
Film, Television, Radio, Animation, Advertising

Occupation
Sound Editor

Sound Editor

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Media and Entertainment

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Shri Narendra Modi
Prime Minister of India

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

Acknowledgements

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

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

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

About this Guide

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

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

Symbols Used



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lab



Demonstrat



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



Role Play



Example

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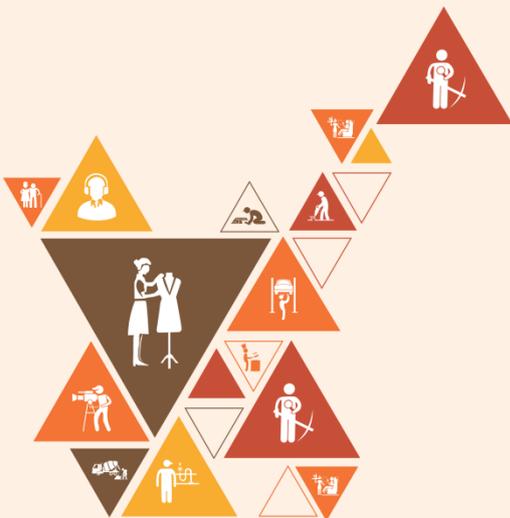


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1. Introduction

Unit 1.1 - Introduction to the Media and Entertainment Sector

Unit 1.2 – Key Words



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 Sound Editor.
3. Understand the role of the Sound Editor.

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 Sound Editor.
4. Understand various parameters of Sound Editor

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: Key Words

Unit Objectives

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

1. Familiarize with role and responsibilities of Sound Editor.
2. Understand Team Roles
3. Know the channels of Media
4. Identify with sound editing techniques

Explain

- Explain the role of Sound Editor
- Explain the important sound editing 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 Animatic?
- Q2. What are key frames?
- Q3. What do you mean by modelling?
- Q4. What is aspect ratio?
- Q5. Define clean up?

Key Learning Outcomes

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

Recognize the basic terminologies used for sound editing

Learn about the software used in sound editing

Learn of Audacity

UNIT 2.1: Basic Terminologies used for Sound Editing

Unit Objectives

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

- Know about the Sound Editor
- Describe the role of sound editor in Industry
- Elaborate about the Sound editing with computers
- Digitizing sound files

Explain

- Role of Sound Editor.
- Digital & Analogue.

Ask

- Q1. What is role of sound editor in industry?
- Q2. How do you digitize sound?
- Q3. Define analogue recording?
- Q4. What is the difference between analogue and digital sound?

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.

UNIT 2.2: Software's used in Sound Editing

Unit Objectives

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

Identify how to edit audios

Describe the different types of sound editing software.

Explain

- How to edit audios.
- Explain different available software's.

Ask

Q1. How do you edit sound?

Q2. What is basic difference between avid and magix music?

Q3. Define Audacity?

Q4. Explain features of Nero wave editor?

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.

UNIT 2.3: Editing with Audacity

Unit Objectives

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

- Identify what is audacity
- Elaborate the technical requirements for installing audacity
- Describe the setup process of audacity

Explain

- Explain technical requirements and set up.
- Downloading and installing software's.

Ask

- Q1: How do you adjust and test microphone?
- Q2. Explain the process of downloading and installing audacity?
- Q3. How do you record in audacity?
- Q4. Explain stop and pause in audacity?
- Q5. How do you export in audacity?

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.



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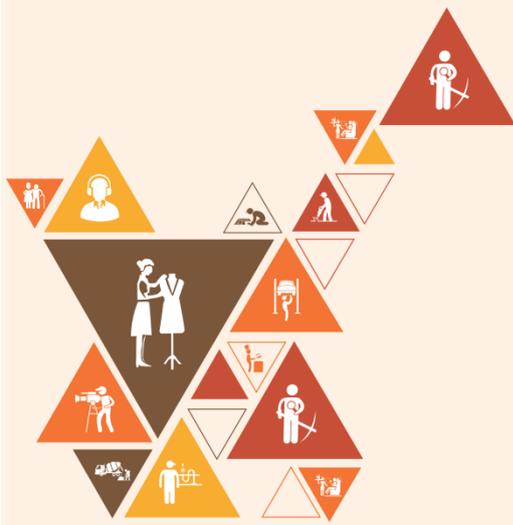
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3. Document and Store Media

Unit 3.1 - Meta Data

Unit 3.2 - Naming Convention

Unit 3.3 - Storing and Retrieval



Key Learning Outcomes

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

Knowledge of Meta Data

Describe naming convention

Knowledge of Storage and Retrieval System

Unit 3.1: Meta Data

Unit Objectives

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

Describe about the Meta Data Editor.

Describe the types of Audio Formats.

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 Meta Data Editor
- Different audio formats

Unit 3.2: Naming Convention

Unit Objectives



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

Know of Naming Convention

Elaborate the projects mix folder hierarchy

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 mix stem and naming convention

Unit 3.3: Storing and Retrieval

Unit Objectives

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

Describe the data back-up techniques.

Knowledge of different storage devices.

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 Data backup techniques
- Explain storage devices

Ask

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

- Q1. Explain different storage devices?
Q2. What are different data backup techniques?

Summarize

- Summarize storage and retrieval



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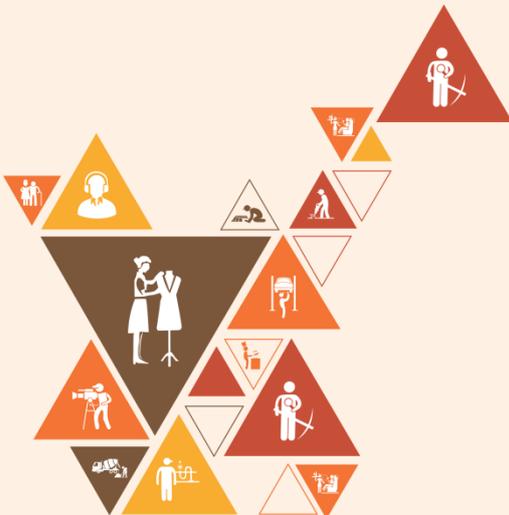
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4. Sound Mixing

Unit 4.1 - Mixing

Unit 4.2 - Mixing and Export Audio

Unit 4.3 - Interact and Communicate Effectively with Colleagues



Key Learning Outcomes

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

Identify the Mixing

Know about the mixing and export audio.

Effectively communicate with colleagues

Unit 4.1: Mixing

Unit Objectives

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

Mix perfectly the sound/audio clip.

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 mixing?
Q2. Explain balancing?
Q3. What is panning?

Summarize

- Summarize the importance of mixing

Unit 4.2: Mixing and Export Audio

Unit Objectives

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

- Knowledge of mixing audio
- Elaborate mastering and export.

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. How do you mix audios?
- Q2. What is mastering and export?

Summarize

- Summarize mixing and exporting audios.

Unit 4.3: Interact and Communicate Effectively with Colleagues

Unit Objectives

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

- Know how to build relationship with colleagues
- Understand the working with colleagues & Customer
- Know how to get along with your colleagues
- Know about social interaction
- Understand the negative work environment
- Why positive attitude and thinking
 - Providing customer service skills

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. How do you build relationship with colleagues?
 Q2. What do you mean by social interaction?
 Q3. How will you provide good service to customer?

Summarize

- Summarize the importance of communications



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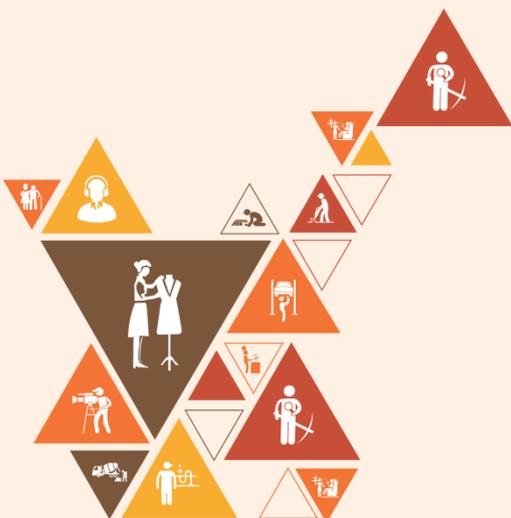
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5. Maintain Workplace Health & Safety

Unit 5.1 - Maintain Workplace Health & Safety



Key Learning Outcomes

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

1. Understand and comply with the organization'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 through 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 5.1: 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 through 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?



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6. Soft Skills And Communication Skills

Unit 6.1 - Introduction to the Soft Skills

Unit 6.2 - Effective Communication

Unit 6.3 - Grooming and Hygiene

Unit 6.4 - Interpersonal Skill Development

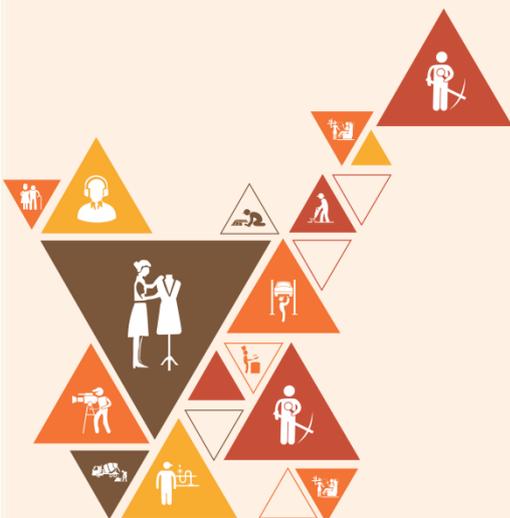
Unit 6.5 - Social Interaction

Unit 6.6 - Group Interaction

Unit 6.7 - Time Management

Unit 6.8 - Resume Preparation

Unit 6.9 - Interview Preparation



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 6.1: 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 6.2: 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 nonverbal communication?
Q3. What are communication barriers?

Unit 6.3: 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. Unable 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 Gurkha 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 6.4: 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 6.5: Social Interaction

Unit Objectives

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

1. Understand what social interaction is and what social interaction behavior are.
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 6.6: 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 6.7: 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 6.8: 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 portray?
Q2. Why should you not include photo?
Q3. How will you categorize skills?

Unit 6.9: 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?



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7. Employability & Entrepreneurship Skills

Unit 7.1 – Personal Strengths & Value Systems

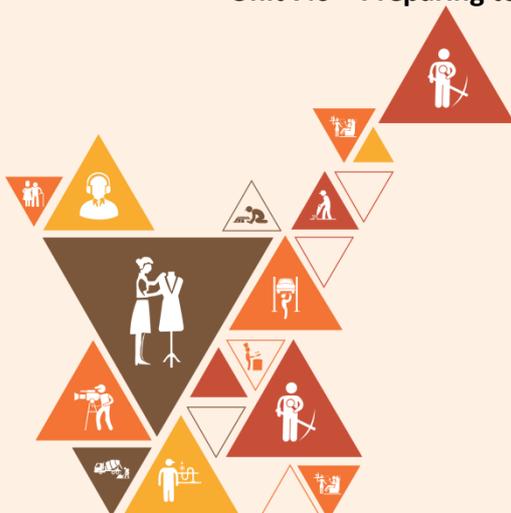
Unit 7.2 – Digital Literacy: A Recap

Unit 7.3 – Money Matters

Unit 7.4 – Preparing for Employment & Self Employment

Unit 7.5 – Understanding Entrepreneurship Unit

Unit 7.6 – Preparing to be an Entrepreneur



Key Learning Outcomes

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 7.1: 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 Swachh 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 Maslow's pyramid?
- Q4. Why is positive attitude important?
- Q5. What is meaning of ethics?
- Q6. What is innovation?
- Q7. What is cognitive restructuring?

Unit 7.2: 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 Access?
- Q4. Explain B2B and C2C?

Unit 7.3: 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 7.4: 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 7.5: 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 entrepreneur?
- 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 7.6: 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?



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& ENTREPRENEURSHIP



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Transforming the skill landscape

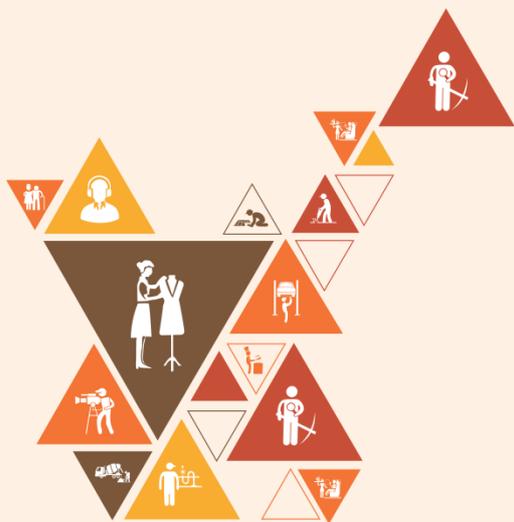


Media & Entertainment Skills Council

8. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

| Training Delivery Plan | | | |
|--|--|----------------------------|-----------------|
| Program Name: | Sound Editor | | |
| Qualification Pack Name & Ref. ID | MES/ Q 3404 | | |
| Version No. | 1.0 | Version Update Date | 21/11/14 |
| Pre-requisites to Training | This job requires the individual to know how to operate a range of sound equipment and software. Depending on the size of the production, the individual may have to delegate to/supervise several Sound Editing Assistants or Sound Specialists. The individual must be well-versed in the principles of acoustics, psychoacoustics and aural discrimination. The individual must be able to select sound sources and apply various editing techniques and treatments to create quality end-products that meet production requirements. | | |
| Training Outcomes | <p>By the end of this program, the participants would have achieved the following competencies:</p> <ul style="list-style-type: none"> • Edit Sound • Document and store media • Mix Sound • Maintain workplace health and safety | | |

| S. No | Sessions | Methodology | Training Tools/ Aids | Duration (Theory + Practical) |
|-------|--|---|--|-------------------------------------|
| 1. | Introduction | <ul style="list-style-type: none"> • Explaining • Demonstrating Application • Showing Videos and Clips • Learning by teaching • Quiz & Exams | <ul style="list-style-type: none"> • Laptop, • White board, • Marker, • Projector | 10.0 |
| 2. | Key words | | | |
| 3. | Basic Terminologies used for Sound Editing | <ul style="list-style-type: none"> • Explaining • Demonstrating Application • Showing Videos and Clips • Learning by teaching • Quiz & Exams | <ul style="list-style-type: none"> • Laptop, • White board, • Marker, • Projector, • Appliances • Microphone • Recording device • Speaker • Headphone | 8.0 |
| 4. | Software's used in Sound Editing | | | 16.0 |
| 5. | Editing with Audacity | | | 16.0 |
| 6. | Meta Data | <ul style="list-style-type: none"> • Explaining • Demonstrating • Physical Application • Learning by teaching • Quiz & Exams | <ul style="list-style-type: none"> • Laptop, • White board, • Marker, • Projector, • Appliances • Microphone • Recording device • Speaker • Headphone • Storage devices | 10.0 |
| 7. | Naming Convention | | | 15.0 |
| 8. | Storing and Retrieval | | | 15.0 |
| 9. | Mixing | <ul style="list-style-type: none"> • Explaining • Demonstrating • Physical Application • Learning by teaching • Quiz & Exams | <ul style="list-style-type: none"> • Laptop, • White board, • Marker, • Projector, • Appliances • Microphone • Recording device • Speaker • Headphone Storage devices Mixing software's | 10.0 |
| 10. | Mixing and Export Audio | | | 15.0 |
| 11. | Interact and Communicate Effectively with Colleagues | | | 15.0 |
| 12. | Workplace Health & Safety | <ul style="list-style-type: none"> • Explaining • Demonstrating • Collaboration • Learning by teaching | <ul style="list-style-type: none"> • Laptop, • White board, • Marker, projector | 28.0 |

| | | | | |
|-----|--|---|---|-------------|
| | | <ul style="list-style-type: none"> • Quiz & Exams | | |
| 13. | Introduction to Soft Skills | <ul style="list-style-type: none"> • Explaining • Demonstrating Application • Showing Videos and Clips • Learning by teaching • Quiz & Exams | <ul style="list-style-type: none"> • Laptop, • White board, • Marker, • Projector | 18.0 |
| 14. | Effective Communication Unit | | | |
| 15. | Grooming and Hygiene | | | |
| 16. | Interpersonal Skill Development | | | |
| 17. | Social Interaction | | | |
| 18. | Group Interaction | | | |
| 19. | Time Management | | | |
| 20. | Resume Preparation | | | |
| 21. | Interview Preparation | | | |
| 22. | Individual Intrinsic and External Core Development | <ul style="list-style-type: none"> • Explaining • Demonstrating • Collaboration • Learning by teaching • Quiz & Exams | <ul style="list-style-type: none"> • Laptop, • White board, • Marker, projector | 20.0 |
| 23. | Digitalized Era : Flashback | | | |
| 24. | Financial Handles | | | |
| 25. | Proceeding with Understanding : Entrepreneurial Battle | | | |
| 26. | Entrepreneurship In Depth | | | |
| 27. | Setting the Game : Initial Plunge | | | |

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

| | |
|-----------------------------|----------------------------------|
| Assessment Criteria | |
| Job Role | Sound Editor |
| Qualification Pack | MES/ Q 3404, v1.0 |
| Sector Skill Council | Media & Entertainment |

| NOS | NOS NAME | Weightage | |
|-----|-------------|--------------------------------------|------|
| 1 | MES/ N 3408 | Edit sound | 35% |
| 2 | MES/ N 3411 | Document and store media | 30% |
| 3 | MES/ N 3412 | Mix Sound | 25% |
| 4 | MES/ N 0104 | Maintain workplace health and safety | 10% |
| | | | 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 Outcome | Assessment Criteria for outcomes | Total Marks | Out Of | Theory | Skills Practical |
|---|--|-------------|--------|--------|------------------|
| MES/ N 3408 (Edit sound) | PC1. Identify/sign/organise unedited sound materials, and check sound equipment/editing facilities in preparation for editing | 100 | 15 | 10 | 60 |
| | PC2. Verify the technical/creative quality of sound sources and whether they meet production standards, propose options to resolve issues as required | | 10 | 5 | |
| | PC3. Critically listen to sound sources to determine the extent and range of required edits w.r.t. the format of the end-product | | 10 | 5 | |
| | PC4. Cut and synchronise the sound sources, removing any extraneous background sounds in preparation for final sound mixing | | 20 | 5 | |
| | PC5. Manage the creative/technical quality check of the final sound edit in line with enterprise procedures and production requirements | | 15 | 5 | |
| | PC6. Organise the digitisation and transfer of sound sources to appropriate equipment, ensuring that the requirements for digital storage and formatting are met | | 30 | 10 | |
| | Total | 100 | 40 | 60 | |
| Assessment Outcome | Assessment Criteria for outcomes | Total Marks | Out Of | Theory | Skills Practical |
| MES/ N 3411 (Document and store media) | PC1. Keep an accurate, concise, legible and up-to-date log in the required format | 100 | 15 | 10 | 60 |
| | PC2. Keep a log which accurately and succinctly shows complete details of the set-up and selected takes, and indicates their quality and acceptability. | | 10 | 5 | |
| | PC3. Show, the correct title of production, the date when the material was created, and any other relevant details on accurate and up-to-date labels | | 10 | 5 | |
| | PC4. Label the recorded medium clearly and confirm that the medium and its container carry identical marks | | 20 | 5 | |
| | PC5. Safeguard materials for future use where commercially important | | 15 | 5 | |
| | PC6. Store recordings, back-up recordings and related materials securely and safely | | 30 | 10 | |
| | Total | 100 | 40 | 60 | |
| Assessment Outcome | Assessment Criteria for outcomes | Total Marks | Out Of | Theory | Skills Practical |
| MES/ N 3412 (Mix sound) | PC1. Select valid criteria and use reliable methods to assess the sources required for the final mix | 100 | 10 | 4 | 60 |
| | PC2. Confirm that sound sources have the desired intelligibility, position and image in terms of the required sound | | 10 | 4 | |
| | PC3. Ensure that stereo and multi-channel sound sources have the required compatibility, where appropriate | | 5 | 2 | |
| | PC4. Control the level of the composite signal within technical limits and within the desired dynamic range | | 5 | 2 | |
| | PC5. Manipulate sound sources to achieve the level, balance, tonal quality, perspective and dynamic range appropriate to the required sound | | 10 | 4 | |

| | | | | | |
|---|---|-------|-------|-----|----|
| | PC6. Create the sound mix within production constraints | | 5 | 2 | |
| | PC7. Create a sound mix which is appropriate to the context in which it will be heard | | 10 | 4 | |
| | PC8. Accurately identify and promptly correct any problems in creating the mix, minimizing disruption to contributors and colleagues | | 10 | 4 | |
| | PC9. Ensure that tracks and mixes are organized in a way that is suitable for later use in editing | | 5 | 2 | |
| | PC10. Ensure that any paperwork is accurate, legible and conforms with conventions that will be understood by other mixers, sound technicians etc. | | 10 | 4 | |
| | PC11. Efficiently communicate with sound or other crew regarding equipment positioning and requirements | | 10 | 4 | |
| | PC12. Respond to and interpret suggestions from the contributor, colleagues, client or production during sound mixing, clarify any ambiguities or misunderstandings, and take appropriate action | | 5 | 2 | |
| | PC13. Explain clearly any problems with the sound mix, and offer realistic options | | 5 | 2 | |
| | | Total | 100 | 40 | 60 |
| MES/ N 0104 (Maintain workplace health and safety) | PC1. Understand and comply with the organisation's current health, safety and security policies and procedures | 100 | 10 | 5 | 50 |
| | 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 | | 10 | 5 | |
| | 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 through precautionary measures | | 10 | 5 | |
| | PC9. Identify and recommend opportunities for improving health, safety, and security to the designated person | | 5 | 3 | |
| | PC10. Report any hazards outside the individual's authority to the relevant person in line with organisational procedures and warn other people who may be affected | | 10 | 5 | |
| | PC11. Follow organization's emergency procedures for accidents, fires or any other natural calamity in case of a hazard | | 10 | 5 | |
| | PC12. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority | | 5 | 2 | |
| | | | Total | 100 | |



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Media & Entertainment Skills Council

Media & Entertainment Skills Council

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