



Participant Handbook

Sector

Media and Entertainment

Sub-Sector

Film and Television

Occupation

Editor

Reference ID: **MES/ Q 1401, Version 2.0**
NSQF level: 4



Editor

This book is sponsored by Media and Entertainment

Sector Skill Council Contact Details:

Address: 522-524, 5th Floor, DLF Tower-A, Jasola District Centre, New Delhi – 110025

Email: info@mescindia.org

Phone: +91 11 49048335 | 49048336

Under Creative Commons License: CC-BY -SA

Attribution-ShareAlike: CC BY-SA



This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This license is often compared to “copyleft” free and open-source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license used by Wikipedia and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects.

Disclaimer

The information contained herein has been obtained from sources reliable to Media and Entertainment. Media and Entertainment disclaims all warranties to the accuracy, completeness or adequacy of such information. Media and Entertainment shall have no liability for errors, omissions, or inadequacies, in the information contained herein, or for interpretations thereof. Every effort has been made to trace the owners of the copyright material included in the book. The publishers would be grateful for any omissions brought to their notice for acknowledgements in future editions of the book. No entity in Media and Entertainment shall be responsible for any loss whatsoever, sustained by any person who relies on this material. The material in this publication is copyrighted. No parts of this publication may be reproduced, stored or distributed in any form or by any means either on paper or electronic media, unless authorized by the Media and Entertainment.





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. ”



Certificate

COMPLIANCE TO QUALIFICATION PACK – NATIONAL OCCUPATIONAL STANDARDS

is hereby issued by the

MEDIA AND ENTERTAINMENT SKILLS COUNCIL

for the

SKILLING CONTENT: PARTICIPANT HANDBOOK

Complying to National Occupational Standards of
Job Role/ Qualification Pack: 'Editor' QP No. 'MES/Q1401 NSQF Level 4'

Date of Issuance:

Valid up to: **January 25th, 2027**

* Valid up to the next review date of the Qualification Pack

** Valid up to date mentioned above (whichever is earlier)

Authorised Signatory
(Media and entertainment skills council)

Forward

Editor expresses gratification to every member who intricately contributed to building this handbook. Together their efforts have created this content, a special mention to Sincere appreciation is also extended to all who provided peer review for these modules.

Thorough support and initiation of the Fashion and Styling industry has led to completion of the manual. 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 participant manual is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavors.

Introduction

This Initiation Booklet is specifically developed towards a particular skill set and qualification for participants undertaking the aforesaid training.

Module objectives are as follows:

- Understanding Editing and its Process
- Editing software's and learn their techniques
- Innovative editing methods.
- Adding effects and enhancing Editing
- Team Management of Subordinates
- Health, Safety and Security Standards

Symbols Used



Key Learning
Outcomes



Steps



Time



Tips



Notes



Unit
Objectives



Exercise

Table of Contents

S.No.	Modules and Units	Page No.
1.	Introduction and Orientation	1
	UNIT 1.1: Introduction to Media and Entertainment Sector	3
	UNIT 1.2: Key Words	8
2.	Understand Requirements and Plan Workflow (MES / N 1401)	11
	UNIT 2.1: Understand Requirements and Plan Workflow	13
3.	Manage Equipment and Material (MES / N 1402)	29
	UNIT 3.1: Manage Equipment and Material	31
4.	Edit the Production (MES / N 1403)	41
	UNIT 4.1: Edit the Production	43
	UNIT 4.2: Audio and Video Formats	74
	UNIT 4.3: Project Testing	79
5.	Maintain Workplace Health and Safety (MES / N 0104)	81
	UNIT 5.1: Maintain Workplace Health and Safety	83
6.	Soft Skills and Communication Skills	89
	UNIT 6.1: Introduction to the Soft Skills	91
	UNIT 6.2: Effective Communication	93
	UNIT 6.3: Grooming and Hygiene	97
	UNIT 6.4: Interpersonal Skill Development	107
	UNIT 6.5: Social Interaction	118
	UNIT 6.6: Group Interaction	122
	UNIT 6.7: Time Management	125
	UNIT 6.8: Resume Preparation	128
	UNIT 6.9: Interview Preparation	133





1. Introduction and Orientation



Unit 1.1 - Introduction to Media and Entertainment Sector

Unit 1.2 - Key Words



Key Learning Outcomes

The completion of the module will enable:

1. Explain the importance of media and entertainment sector in our life.
2. Describe role and responsibility of Editor.
3. Familiarized with the technical terms associated animation.

UNIT 1.1: Introduction to Media and Entertainment Sector

Unit Objectives

The completion of this unit will enable:

1. Explain the importance of media and entertainment sector in our life.
2. Describe role and responsibility of Editor.

1.1.1 Media and Entertainment Sector in India

In today's Digitalisation Era, the last decade has seen a massive development in Indian Media and Entertainment Industry. Growing Rapidly at 13.9 % CAGR and contributing to 1.7 % GDP supported by the increasing popularity of digital advertising which churns a whopping INR 4.14 Billion every year and more celebrating its position by being 14th largest industry in the world.

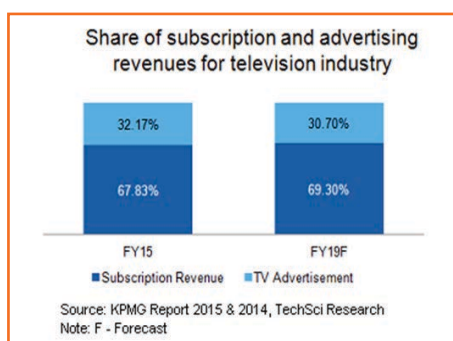


Fig.1.1.1: Advertising Revenues for TV Industry

This Sector is one of the strong industries supporting the Indian Economy by having over 700 Television Channels and over 200 FM Stations, Constituting to the largest production houses globally and leading the film industry internationally.

The Media and Entertainment Industry is sustainably growing with a support of the Indian Government that consciously takes initiatives like providing institutional finance to film industry, digitalizing cable network and recent increase of FDI limit to 100% in DTH and Cable Parameters.

Today, This industries Employment is at 14% to the country.

1.1.2 Employability in Media and Entertainment Sector

The performance, growth and profits of media and entertainment industry depends on the economic structure of the country. The progressive support states to increase employment opportunities to 1.3 million by 2022 from 0.4 million in 2013.

The Film Industry accommodates the highest workforce in the above statistic at 25%.

- The film industry of India accommodates the highest workforce in the above statistics at 25%.
- The media and entertainment industry has many niche sectors that demand skilled labour, currently CAGR is recorded at 13% but projected to grow with 1% increase comprising of 1786 billion within a year.
- The highest employers remain the Film and Television sectors attracting employees from various walks and classes. The variety of channels and sub stations keep attracting workforce caused by rapid digitization.

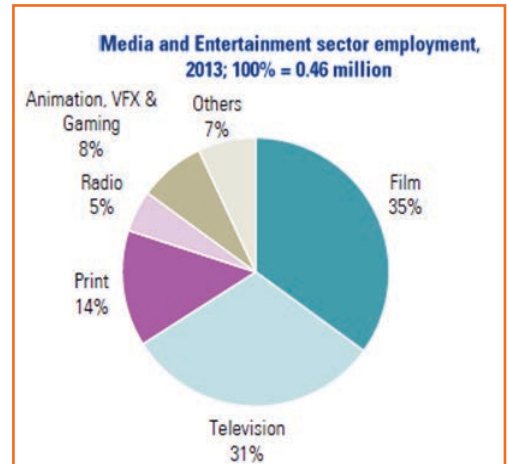


Fig.1.1.2: Media and Entertainment Employment in 2013

Sub Sector	Employment (in Millions)		
	2013	2017	2022
Television	0.14	0.28	0.64
Print	0.06	0.07	0.13
Radio	0.02	0.03	0.04
Animation, VFX and Gaming	0.02	0.03	0.04
Films	0.16	0.24	0.44
Overall Sector	0.4	0.65	1.3

Fig.1.1.3: Employment in Different Sectors of Media and Entertainment

1.1.3 Evolution of Media and Entertainment Sector

- The initial start into entertainment was with Satellite Broadcasting over sound alone, bringing Radio into action in India with the Radio Club commencing in 1923 while the Britishers ruled us.
- The most connected medium and the influential one since British Raaj was the All India Radio that started operations in 1936
- DD Network, the beloved Doordarshan Started television operations in 1959, September 15th
- The Indian economy was closed until 1990, and no private player was allowed to enter the space In the 1990s, the Indian film industry was completely fragmented
- BBC launched its national service in 1995
- The Indian government began licensing private companies to start their own radio stations on Indian Broadcasting
- In May 2000, as part of Phase I of radio broadcast licensing, the auction was conducted and 37 licenses were issued, out of which 21 are operational in 14 cities.

1.1.4 Major Subsector and Segments

- The Indian M&E industry comprises several sub-sectors, such as television, radio, print media (including newspapers and magazines), films, music, and animation and visual effects (VFX).
- Advertising plays a crucial role in sustaining the performance of media and entertainment industry, as the revenue collected with advertising mediums supports and grows the overall economy.
- The industry does not rely so much on foreign materials and produces most equipment, appliances and systems in house. A minor portion of exports may include antennas, cables and satellite boxes.

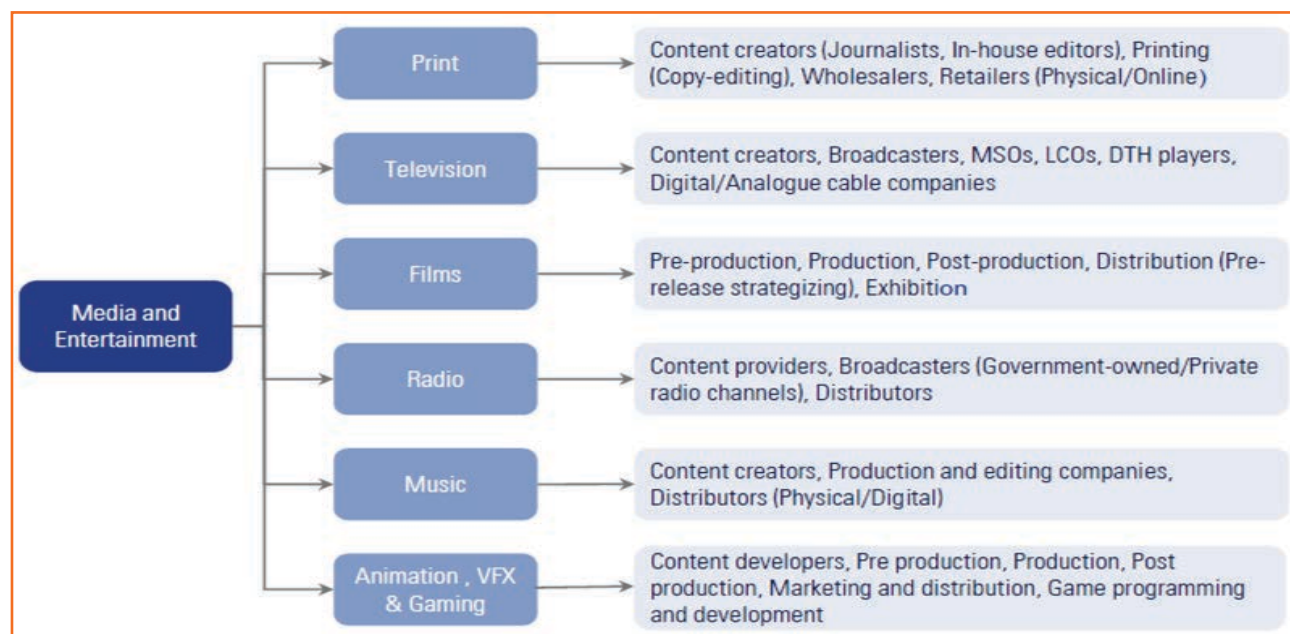


Fig.1.1.4: Media and Entertainment Sector

- The industry is specific to cultural and ethnic backgrounds, and is organized around specific hubs that specialize in output for a given population segment. For example, the Mumbai film industry (Bollywood) is a key film hub in the country. A similar hub also exists in South India.

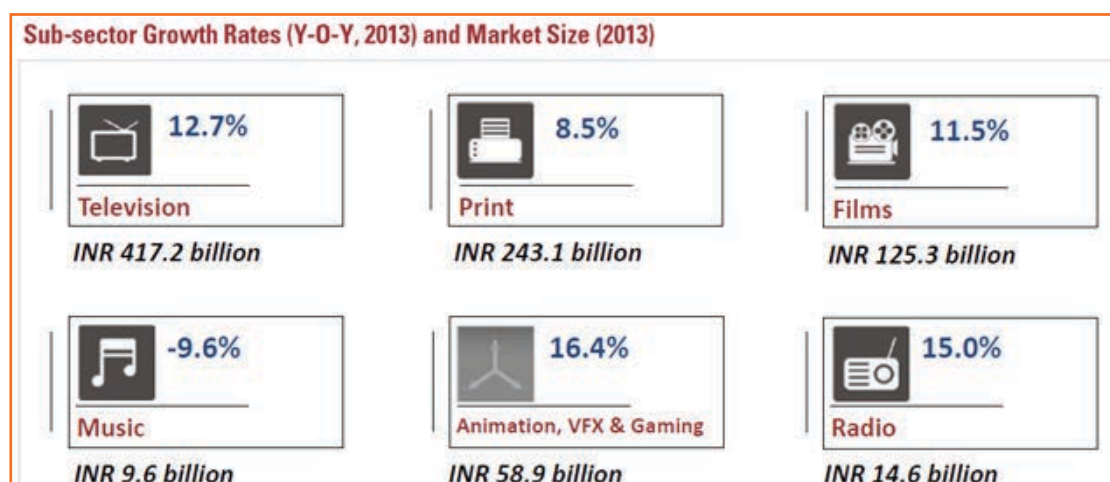


Fig.1.1.5: Media and Entertainment Sector Growth Rates in 2013

1.1.5 Role of an Editor

Role

The respected person is required to reassembled, uncut, merge and comprehend music, sound, images and production footage into a broadcast usable sequence.

Core competency

The individual should be competent with techniques in editing like sorting, splicing, joining, merging, synchronizing and assembling using editing software's like Avid, Final Cut Pro, After Effects, Adobe and Sound Software.

Prerequisites

- They should have a working knowledge of computer and operating system.
- Working knowledge of using computer to save open and use standard commands.

Responsibilities of a Editor

- Work on and edit the final output such that the Audience cannot find out
- Understands the needs and requirements of the production teams.
- Understands the script and require raw material to make a short decision list on the basis of value and contribution of respective scene and the continuity.
- Edit scene to create sequence of the movie.
- Insert music, dialogues, graphics and effects
- Make rough and final cuts
- Ensure sequences logical and smooth.
- Work in coordination with stakeholders for entire production, pre and post production as well.
- keep up to date with new technologies and innovate for best output for industry.

1.1.6 Career Progression of an Editor



Fig.1.1.6: Career Progression Path of an Editor

UNIT 1.2: Key Words

Unit Objectives

The completion of unit will enable:

1. Familiarise with technical terms associated animation

1.2.1 General Key Words used in the Book

- **Animatic:** When images in a series are placed together creating a storyboard, added later with effects , sound and dialogs is called Animatic
- **Compositing:** A combination of several images into a peocessed single frame is compositing
- **Composition:** the placement of model in accordance with background and camera
- **Creative Brief:** an outlining guide that provides an accurate summary of expected work like expectations, audiences, planned objectives, expected turnaround, budgets, parameters, investors etc
- **Key Frame:** The main frame poses to begin and end frames with.
- **Modeling:** The design process of creating characters that are three dimensional using software applications for same
- **Rendering:** the conversion into 2D images from 3D images by applying three dimensional effects is called rendering
- **Rigging:** It facilitates movement in images as required by placing joints wherever necessary to a static image
- **2D animation:** A flat image as, drawn on paper, in two dimensional environment but using specific software to create movement.
- **3D animation:** A three dimensional images that create life like experience that support the human eye as in like reality, like Xbox or Sony Playstation games
- **Animation:** A rapid movement of images using frames to create movement controlled by time, motion and speed.
- **Anticipation:** Pre emptied or pre conceived movement as designed by the Artist
- **Aspect Ratio:** the width to height ratio of the picture
- **Background Painting:** The background to the character also known as backdrop to enhance images and motion
- **CGI (Computer Generated Imagery):** Computer Generated Images
- **Clean-Up:** Recreating image artwork on 2D images.
- **Computer Animation:** Using virtual and digital technology and applications that facilitate animation process on computer.
- **Frame:** A single series of images that is a part of animation process
- **Frame Rate:** the speed at which frames move in series



2. Understand Requirements and Plan Workflow

Unit 2.1 - Understand Requirements and Plan Workflow



MES / N 1401

Key Learning Outcomes

The completion of this module will enable:

1. Familiarise with production parameters and its specifications.

UNIT 2.1: Understand Requirements and Plan Workflow

Unit Objectives

The completion of this unit will enable:

1. Familiarise with production concepts and their applicability to each project.
2. Plan a project.

2.1.1 What is Video Editing?

Video editing is a component in the post production which means arranging and manipulating scenes and shots for a different finish output. Apart from video editing other components are Sound Engineering, Special effects etc.



Fig.2.1.1: Video Editing

- Editing is use as unprofessional term for all post production tasks. It depends on you which terminology you want you to use. In the below unit we use the word Editing for below.
- Video Clip/Audio Clip rearrangement, addition or Removal.
- Correcting Colors, Adding filters, and enhancing frames.
- Correct transitioning between several clips.

The Goals of Editing

Many reasons to edit a video and your editing approach will completely depend on the desired outcome. Before you start you should clearly define the goals of your editing, which could involve below:

- **Cleaning unnecessary of footage:** It's the most common and simplest task in editing. Quality of Several videos can be drastically better by just removing defective or unwanted bits .
- **Choose the best footage:** It is very common to shoot more footage than you actually require and select only the good material for the final edit. Often you will shoot many versions of a shot and select the best one during editing.
- **Create a flow:** Most of the videos provide a purpose like giving information or telling a story. Editing is an important step in ensuring that the video flows in a manner in a manner that needs the aim.
- **Adding effects, graphics, music, etc:** This is the best part of the editing and video can be improved by adding fun.

- **Change the style, pace or mood of the video:** An editor who is skilled will be capable to make subtle mood prompts in a video. Techniques like visual effects and mood music can influence how the audience will respond.
- **View in Perspective:** Video can be made from different perspective. Give a message or meet a purposed.

2.1.2 Video Planning Requirement and Workflow

Comprehending a life cycle of a video plan is necessary for analyzing and arranging digital workflow. A segment of this understanding means knowing the relationship the workflow made and decisions to be made.

- Workflow Goal
- The partnership concept
- Pre-production
- Production
- Post-production
- Determining what software to use
- Editing stages
- Delivery

Workflow Goal

The lack of not calculating decisions, this can result in an extensive amount of time spent in “fixing it in post” or “cleaning-up.” The work quality will be reduce and redo could be require that may cost you. Effective planning and timely decision taking capacity can solve many issues as answers to common questions are already figured.



Fig.2.1.2: A proper plan can ensure an organized production

Minimize risk: Video productions tend to be costlier compare to other variety of projects. Due to the big crew sizes and costlier gear, Along with the lengthier time to post-production times. You have got people behind the cameras, people in front of the lens, and even more behind the scenes. Video projects are complicated, with multi-stages of approval along the way. You require to control things, require to have a plan (and even another plan if one plan fails). Making efforts to reduce risk early in the process can minimize the chances of squandered money and efforts.

Proper Project managements meets the client specification and timelines accurately because of the complicated interconnected nature of video projects. It is significant to learn the way to balance the scope of the project, track your resources, and maintain the schedule you have made in advance. You must also put the scope of the project into writing—through this manner you can track progress and tie the billing to progress of the job.

Achieve quality goals: Creating high-quality video is becoming the expected standard. Improvements in technology and education as well as camera technology have empowered creative professionals to push beyond former limitations. Through proper planning, you can improve your chances of making the most of the resources of the project.

The partnership concept

Video is called as a team game. For most of the photographers this is hardest message to accept. You have to make video as team work. Video is difficult for a person to be able single handedly focus their attention on achieving correct exposure and focus, with smooth audio and a excellent performance by the artist being shot. At the time of putting pieces of work together in post-production the specialist comes into picture. It may be a graphic designer or a sound engineer, helping hands create better work.

Video projects often have firm deadlines – Whether it’s a live event, an air date, a project launch, or a corporate meeting. A Schedule and strict deadlines are common for production team to follow.



Fig.2.1.3: Video productions often involve a team of professionals to provide proper coverage of image and sound.

You make maximum money at a job you love – Often photographers end up in other jobs like imagine one being a magazine publisher? Will they get advertisements or write stories themselves? Imagine if they publish a book: do they exaggerate their own talent? To point out that photographers should practice their skill. Which is direction,

selecting locations to shoot, project lensing and applying their perspective in edits and graphics stage. You can hire individuals who can better some tasks for you.

Mind is a creative bee hive that needs other team members to gather around nectar. Keeping experienced people around gives you focused work environment without distractions and results.

2.1.2.1 Pre-production

Successful video projects hardly just happen; in fact, they often include a good deal of planning. Budgets require to be created, schedules made, contracts drafted and crews booked. A video shoot has several elements: shot design, locations, audio, directing, lighting, and video shooting, etc. All of these need planning and selections to be done prior to shooting.

Some photographers take a call at that moment and fail to see benefit of planning beforehand. Planning takes away sudden issues. Planning the camera angle, planning how the lighting will work, planning the sequence of shooting, allocation of crew members and how to use them etc helps in keeping production smooth.

It is recommended to plan beforehand to direct crew when one sequence is done to other. perfect pre-production saves you money and time — two factors that are very important. At the beginning of the shoot, one must have planned the complete shoot in your head, on notes, in discussion with team members, and in as several ways as possible in advance.

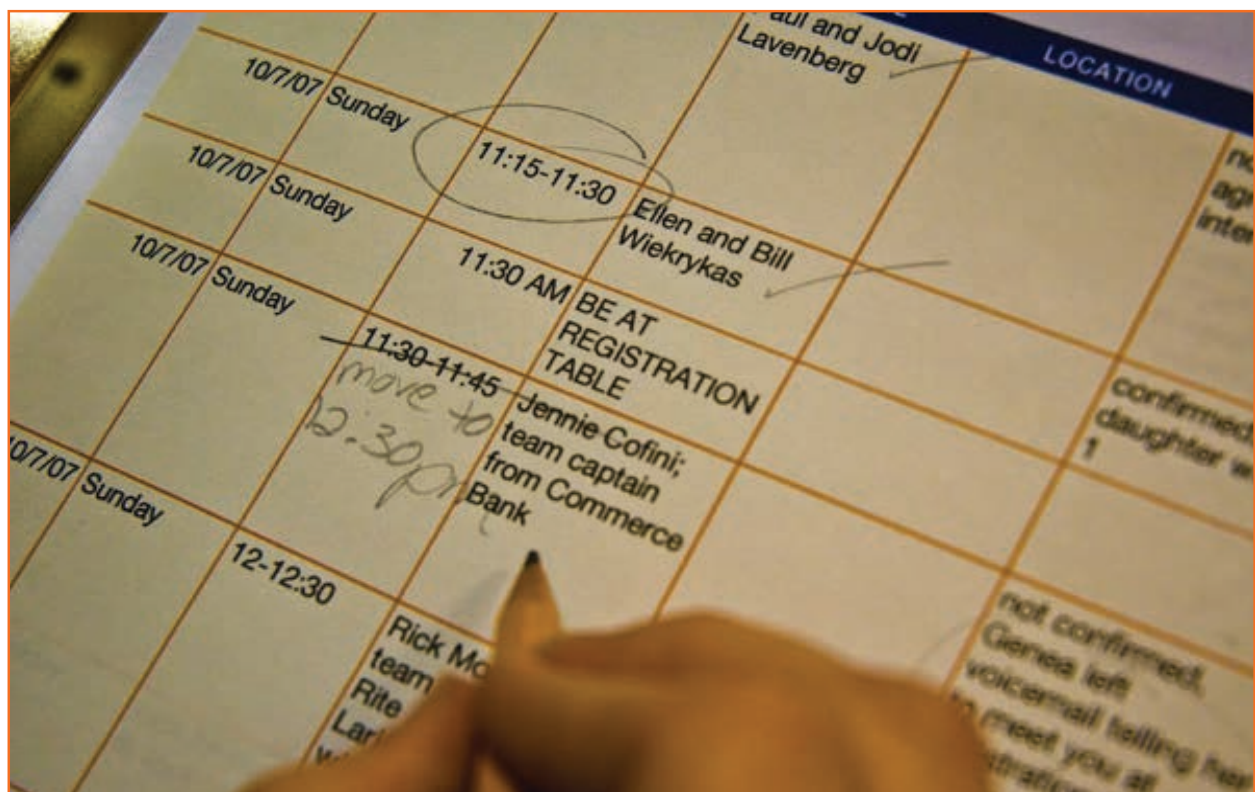


Fig.2.1.4: A detailed schedule is often part of the planning process.

Outlining scope

A good outline of project scope is a common reference for both producer and client. The scope details all the deliverables of production with measurable parameters. This is called a scoping document that captures the key project details and clearly defines deliverables for both team and client. It can be as extensive as you want.

The schedule and the budget determines the scope of project. Scoping a project usually takes about two to sixteen hours to finish (depending on its complicity). When you are completed, you will end up with a document that is typically of two to ten pages in length. This brief document is extremely important because it documents minute details of the project and is a guide for team. Some get clients are involved to sign off to ensure all are understanding same deliverables.

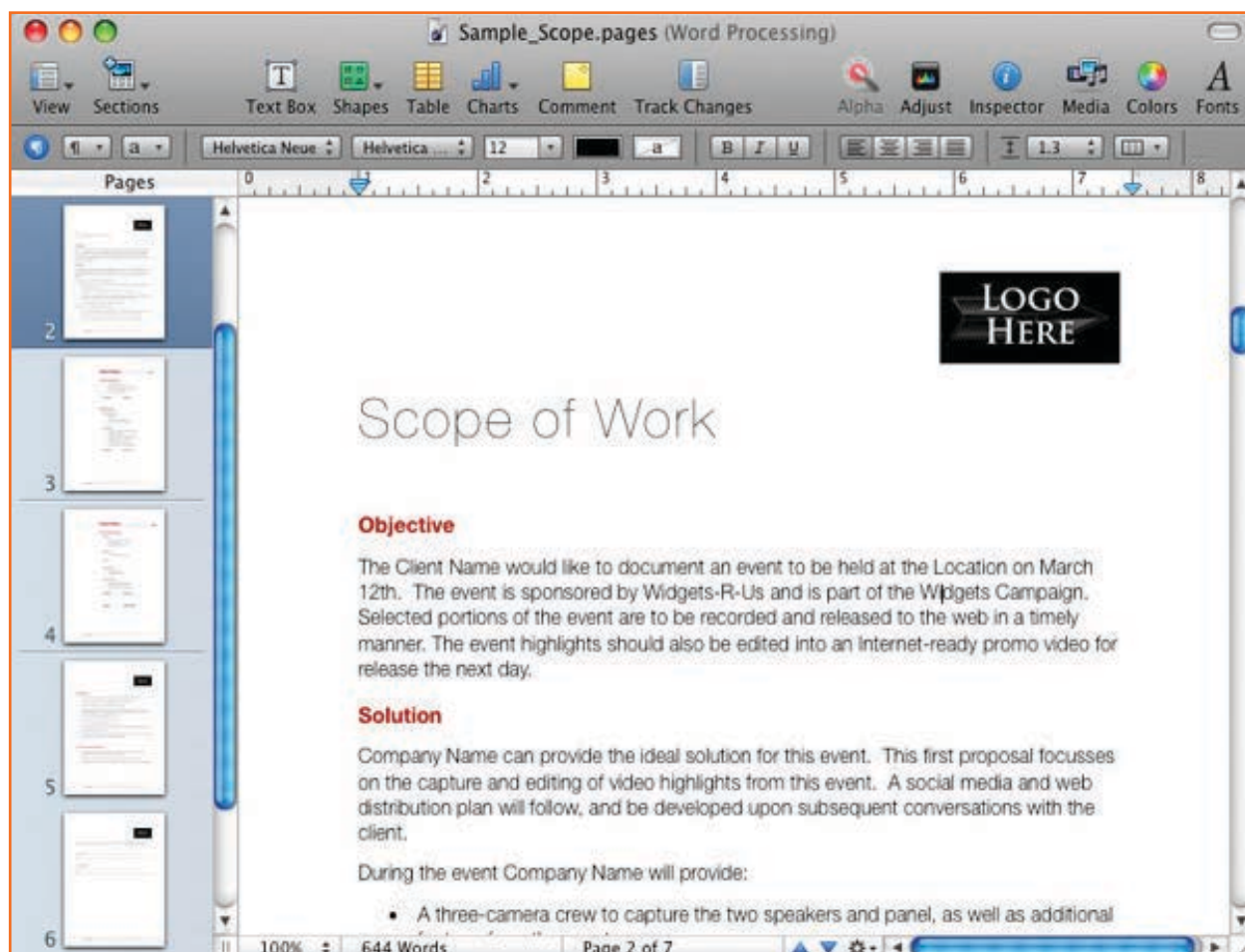


Fig.2.1.5: A scoping document is an essential piece of the project management plan.

Project scoping document skeleton

Pointers that should be covered:

- Project name
- Executive summary
- Background
- Project scope (high level)

- Project objectives
- Deliverables
- Organizations
- Interfaces required
- Assumptions
- Constraints
- Evaluation criteria
- Risks
- Rewards
- Budgets
- Schedules (due dates)
- Project team readiness
- Key roles:
 - » Executive sponsor
 - » Project manager
 - » Business experts
 - » Technical experts
- Signature lines – Sign off "charter"



Fig.2.1.6: A successful production typically takes much more equipment than just a single camera.

Understanding requirements of equipment

In the beginning of the project you'll need to understand what equipment is required. Camera is around which action revolves. The staging and planning is for camera recording. You will select from a variety of gear to ready the camera to record what is required. You'll also decide the lenses that will be needed to capture the vision of the director. Lighting planning and equipment arrangement should be done for shots as required. The responsibility of camera, lenses, and accessories is not only to shoot required shots but to enhance creativity of look and feel.

Not just production but project's post-production is also crucial. You may be required to record details about the project like continuity or resources. Is there any additional after work like special effects? Is the desired output format decided? Is your camera equipped to meet specifics of client?

Project development

While working on a project you will create many items. Below are some standard work pieces of industry. Even then script may not be part of all projects the remaining are important.

- **Script:** A well made script enhances good ideas into better perspectives and visuals. There are dedicated scriptwriting software tools that can be used (like Final Draft and Final Draft AV). Microsoft Word or Apple Pages documents can also be formatted to use video two-column option.
- **Budget:** Prior discussion you should be aware of your financial restrictions. Creative minds can get carried away by non realistic ideas or impractical plans. To know the costs and scope of work involved always create a

	A	B	C	D	E	G	H
1	DESCRIPTION		QTY	RATE	DISCOUNT	PER	TOTAL
2	Pre-Production						
3		Creative Design	3	\$ 350.00	25%	hr	\$ 787.50
4		Producer	15	\$ 95.00	15%		\$ 1,425.00
5		Production Coordinator	8	\$ 75.00	0%	hr	\$ 600.00
6		Production Assistant	12	\$ 45.00	0%	hr	\$ 540.00
8		Office Expenses	1	\$ 100.00	0%	fee	\$ 100.00
10	Sub-Total : Pre-Production						\$ 3,238.75

Fig.2.1.7: An excerpt from a detailed line-item budget

line item budget. It supports a lot of client in depth expectations about pricing. You can share this with other team members to give timelines and budget allocation. You can remove the pricing column when sharing with others.

- **Schedule:** You should know your project milestones and plan efficiently to work accordingly. Keeping a calendar handy with reminders to track milestones can help deliver the project as expected.
- **Treatment:** An explanatory description of the project is called the treatment. It is also known as a pitch or an elevator. It is a single document that defines the structure and centre of the project. This influences the approaches and perspectives of team and clients by clear communication.

2.1.2.2 Production

The production stage is where all your efforts collectively meet. Every project has its own requirement of gear – ranging from as detailed as lighting to types of lenses to be used. More than one camera can be required for accurate coverage and smoother editing of any event. Larger production houses there are specific roles to each whereas smaller productions can perform various roles



Fig.2.1.8: A healthy balance of teamwork and camaraderie must be maintained on set.

About the Producer

The Producer is responsible for the project budget and intricate details like planning the scope, designing the schedule and budget allocation. He should not get distracted by focusing on the creative aspects but on the practical criteria to make the project sustainable.

About the Director

He is in charge of the creative and artistic view of the project. He must allocate responsibilities to team on set to successfully execute the creative vision. He himself does not do all tasks but works as the Leader to get work done as per his vision.

The Director of Photography (DP)

The Director of Photography(DP) and the Director work closely to get the project alive artistically. He also works with the Camera Operator. The technical parameters like the camera angle, lens are often given by the Director, but sometimes the Director of Photography can also prescribe it. The Camera Operator, Director and DOP can also be same on smaller projects.

Crewing essentials

Increasing crew size leads to capturing more footage and detail. A single person can do limited work but two or three people can increase the delivery. Due to the complicated nature of video, that needs those behind the camera to focus on lighting, audio, composition, and continuity.

The following crew positions must be strongly considered for each of the shoot, depending on logistics and budgets:



Fig.2.1.9: Multiple crew members are often needed to cover an event properly.

- **Audio Engineer:** He ensures audio is captured in correct volumes and it a very crucial position and requires only best professionals for it.
- **Gaffer:** He takes care of light designing on the set. He arranges lights on the shoot accordingly. Sometimes the photographer can also do this job.
- **Grip:** The technician who helps in implement lighting on set is called grip. They also help create and manage smooth camera movement along with the photographer. They also handle tripod and dollies.
- **Camera Operator:** On larger budget productions, it is common to have a Camera Operator working under the direction of the DP. In a multi-camera shoot, there will typically be a Camera Operator for each camera.
- **Camera Assistant:** A camera assistant is responsible for setting up cameras and lenses. If you are using multiple cameras on a project, it is best to hire a skilled person to fill this role. The camera assistant can also help with complex camera movements and manual focusing during a shoot.
- **Data Technician:** Video files are big, so you'll quickly fill up your memory cards. The data technician is responsible for archiving memory cards to multiple drives and returning cards to the photographer for reformatting and reuse. If you don't have a data tech, plan on having lots of memory cards and staying up late to clear them all off.

2.1.2.3 Post-production

Post production is where all the elements part of the video are join to gather. All the production material is entered into the computer so that you can start working on them for the final output. Here the audio and video footage are combined, and the story is refined so that only the best footage stays. When completed, you will be capable to see the finished project that you have visualized. Post production is the lengthy process but if structured it becomes easier.

Post-production aims:

Post production initiates with media management. A lot of data needs to be arranged and back up needs to be created. You have to get into the habit creating long term backups by transferring your data into the editing drives. Also after maintaining your archives you have to decide the final shots from the extensive footage. This process called making Selects and it can be occur during different process of post-production. The aim is to organizing your data for you to get a structure for editing.

Editing is the core of the post production. It is where entire projects take live like bits and pieces come to gather for a continuous story. You would have shot a lot of footage for the final output but editing gives the shape to the final output because you choose the best part to create a sequence.

As the story progresses other tasks also have to initiate. Like sound mixing, colour correction, improving the visual appearance by balancing all audio-visual elements. Other elements like graphics, special effects and transitions also come into post production.



Fig.2.1.10: The editing stage is often collaborative, just like production

Determining what software to use

Your technical and business requirements should be met by the software you choose to use. However, it is difficult to point which software will suit you the best, as it will be your personal experience as well. There cannot be one software right for all and below factors can help you determine it:

- **Cost:** Tools like iMovie and Windows Movie Maker are included with Apple and Microsoft's operating systems. At a higher level, Apple Final Cut Pro X for Mac and Adobe Premiere Elements or Sony Vegas Movie Studio are available. They are better at controls and features and hence are complex to learn where fluency comes over time. Common options used are Avid Media Composer or Adobe Creative Suite Production Premium.
- **Ease of use:** It depends on the user and his learning curve. It is significant to realize though that video editing is a complicated task. Be prepared to pick up training DVD's' books, and even undertake training to learn editing skills. If you will buy expensive gear and equipment then even the cost to understand it will increase.
- **Editing formats:** Non Linear editing tools determine the camera types to be used as many camera manufacturers have tie ups with them. Its recommended that you do ample research on manufacturer websites before investing in any gear. You must have prior knowledge about the equipment and supported formats.
- **Multi-camera editing abilities:** Today's demand is a multi faceted camera that can edit as well as synchronize video angles this is the new gen cost effective and time saving method. Since angles are already synchronized the final edit becomes easier. This is available in most of the pro level gears
- **Customer support:** Do your prior understanding of the after purchase service And tools for understanding provided by the company support. Is there an explanatory DVD? Can you undertake certification to train for the same.

Editing stages

As opposed to photography. In editing colour correction and grading is done after the assembly and not as you select shots. It is a common method to get the assemble ready for client and team feedback and keep amending with the flow and period till the finished output. Get to know the stages below for video editing, like mentioned earlier depending on the cost involved they may vary. A feature film requires more edit than a news story.

- **Assembly Edit:** Assemble edit means arranging the sequence by putting clips together in the correct order. It is also called the radio edit as its similar to the radio storytelling concept. This enables to understand what is the complete length of the project and can be gathered stake holders reaction against.
- **Rough Cut:** This stage gradually adds elements like dummy sound tracks or additional footage but it is not as polished as there will be no colour correction or special effects done yet. The inside truth is that many such rough cuts are created till the producer, director and editor have complete confidence in taking feedback from stakeholders. While watching a rough cut you must identify the missing links that may enhance the finished product.
- **Fine Cut:** It is an almost complete video. This stage gives definite time length and sequence of shots. This is the closest to the final, only polishing has to be done on it. The aim to get final feedback from client and incorporate those, till other teams start their final task of sound and effects. Last graphics and elements are put in and a final reaction of client is taken for last changes if any.
- **Final Cut:** The Final Cut is called an Approval Copy as it incorporates all the feedback, requests and changes as per client. This is mere stage where the changes have to be only reviewed by client. Changes now cannot be included. Professional Contracts state that Final Cut will not take in any changes as they will not be in the scope however included.

Delivery

It is the last stage called as .completion of project life cycle where project is published and archived.

Publish

Work must be showcased on mediums to gather creative feedback for betterment. Mediums like web, galleries or portfolios are used to display work done. Publishing determines growth both personally and professionally.

In a fast paced media world, everything is connected with web. As single viral news of tele vision is already on social media and available on the go. So publishing work on various media handles is the distribution online. It makes it easier for clients to access and share. Today digitalized files are the game.

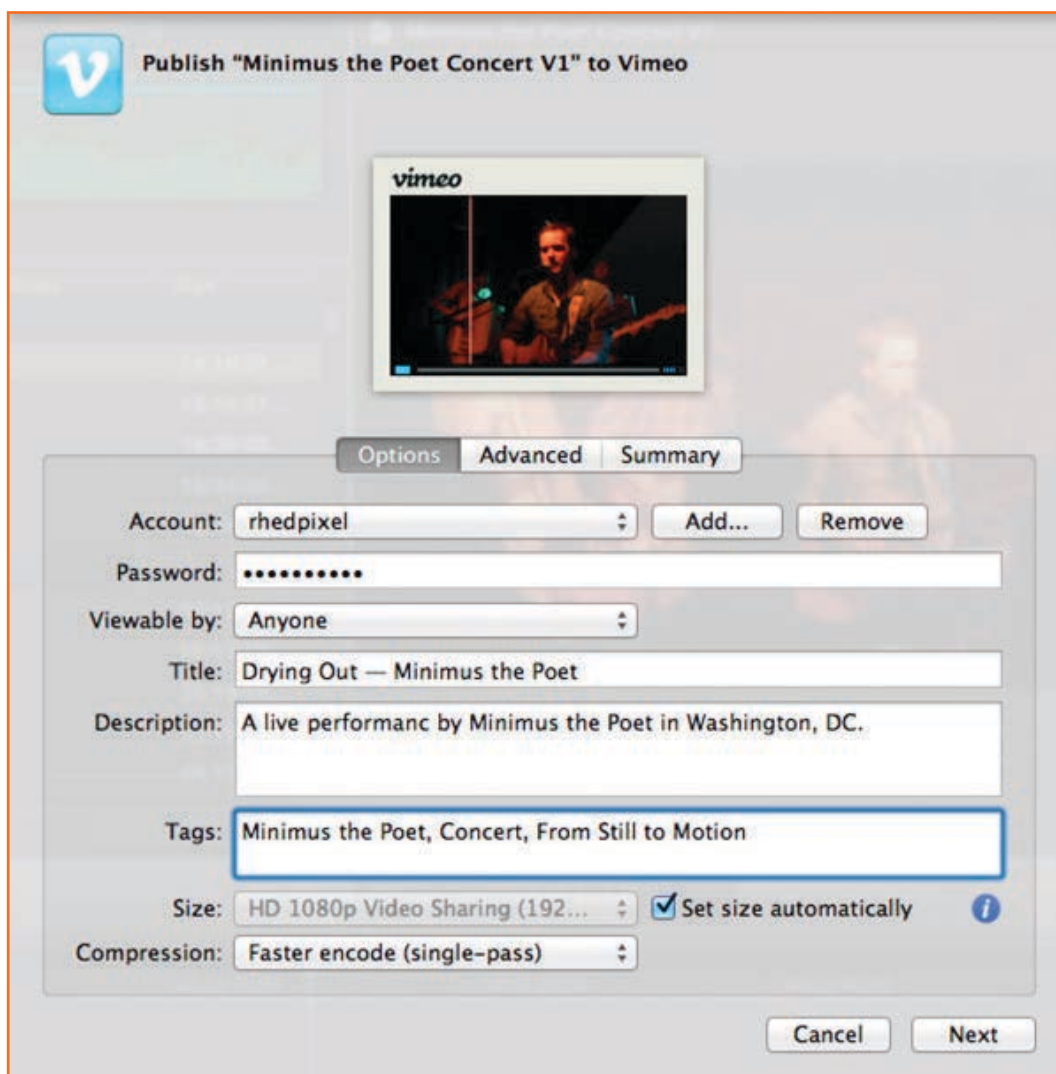


Fig.2.1.11: Final Cut Pro X offers the ability to publish direct to video sharing sites like Vimeo and YouTube

Archive

A master file needs to be created for your project. A master file is the self contained file that you can make additional changes or outputs to without downloading the entire project over and over. You can consider intimidating the media manager to help you gather all assets. Use efficient backup media systems as LTO tape or Blu-ray disc.

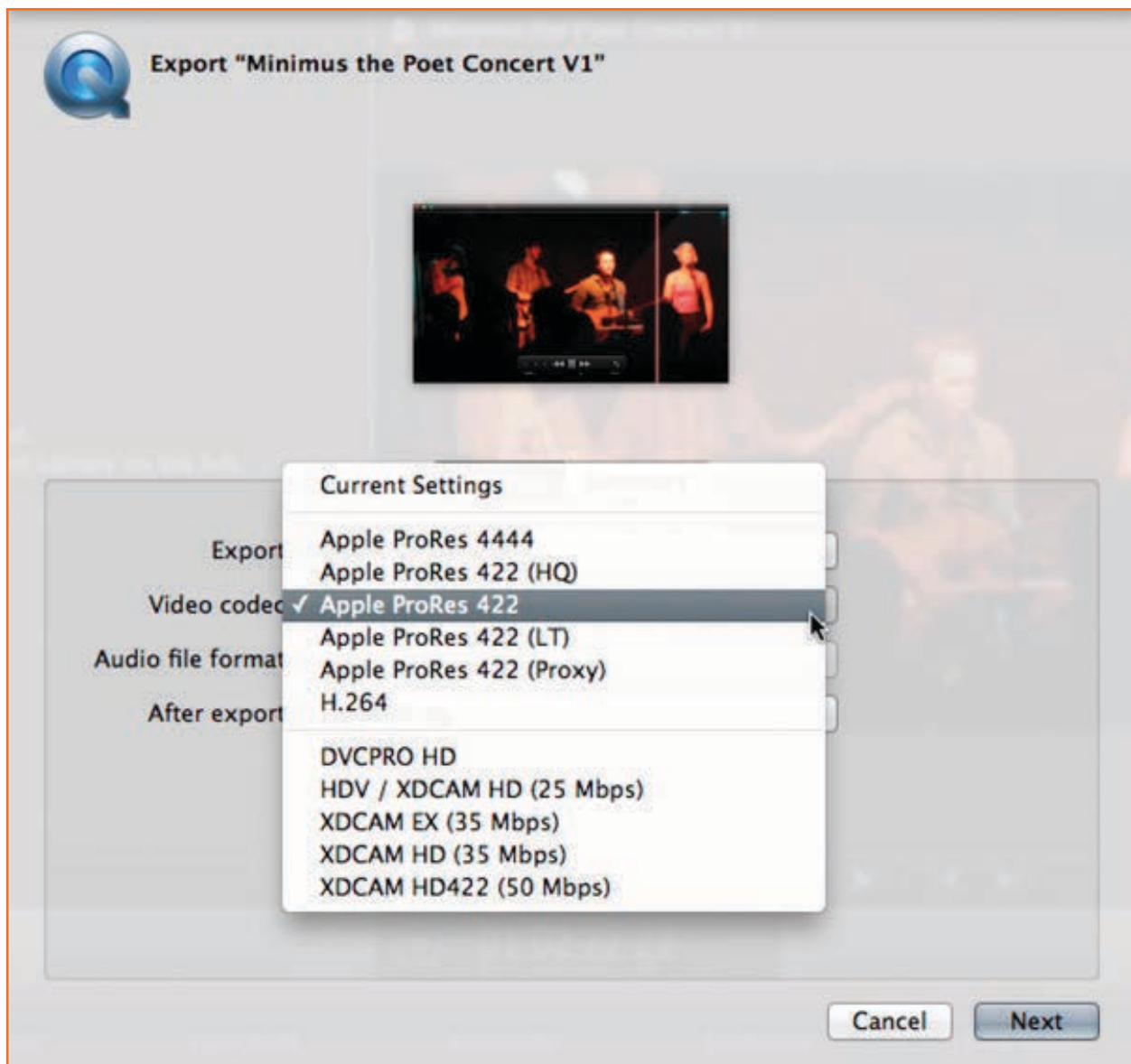


Fig.2.1.12: Creating a self-contained master file using the Apple ProRes codec from Final Cut Pro X.

2.1.3 Project Planning

The project plan is a broad concept that not just involves creating a Gantt Chart but other objectives that determine the project scope, schedule, necessary requirements, cost estimation of project and analysis of quality. Planning also involves risk management.

It helps the project manager to breakdown tasks required by inputing requirements into the Work Breakdown structure (WBS), task lists, Gantt charts, risk register etc.

Project is initiated only once the charter is approved as planning it is based on the charter document and project requirement document.

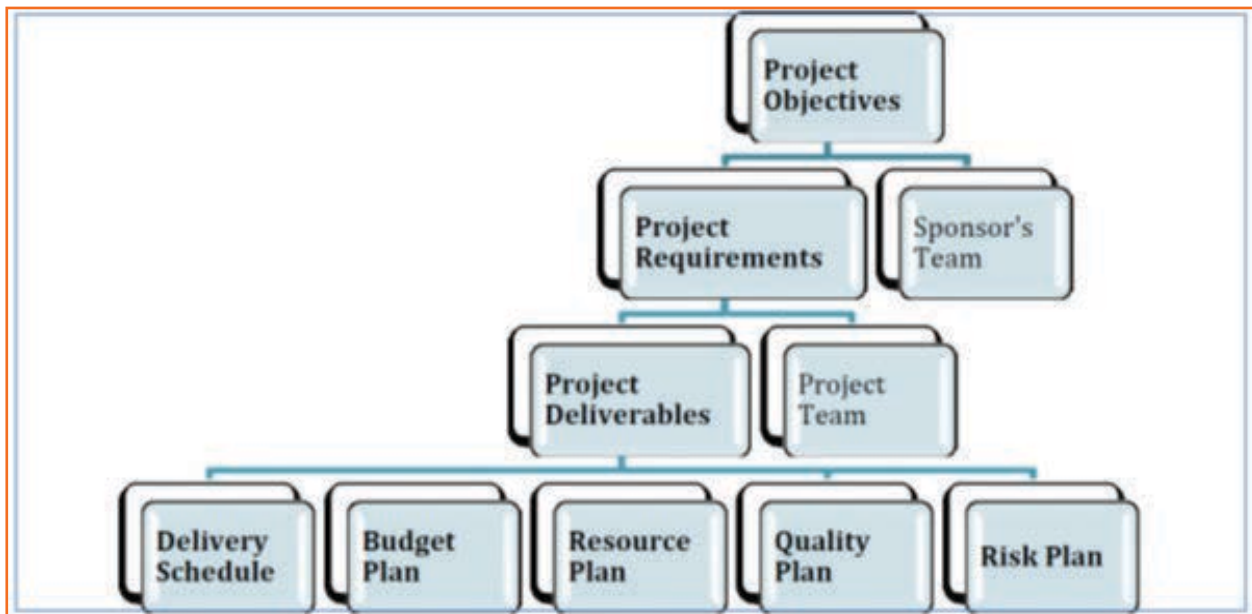


Fig.2.1.13: Project Planning

Why is project planning required?

Planning helps in getting a structure and also estimating risks in the project. You foresee the certain factors and are prepared for uncertainty. In a carefully planned project, the expected outcomes and probable risks are made provisions for already.

Although we cannot be fully prepared for unexpected outcomes even though we mention all situations and risks, but being ready or organized helps tackle unexpected better. So we can save on time, money and resources.

Elements of project plan



Fig.2.1.14: Element of Project Planning





3. Manage Equipment and Material

Unit 3.1 - Manage Equipment and Material



MES / N 1402

Key Learning Outcomes

The completion of this module will enable:

1. Manage equipment and material to be used in your project.
2. Familiarise with different softwares/tools of video editing

UNIT 3.1: Manage Equipment and Material

Unit Objectives

The completion of this unit will enable:

1. Manage equipment and material to be used in your project.
2. Familiarise with different softwares/tools of video editing

3.1.1 Hardware Equipment used for Video Editing

HD DV camera: Camera is used to shoot video clips on spots. Camera should be digital and high definition so that the clip could be shot more clear.



Fig.3.1.1: HD Camera



Fig.3.1.2: Desktop Computer

A high configuration computer with:

- i-7 CPU
- 1 TB HDD
- 4 GB RAM
- DVD Writer
- Additional graphic card 4 GB
- Multimedia Keyboard
- Good Quality wireless Mouse etc.

Storage Devices: A video editor needs storage devices with high volume to save and store the high definition video clips. Storage device/media can be:

- **Compact Disk/Digital Virtual Disk:** DVD/CD is a compact, easy to carry digitalized storage system that is made of molded polymer and enables storage of recordings, audio, video, text and data information. Tape cartridges and CD/DVDs generally replaced the phonograph record for playing back music. At home, CD/DVDs have tended to replace the tape cartridge although the latter is still widely used in cars and portable playback devices.



Fig.3.1.3: CD/DVD

- **External HDD:** An external hard drive is connected to the computer via the USB or FireWire and is a storage device for larger files, as has higher storage capacity as a common medium for backups.



Fig.3.1.4: HDD



Fig.3.1.5: Flash Drive

- **Flash Drive:** A flash drive also known as USB or pendrive that is portable, compact and used for lightweight file transfers and uses flash memory. It is an alternate to floppy disk, CDs or zip drivers. When inserted in the USB socket of the computer it recognizes with a Letter, eg: Portable Drive inserted G:/E: drive.

- **Headphone:** Headphone are used to hear the sound of video clips. The role of headphone is very favourable while synching video and audio together.

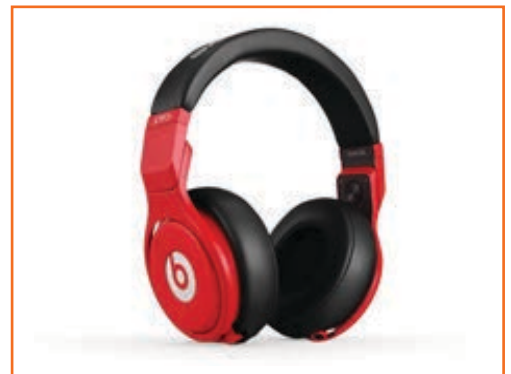


Fig.3.1.6: Headphone



Fig.3.1.7: Webcam

- **HD Webcam:** Not much used in editing but can be helpful if some urgent clip is to be shot.

3.1.2 Video Editing Tools

Windows Movie Maker

Windows Movie Maker is a video editing tool that enables creating movies/clips by simple drag and drop and can add effects, transitions, titles, audio tracks, narration etc on the video. It is used for home created movies. Effects can be changed, added or altered using the XML code.

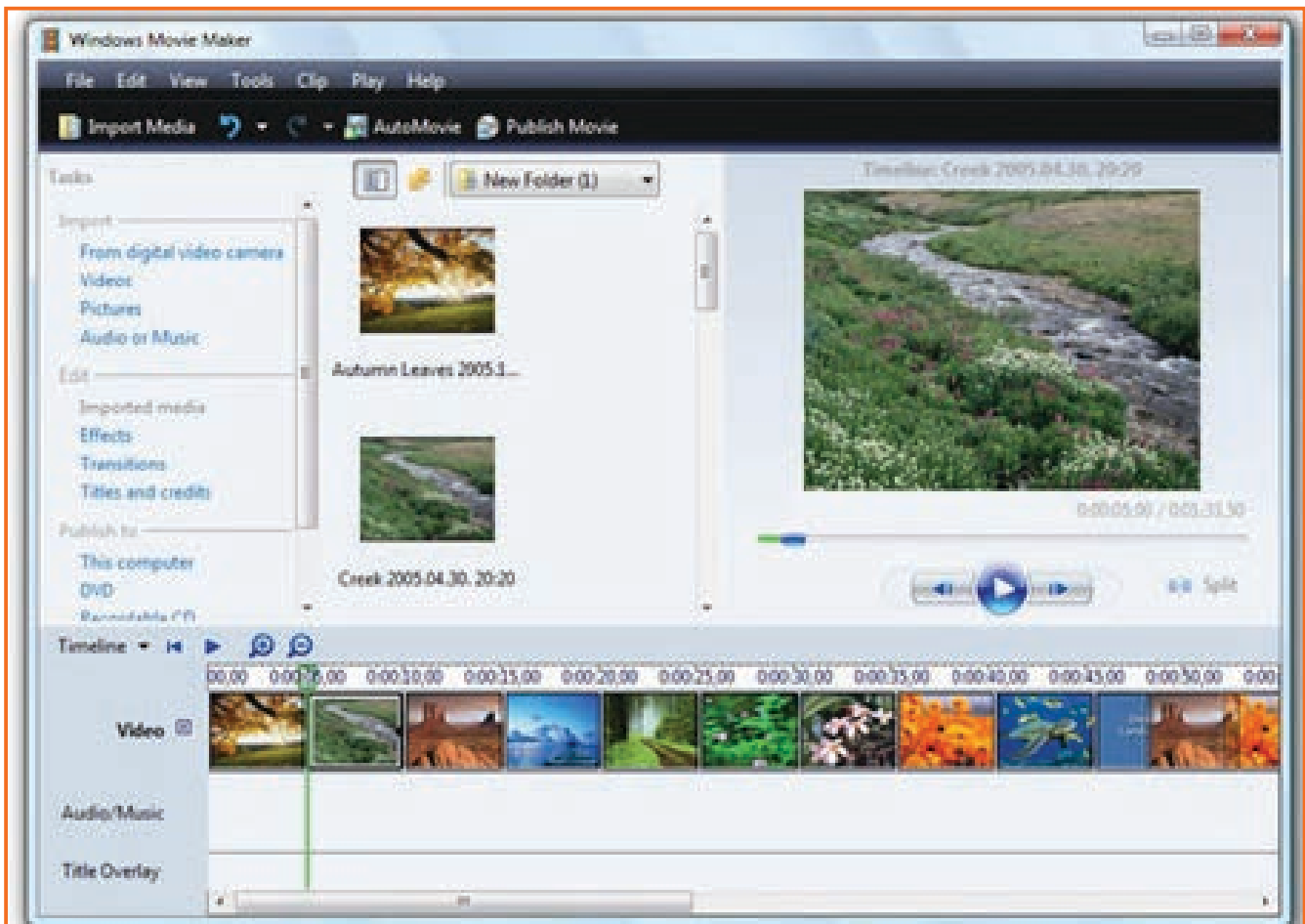


Fig.3.1.8: Windows Movie Maker

VirtualDub

VirtualDub provides pro features like compression, video splitting apart from effects, transitions and audio. It also has processing capacity for large files and open to external filters. This software is for Windows and free.

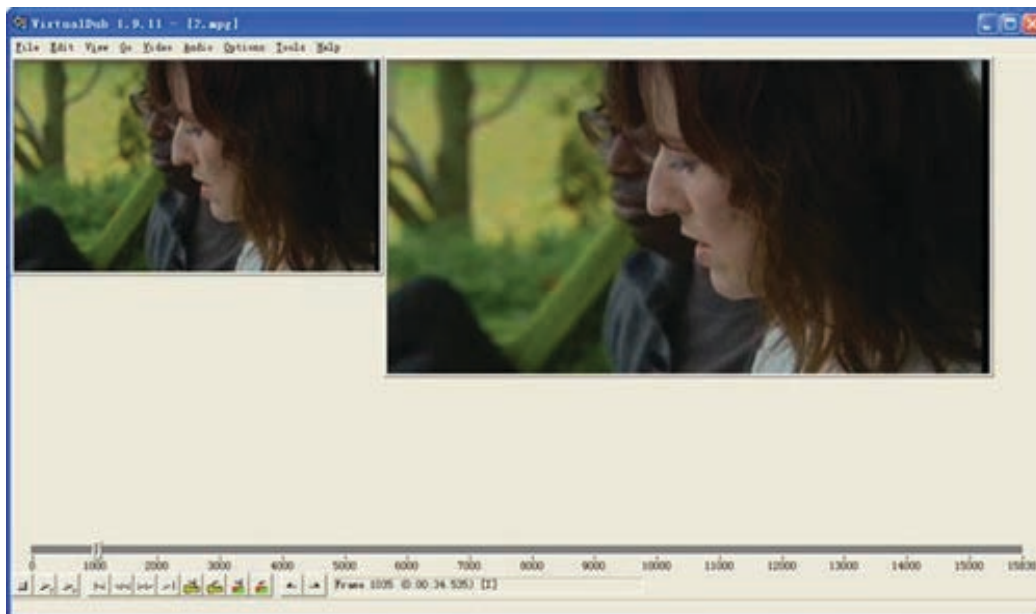


Fig.3.1.9: VirtualDub

Wax

Wax is suitable for home and professional use both. It is high performance software but the editing functions are limited in manner. It does not provide advanced features like Mosaic, JumpCut, Flashhold or transitional effects, sound effects etc like Wondershare Filmora does. You can choose to switch as your preference depending on the level you are working. Wax however is flexible and can be plugged in to other video editors or used as stand alone.

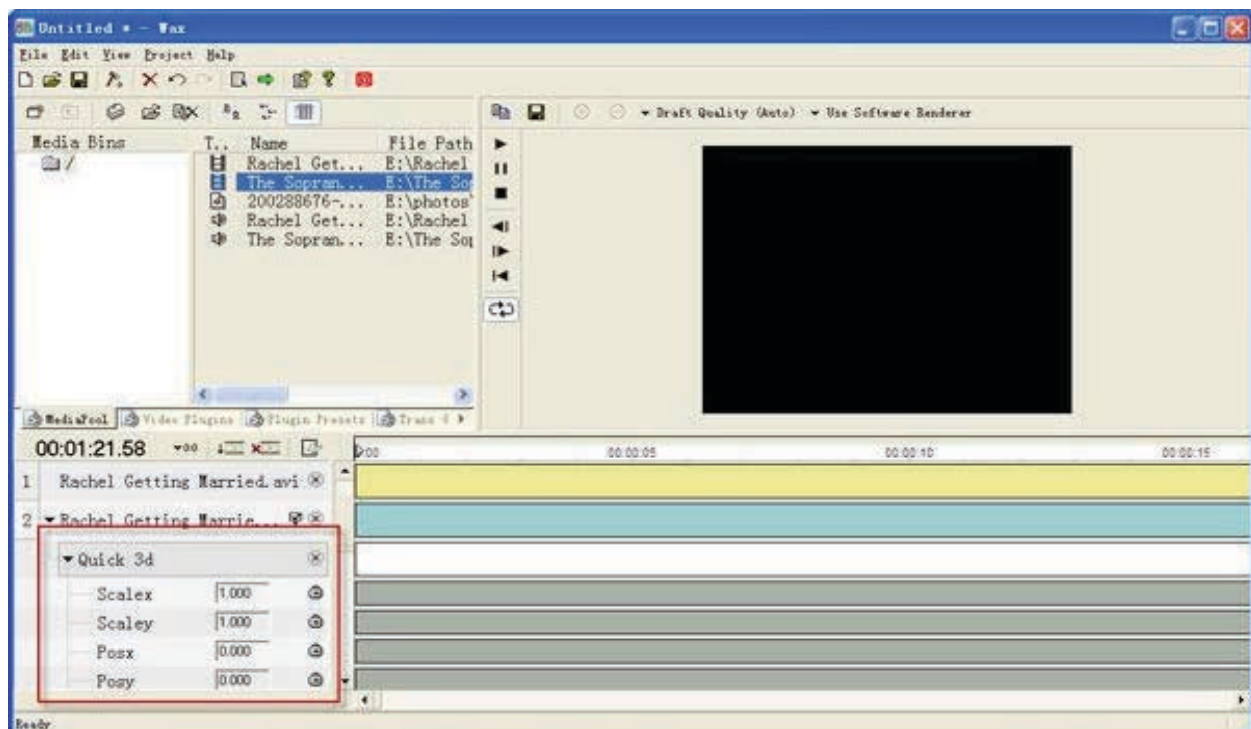


Fig.3.1.10: Wax

Avidemux

Avidemux is a basic editing tool that cuts, filters and encodes tasks. It is available free and compatible with different file formats like DVD, MPEG, MP4 etc

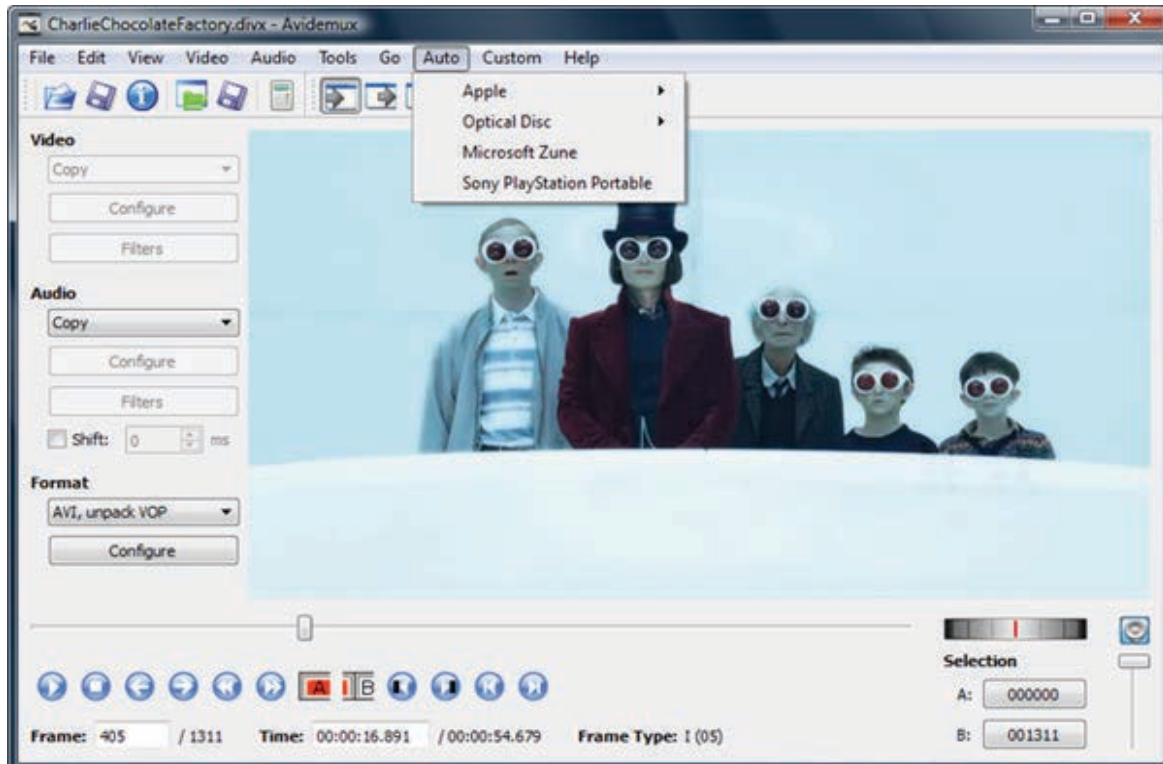


Fig.3.1.11: Avidemux

FFmpeg

FFmpeg can record, edit and stream videos from audio and video codec libraries as it is a collection of softwares that work in libavcodec and libavformat. It is a paid software.

```

C:\WINDOWS\system32\cmd.exe
C:\ffmpeg\bin>ffmpeg.exe -i DELTA.MPG DELTA1.flv
FFmpeg version SUN-r16573, Copyright (c) 2000-2009 Fabrice Bellard, et al.
configuration: --extra-cflags=-fno-common --enable-menalign-hack --enable-pthr
eads --enable-libmp3lame --enable-libxvid --enable-libvorbis --enable-libtheora
--enable-libspeex --enable-libfaac --enable-libgsm --enable-libx264 --enable-lib
schroedinger --enable-avisynth --enable-swscale --enable-gpl
libavutil      49.12. 0 / 49.12. 0
libavcodec     52.10. 0 / 52.10. 0
libavformat    52.23. 1 / 52.23. 1
libavdevice    52. 1. 0 / 52. 1. 0
libswscale     0. 6. 1 / 0. 6. 1
built on Jan 13 2009 02:57:09, gcc: 4.2.4
Input #0, mpegvideo, from 'DELTA.MPG':
Duration: 00:00:00.04, bitrate: 104862 kb/s
Stream #0.0: Video: mpeg1video, yuv420p, 320x200 [PAR 1:1 DAR 8:5], 104857 k
b/s, 23.98 tb(r)
Output #0, flv, to 'DELTA1.flv':
Stream #0.0: Video: flv, yuv420p, 320x200 [PAR 1:1 DAR 8:5], q=2-31, 200 kb/
s, 23.98 tb(c)
Stream mapping:
Stream #0.0 -> #0.0
Press [q] to stop encoding
frame= 201 fps= 0 q=10.4 lsize= 323kB time=8.38 bitrate= 316.0kbits/s
video:320kB audio:0kB global headers:0kB muxing overhead 1.038225%
C:\ffmpeg\bin>

```

Fig.3.1.12: FFmpeg

Blender

Blender is one of the advanced video editors for Windows and MAC that enables 3D creations having tools like modeling, animation, transitions etc that support most major operating systems under the General Public License. It is a free open software.



Fig.3.1.13(a): Blender

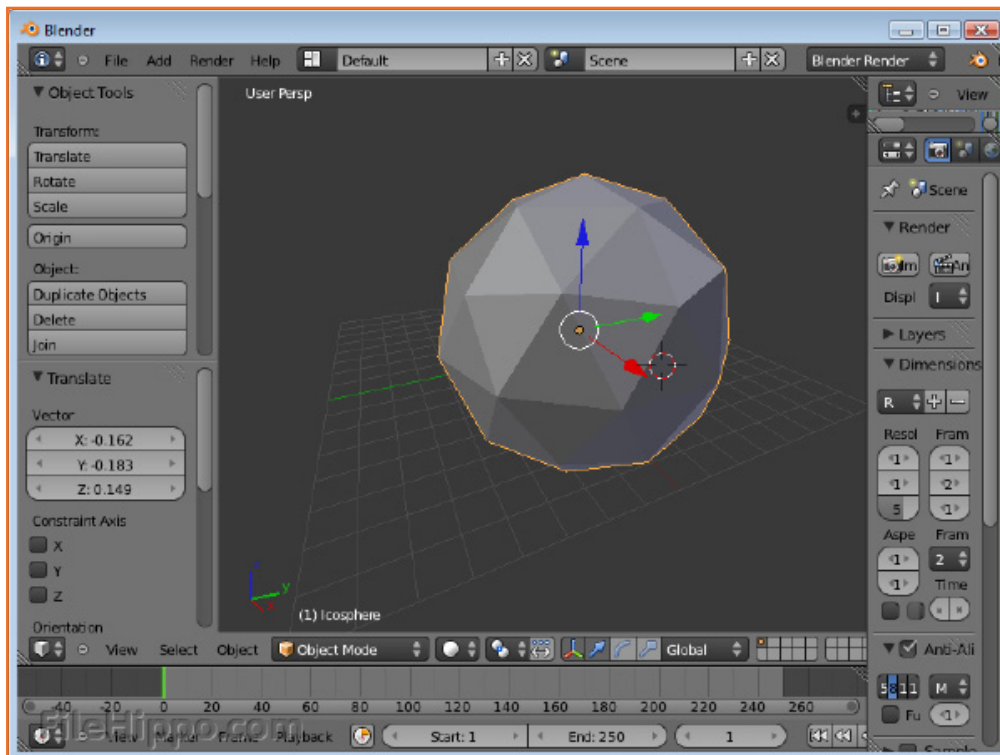


Fig.3.1.13(b): Blender

ZS4 Video Editor

ZS4 Video Editor is an editor software that is free and enables combining photos, videos and audio editing and compositing. It is perfect for professionals and available free.

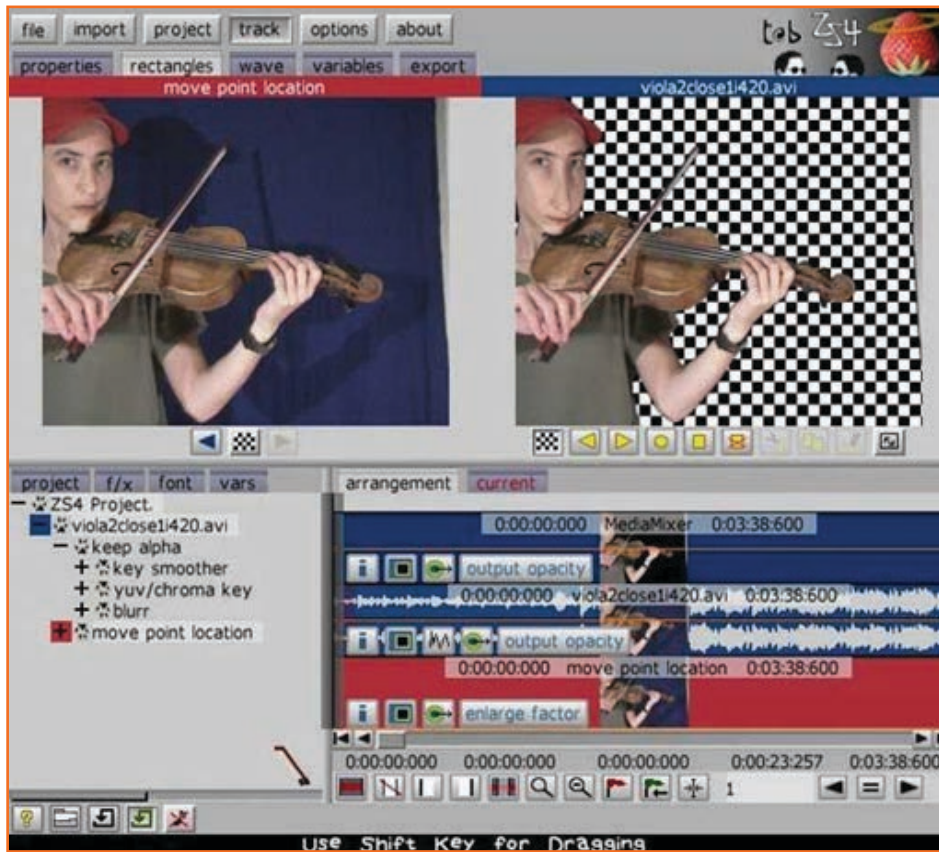


Fig.3.1.14: ZS4 Video Editor

Cinefx Jahshaka

Jahshaka is the first Open Source Realtime Editing and Effects System and is the best video editing software that supports Linux, Windows and OS X. Being Open it gives excellent performance due to OpenGL and OpenML.

```

C:\WINDOWS\system32\cmd.exe
C:\ffmpeg\bin>ffmpeg.exe -i DELTA.MPG DELTA1.flv
FFmpeg version SUN-r16573, Copyright (c) 2000-2009 Fabrice Bellard, et al.
configuration: --extra-cflags=-fno-common --enable-memalign-hack --enable-pthr
eads --enable-libmp3lame --enable-libxvid --enable-libvorbis --enable-libtheora
--enable-libspeex --enable-libfaac --enable-libgsm --enable-libx264 --enable-lib
schroedinger --enable-avisynth --enable-swscale --enable-gpl
libavutil      49.12. 0 / 49.12. 0
libavcodec     52.10. 0 / 52.10. 0
libavformat    52.23. 1 / 52.23. 1
libavdevice    52. 1. 0 / 52. 1. 0
libswscale     0. 6. 1 / 0. 6. 1
built on Jan 13 2009 02:57:09, gcc: 4.2.4
Input #0, mpegvideo, from 'DELTA.MPG':
Duration: 00:00:00.04, bitrate: 104862 kb/s
  Stream #0.0: Video: mpeg1video, yuv420p, 320x200 [PAR 1:1 DAR 8:51, 104857 kb/s, 23.98 tb(r)
Output #0, flv, to 'DELTA1.flv':
  Stream #0.0: Video: flv, yuv420p, 320x200 [PAR 1:1 DAR 8:51, q=2-31, 200 kb/s, 23.98 tb(c)
Stream mapping:
  Stream #0.0 -> #0.0
Press [q] to stop encoding
frame= 201 fps= 0 q=10.4 lsize= 323kB time=8.38 bitrate= 316.0kb/s
video:320kB audio:0kB global headers:0kB muxing overhead 1.038225%
C:\ffmpeg\bin>

```

Fig.3.1.15: Cinefx Jahshaka

Lightworks

Lightworks is an excellent editing software that provides various techniques and used in many videos that are featured. It has a capacity to edit 256 videos and audio and hence is technical difficult to use.



Fig.3.1.16: Lightworks

Movica

Movica provides the benefit of keyboard shortcuts making it easier. It is a well known software, available free and supports WMV, FLV and MPG files.

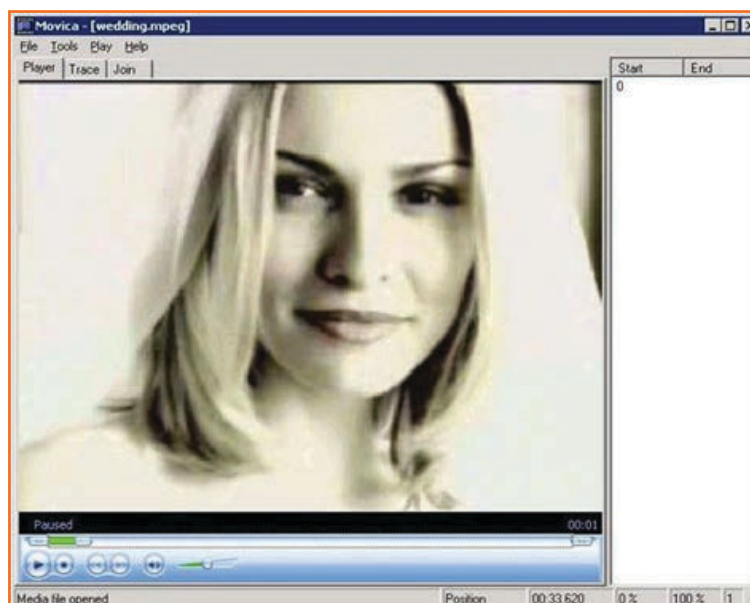


Fig.3.1.17: Movica

Adobe After Effect

Apart from other things Adobe After Effects provides digital tracking, graphics, animation, keying and compositing. Also facilitates non linear editor, audio editor and media transcoder. It is used in film and television making widely.

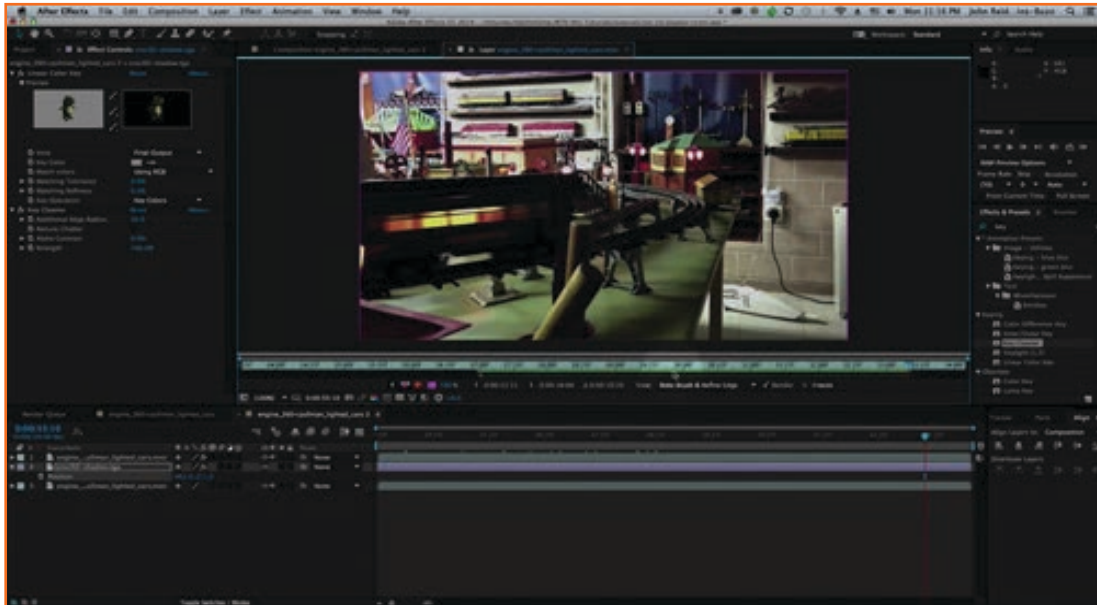


Fig.3.1.18: Adobe After Effect

Adobe Premier

Adobe Premiere is a software application that is timeline-based of the Adobe Creative Cloud. It enables s video editing, graphic design, and web development programs. The following module will cover use of this software in editing`

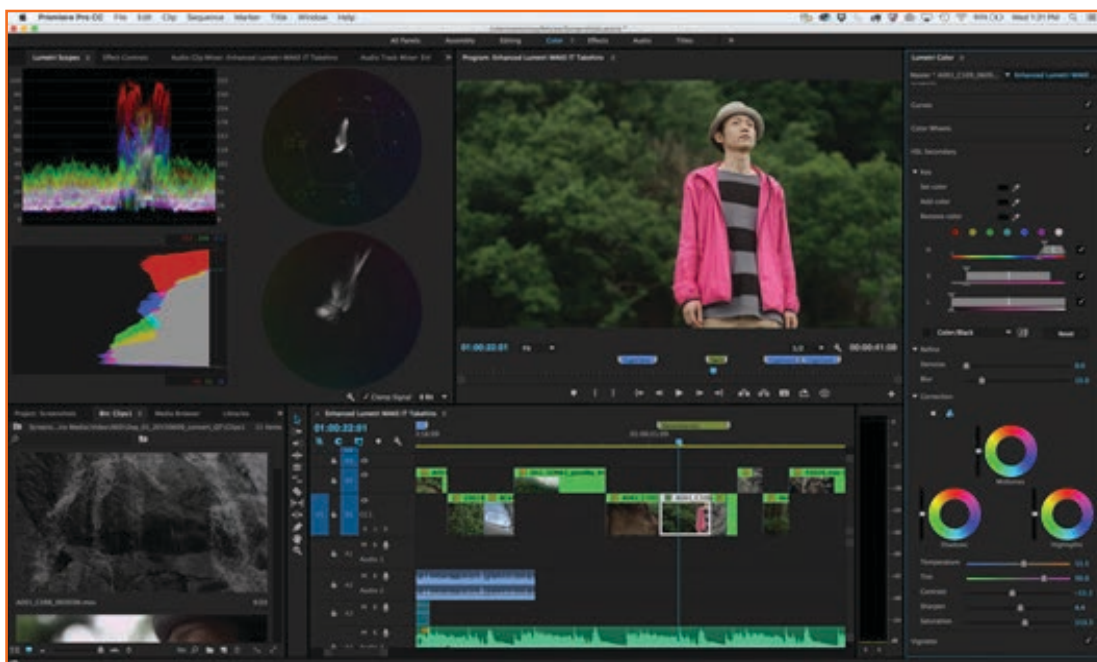


Fig.3.1.19: Adobe Premiere

3.1.3 Manage Equipment and Material

Gather raw footage/material (e.g. dialogue, raw camera footage, graphics, sound effects, special effects) and select pertinent material that can be used for post-production. You should ensure that work-products are ready as per the required technical specifications. Gather raw footage/material (e.g. dialogue, raw camera footage, graphics, sound effects, special effects) and select pertinent material that can be used for post-production. Ensure that software and equipment that you will have to work on are ready for use. Use correct file formats to create backups. Make sure final work-products are prepared in suitable file formats (e.g. avi, mp4, wmv, mov and mpg) that are compatible with mediums like DVD, MPEG etc and meet the distribution or display criteria. Make sure your logs are emptied to ready equipment and software for further use.

You must have adequate practice with particular equipment and software e.g. Adobe Premiere, FinalCutPro, Avid, After-Effects and sound cleaning software etc. Make sure that the material format, quality and resolution can be ingested in the system and matches the desired output identifying concerns prior to ingestion. The storage media you use should be relevant to the type of production. You should also ensure that file-naming conventions appropriate to the production.



4. Edit the Production

Unit 4.1 - Edit the Production

Unit 4.2 - Audio and Video Formats

Unit 4.3 - Project Testing



Key Learning Outcomes

The completion of this module will enable:

1. Work on Adobe Premiere CS 6.5
2. Capture and edit videos
3. Familiarise with the different types of Audio and Video formats
4. Use the different formats relevantly
5. Familiarise with containers, codec and bit rate
6. Paraphrase how to test a deliverable output.

UNIT 4.1: Edit the Production

Unit Objectives

The completion of this unit will enable:

1. Work on Adobe Premiere CS 6.5
2. Capture and edit videos

4.1.1 Adobe Premiere 6.5

Adobe Premiere Pro is Adobe Creative Cloud based software that is commonly used in film and video features. It provides various techniques apart from video editing like graphics design, web development and is timeline based.

Adobe Premiere is compatible with high resolution video editing for up to 10,240 × 8,192 resolution, also supports up to 32-bits per channel color, in formats of RGB and YUV. Premiere also provides sample-level editing for audio. It has a VST audio plug-in support, and sound mixing of 5.1 surround. Its plug-in architecture enables it to export and import formats beyond those supported by Direct show or QuickTime, supporting a vast variety of audio and video file formats and codecs on both windows and MacOS. For 3D editing it can be used alongwith Cineform's Neo line of plug-ins, and can view 3D material using 2D monitors, when making individual right and left eye adjustments.



Fig.4.1.1: Adobe Premiere

Interface Overview Highlighting Key Tools

- **Project Files:** All your files are imported here. All the movie sequences, photoshop files, sound files etc. can be accessed from the bottom panel where you can organize the files you are working on.
- **Effect Controls:** You can control effects with this panel by switching from one panel to another, like the active one to sound controls. You can toggle, scale and rotate using the Motion control that is available by default. You can re adjust the speech of your clip with opacity controls and time re mapping.
- **Timeline View:** It states the current point in your timeline.
- **Effects Panel:** Effects like dissolves and transitions can be found on this tab.
- **Keyframe Button:** You can add and remove keyframes with this tab.
- **Scale Slider:** You can scale your timeline by zooming in and out.
- **Cut/Razor Tool:** This facilitates cutting your clips in various parts for editing.
- **Move/Select Tool:** Change the default cursor by using this tool

4.1.2 Starting a New Project

When you start a new project you have to enter your settings for it. Click on Adobe Premier icon and a window will ask you for project specifications for video, multimedia etc.

Select DV-NTSC Real-time Preview Standard 48KHz mode to enable you to work with full quality video clips. It also lets you see any fades, filters and effects prior to rendering. You can change your specifications as required. Click OK once selections are entered. Click on "Save As" in the File Tab Menu and name the file.

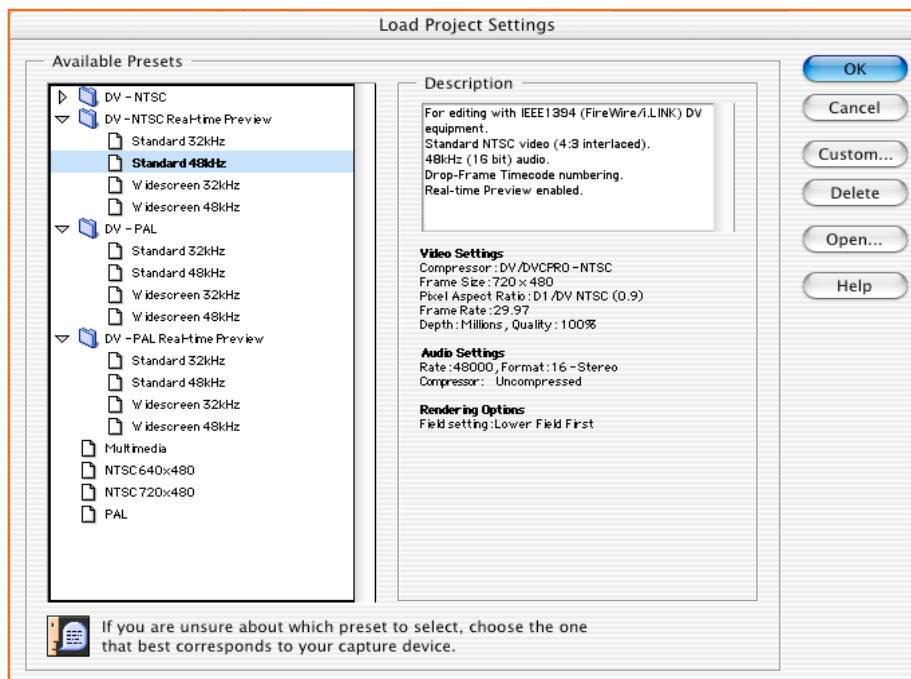


Fig.4.1.2: Starting a New Project

A preset setting can be made for you that defaults later use. Video Settings and Audio Settings are of utmost importance.

Go to Project>Project Settings>Video to see the screen below

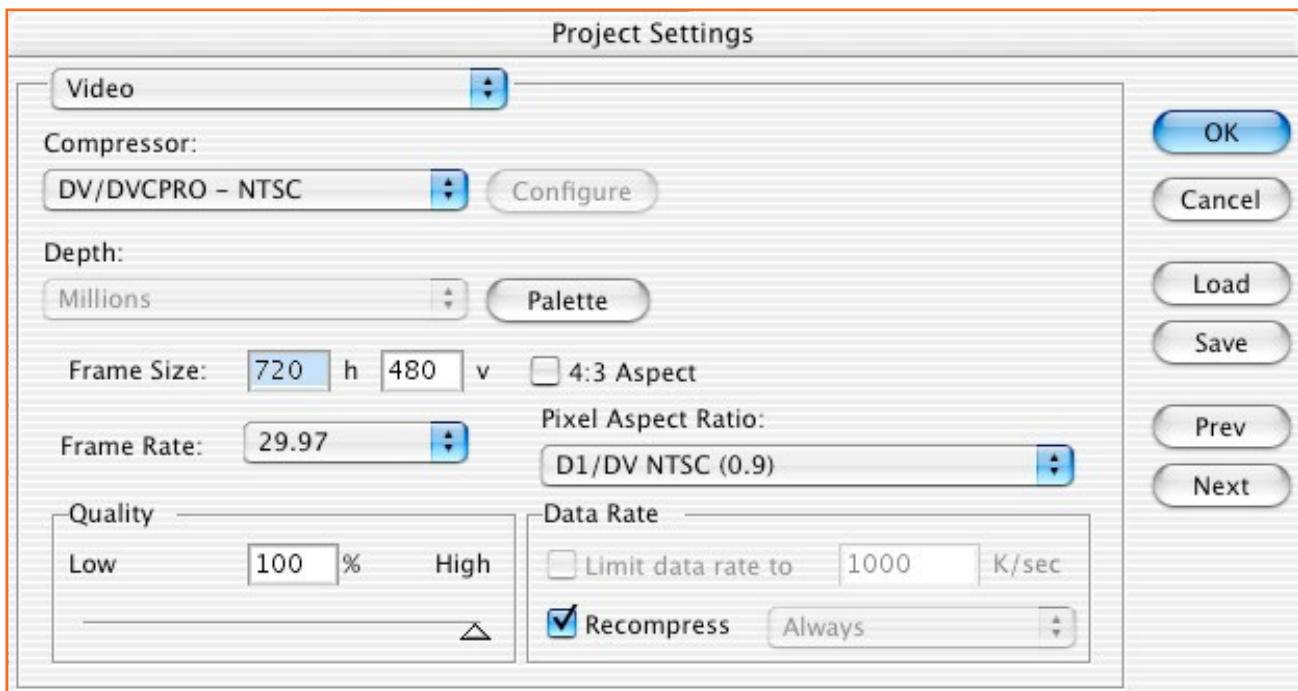


Fig.4.1.3: Project Settings

- **Compressor:** select a codec you require from the list. Use the DV - NTSC codec to export to tape or DVD
- **Depth:** selects the number of colors. Should be set to millions in most cases.
- **Frame size:** select the playback screen size, 60x45-
Common sizes:
2000x2000 ommon sizes:
 - » 160x120 (www)
 - » 240x180 (cd-rom)
 - » 320x240 (cd-rom/tv preview)
 - » 640x480 (television)
 - » 720x480 (raw video)
- **Frame rate:** standard playback rate is 1-30 frames per second (fps) but use rate more than 15 fps for a smoother playback. However keep rate at 29.97 if saving to CD or Web
- **Quality:** while selecting the compression amount keeping it on a higher side will increase the file size..
- **Recompress:** For exporting to tape.

Audio Settings

Use the pull down menu by Going to Video in the Project Settings drag down to select Audio, You can also select Project>Project Settings>Audio.

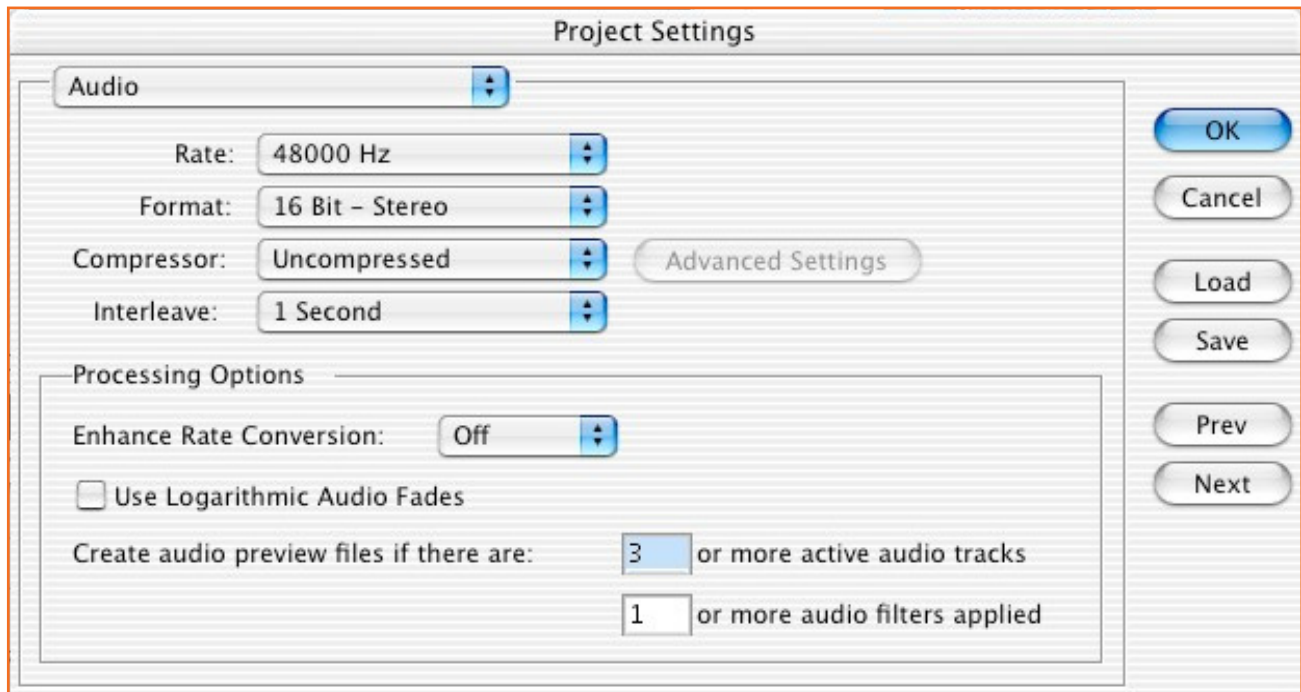


Fig.4.1.4: Project Settings (Audio)

- **Rate:** Increase file size even though higher rates sound better
- **Format:** 16-bit sounds better than 8, but increases file size.
- **Compressor:** You can compress the audio using any of the codecs.
- **Note:** Above are examples to help understand editing process. You can use specific settings for final movie. A slower processor supports lower resolution else slows down.
- **Project Window**

It shows the images, sound, and video files you that are called clips being used in the current movie. When you Double-click a clip it shows it in the clip edit window. You can go to File>Import>File to import new clips and graphics. Folders containing clips are called Bins and can be many to help you classify clips. Go to File>New>Bin to start a new bin. You can also add, delete and rename bins as when you import new files or graphics they automatically go into the default bin.

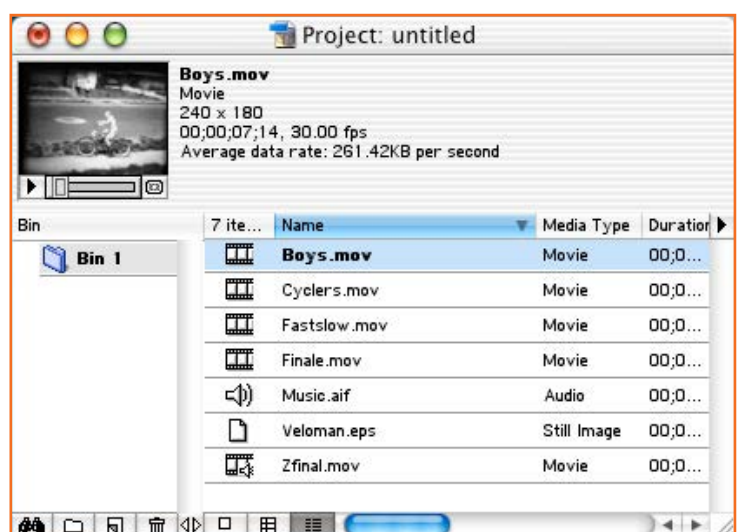


Fig.4.1.5: Project Window

Timeline Window

This shows the audio or video tracks on the timeline in transition. The below Video 1 track is split into two tracks, called A and B. The transition track sits between them (this is A/B Editing Mode, probably best for beginners).

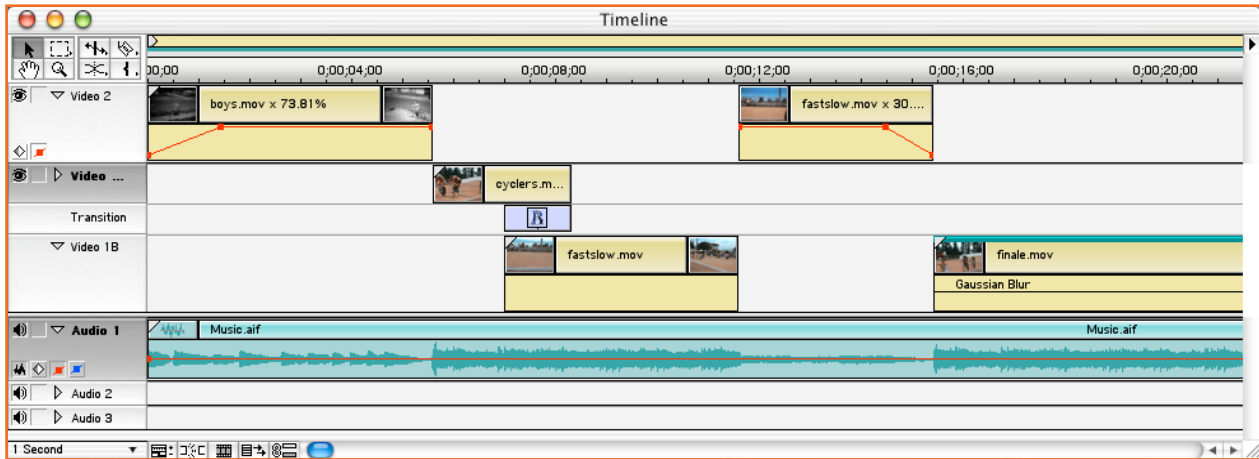


Fig.4.1.6: Timeline Window

On the upper right corner you can add, remove, name audio and video tracks in the Track Options menu.

Monitor Window

All the transitions and modifications are shown in preview in the right box of the selected clip. You can also trim clips with this function.

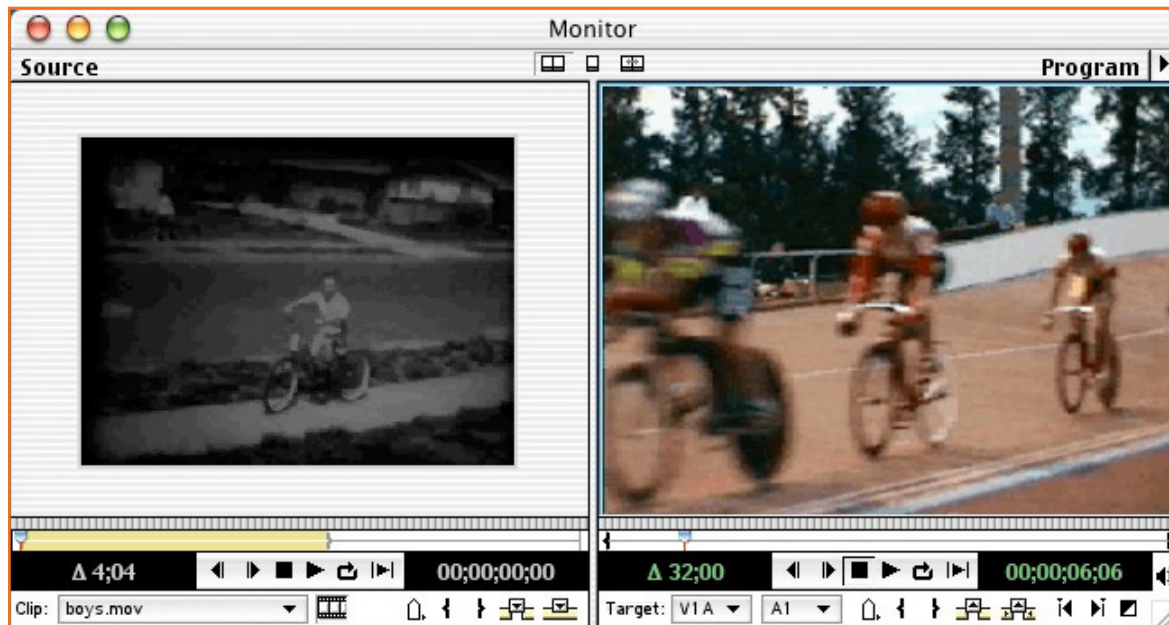


Fig.4.1.7: Monitor Window

Transition Window

You can see all the transition effects in the project window in this just like you see video clips. You can just drag the transition track between Video A1 and Video B1 track or you can place it between two clips.

You can use plug ins to add transitions. By dragging the blue indicator called the playhead you can view the transition through that video portion. Also, Preview can be selected in Timeline menu.

Video Effects Window

It shows all the video effects that can be used to the current clips. You can drag the effect you require into the clip to use the entire effect or set points by using keyframes when the effect can effect in the clip. Ensure rendering the effect after applying it by going to Timeline, Preview.

Audio Effects Window

You can see the variety of audio effects that can be used. Audio effects do not require rendering and can be applied as whole or by using keyframes depending on the required control.

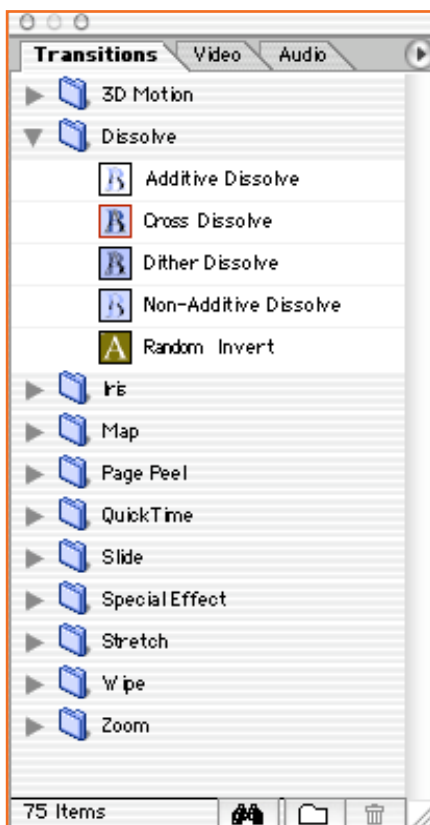


Fig.4.1.8(a): Audio Effects Window

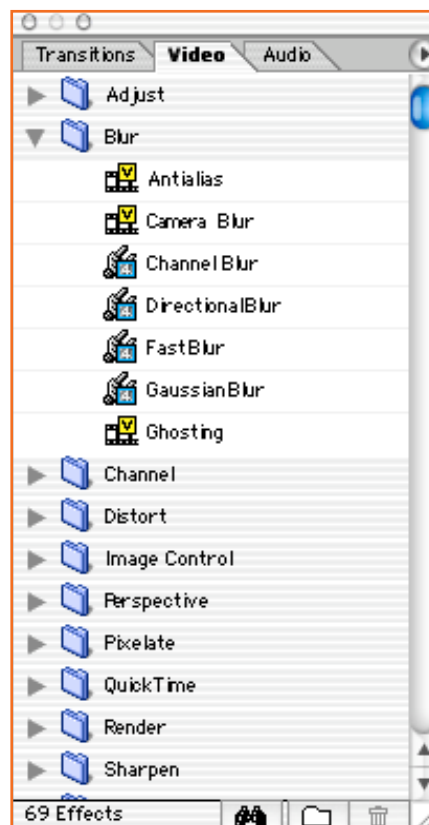


Fig.4.1.8(b): Audio Effects Window

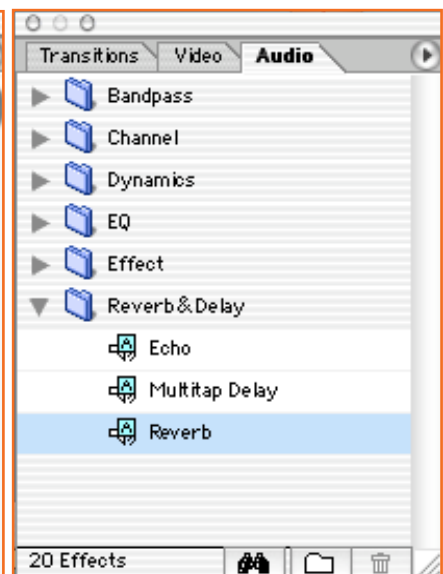


Fig.4.1.8(c): Audio Effects Window

Other windows

Effect Controls: You can control effects on each clip in the timeline.

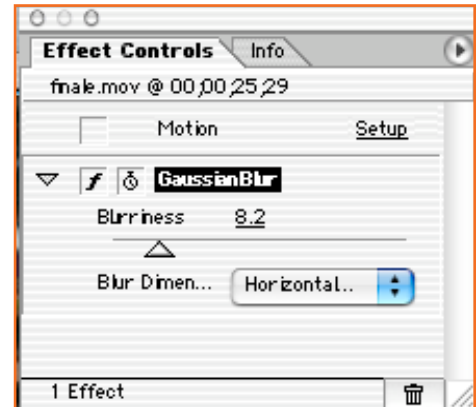


Fig.4.1.9: Effect Controls

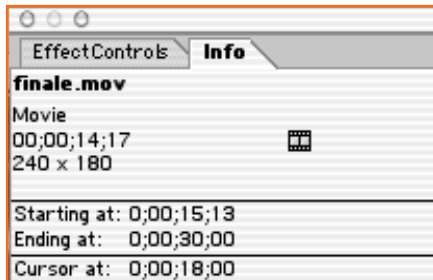


Fig.4.1.10: Info

Info: Information about currently selected clip.

Navigator: There are two outlines that show the bird eye view of the project helping you to go to different parts of project easily. The green shows the current displayed timeline and the red vertical shows the resting of playhead. Use the green outline box to work fast through your project.

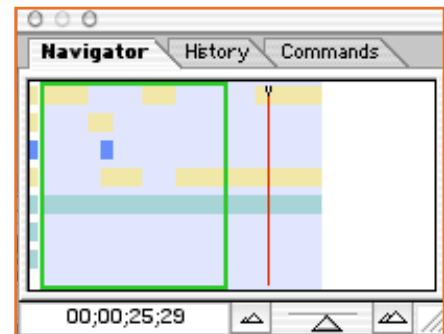


Fig.4.1.11: Navigator

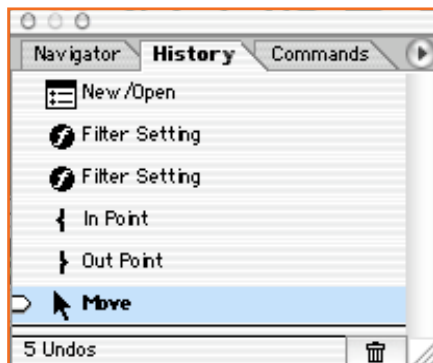


Fig.4.1.12: History

History: Records all the steps you have taken and helps you make undo changes made previously or make a new edit, but with this you will lose the steps done later on the clip

Commands: It has user-definable shortcuts.



Fig.4.1.13: Commands

4.1.3 Importing Clips

For importing clips go to File->Import. You can select from 3 options:

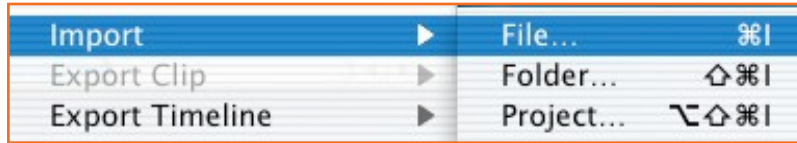


Fig.4.1.14: Importing Clips

File for a single one, Folder for a group of files and a Project to use another Premiere project.

Movie files are in the format of AVI, MOV, DML*, AVC*, PVD*

Still image files will be found in JPEG, GIF, PSD, TIFF, PICT, AI, TGA, BMP*, PCX* formats

and you can find Sound files in AVI, MOV, AIFF, WAV* formats

Animation files that are on windows version only will be in TGA, FLM, AI, PSD, GIF, PICT, FLC*, FLI*, BMP formats. On selection of the folder it gets imported in the Bin.

4.1.4 Capturing Video

- The VCR captures into the VHS tape.
- To capture from other analog format connect it to the front A/V inputs of the VCR and select Line 2 as the input. Reset to Line 3 when done.



Fig.4.1.16: Connecting Camera



Fig.4.1.15: VCR Ports

- You can connect a FireWire cable to the media converter box to capture directly from a DV camera.

Select File>Capture>Movie Capture in the pull down menu.

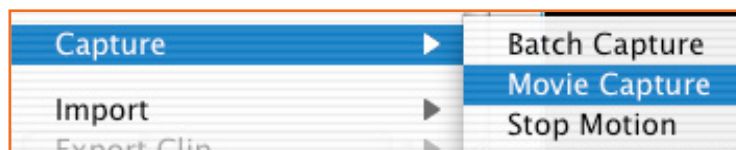


Fig.4.1.17: Capturing Movie

You can use the tape controls to capture video or Capture Window controls if you have a LANC connection. Follow the basics of Record when starting and Stop when finished. The video saves itself in the project window when done.

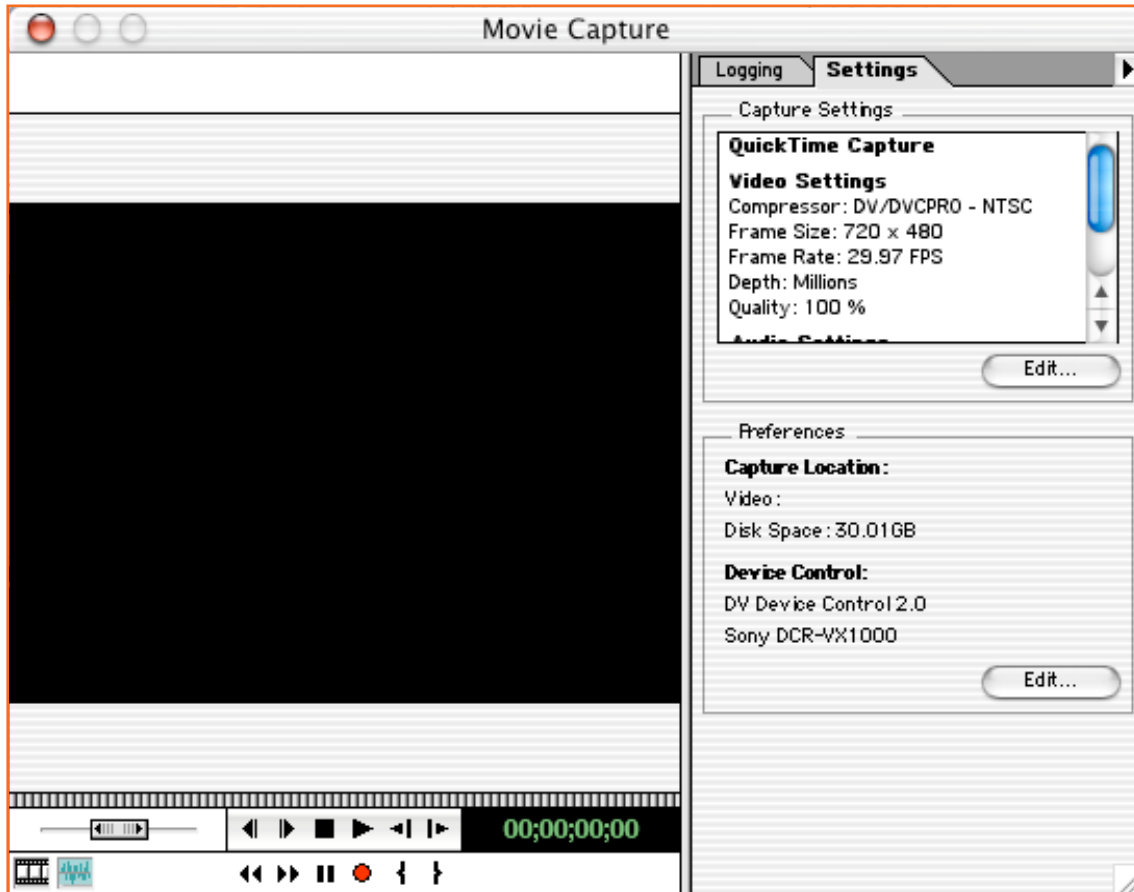


Fig.4.1.18: Capturing Movie Window

Incase you fail to see video you are recording, your screen will look like the below:

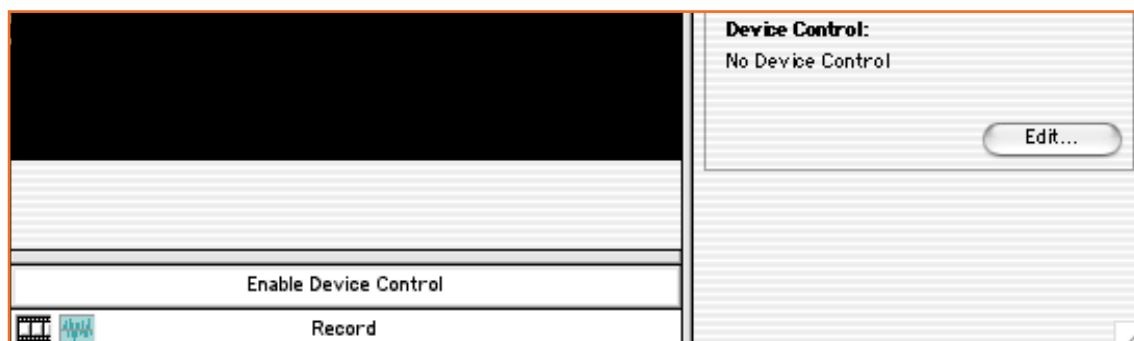


Fig.4.1.19: Device Control

Go to Enable Device Control button after checking your connected cable and see the below.

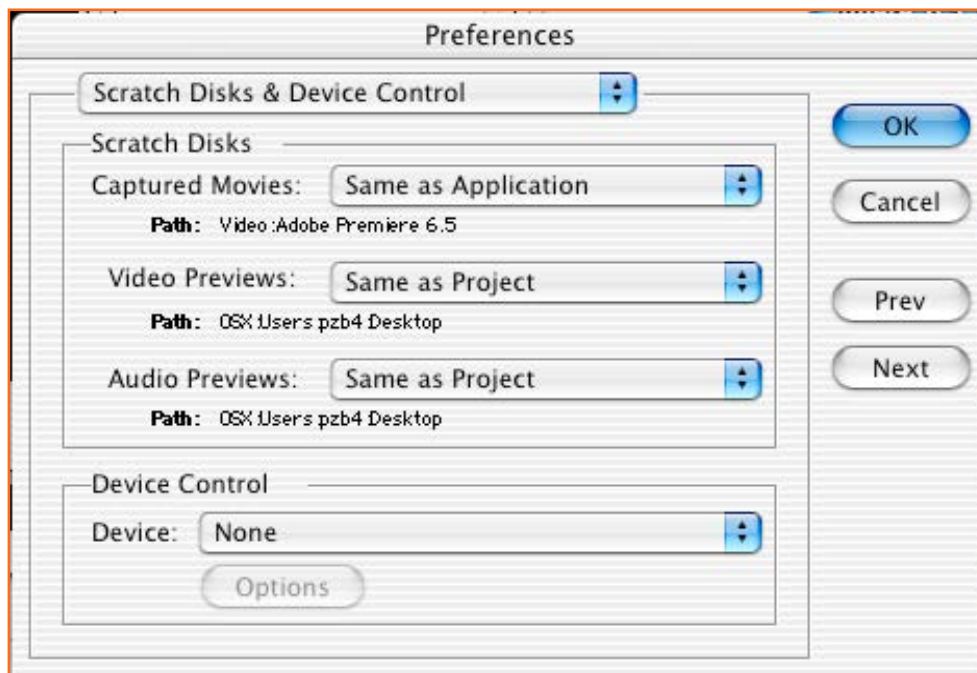


Fig.4.1.20: Preferences

That will bring up this window:

Select the DV Device Control 2.0 and click the Options tab. In the window that pops up select your Camera/VCR model.



Fig.4.1.21: DV Device Control Options

Click on the Check Status button to ensure connectivity. It will show offline if the device is not connected and online if the check was fine. Press OK to finish.

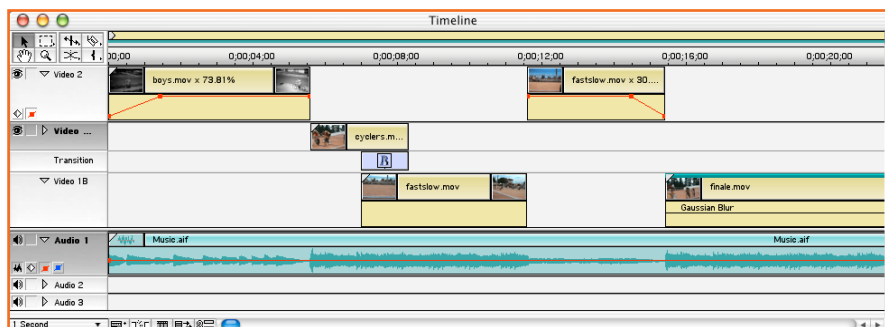


Fig.4.1.22: Placing Clips in the Timeline Window

Placing clips in the Timeline window:

Begin assembling the clips into a movie by dragging them into the respective tracks in the timeline. Transitions will be placed between Video 1A and Video 1B tracks for videos. Clips below will be overlapped by Video 2 track. Upto 99 video or audio tracks can be made over Video 2 track. Premiere makes layering easier by automatically arranging hierarchy from higher to lower. The higher tracks cover video clips in the lower ones eg, if my video is in Video 3, then automatically it will cover any video I have in 2 and 1B thus making it easier for smaller clips to layer larger ones.

Clips that have audio and video are called linked clips. The video can be linked only with the corresponding audio, it can also be broken to synchronize with the video. Eg: a person speaking

By using the Zoom tool in Time Unit Selector on the Timeline, you can focus in and out to properly adjust time and length of the clips.

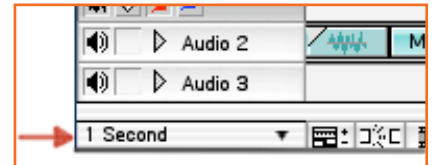


Fig.4.1.23: Unit Selector

Customizing your Timeline:

Select Window>Timeline Window Options.

You can select the size and the period type of clips in the frame. Like the beginning or end, or just the name This is helpful on slow processors where drawing each frame takes a lot of time. Sizes can be from small to large to select view.

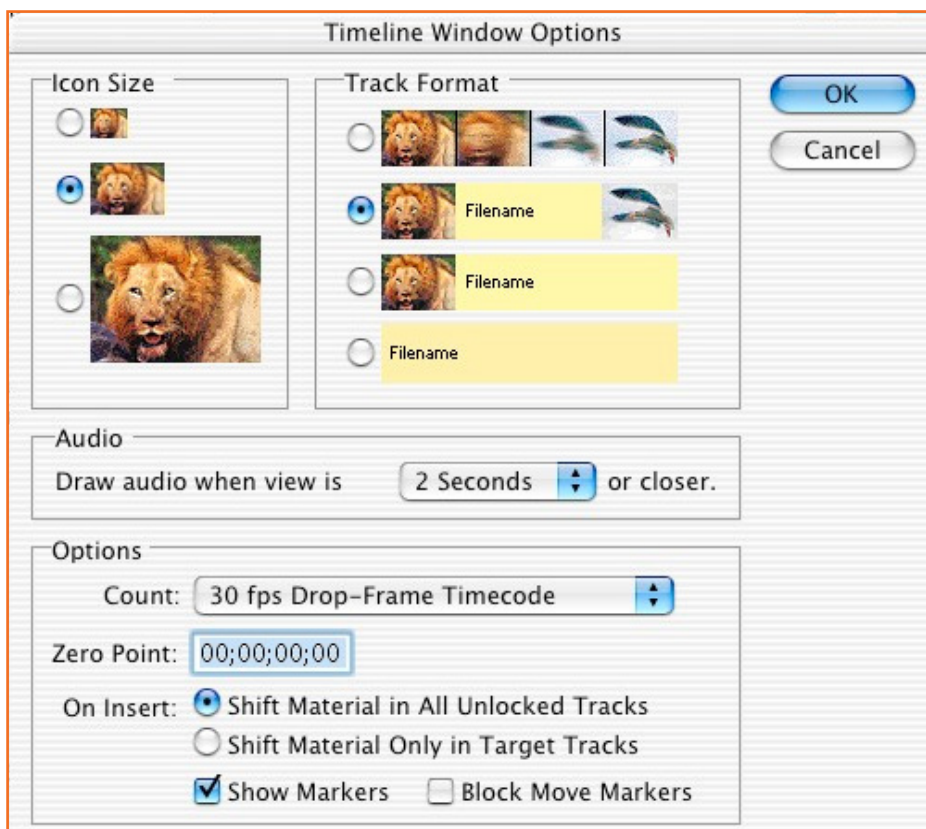


Fig.4.1.24: Timeline Windows Option

4.1.5 To Modify Clips

Note: The same clip can be used to use its various parts as required or to apply effects as necessary and this will not affect the original clip. These clips are an instance of the original and don't change on modifying.


- **Moving:** Select the arrow tool to drag the clip to a new location.
- **Splitting:** Use the Razor  tool to split a single clip and multiple razor tool to split the entire timeline. on. The audio will also split when the razor tool is used.
- **Deleting:** When you select Delete, there comes a gap in the timeline when the clip gets deleted. Use Ripple Delete to move all the subsequent clips and close the gap. One more way is to use the Lift or Extract button to select a part of the movie in the timeline. Lift leaves a gap as well and Extract fills the gap with subsequent clips. Ensure to use the Target Pull down, select target track to see the clip you are removing.



Fig.4.1.25: Monitor

Trimming: Trimming helps in changing the duration of the clip by cutting or trimming the beginning or end.

You can trim in many ways:



1. The fastest way is to place the cursor at the beginning or end and see the Ripple Edit tool to drag the length you want to trim. You can only shorten using this tool.
2. A precise way to trim is using the Edit Window in the timeline, use the Play button to view and select the spot you want to trim or end.
3. For setting a starting point Press In  to set a starting point. Press Out  to set an ending point. To confirm Press . The clip on the timeline will be trimmed accordingly.



Fig.4.1.26: Movie Clip on Monitor

Audio

You can control audio related factors here, click on the speaker to put sound on or off, besides this icon you can click to lock or unlock the track. The triangle icon shows track controls. These four controls can turn sound wave on or off, the second controls audio effects. There is a red button that can be pulled along the band to increase or decrease volume and the blue button can pan to left and right. Various handles can be used for complex sounds.

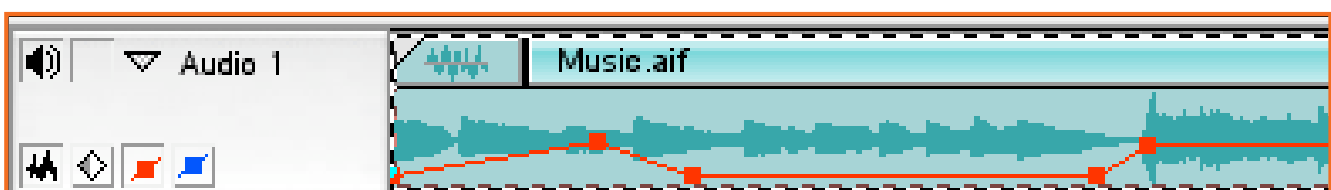


Fig.4.1.27: Audio Selector

Previewing

This version of Premiere lets you see the effects you have applied in real time by placing your playhead at the beginning of your clip or at the position you want to check the effect. You can press Enter key on keyboard or Preview on timeline menu. Effects have to be formally rendered prior to saving the movie.

4.1.6 Toolbar

On the top left of the timeline window you will see many tools available for editing. Some have a small triangle at bottom stating more options in the tab where you can see the hidden tools. Some tools are shown in the pop up window when you click and hold a tool down. The page after gives description of each tool.





















	Selection Tool (v from keyboard) This tool selects and moves clips, transitions, and markers one at a time. It changes into a stretch pointer when positioned over the edge of a clip, allowing you to shorten or lengthen the clip by dragging.		Razor Tool (c from keyboard) This tool splits a clip on a track into two distinct clips.
	Range Select Tool (m from keyboard) This tool drags to select multiple items in the Timeline. When multiple items are selected in the Timeline, many commands from the Clip and Edit menus can be applied to all selected items.		Multiple Razor Tool (c from keyboard) This tool splits all unlocked clips at the point at which it is clicked in the Timeline into two distinct clips.
	Block Select Tool (m from keyboard) This tool selects a segment of equal length from all tracks in the Timeline.		Fade Scissors Tool (c from keyboard) This tool creates two handles next to each other in the Fade control section of an audio or superimposed clip. With two handles, you can make adjustments that sharply increase or decrease the fading at a point.
	Track Select Tool (m from keyboard) This tool selects all clips on a track, from the first clip clicked to the end of the track.		Hand Tool (h from keyboard) This tool scrolls the contents of the Timeline to display different areas of your movie. Scroll the window by dragging.
	Multitrack Select Tool (p from keyboard) This tool selects all the clips in the Timeline that are placed to the right of the point you click. This includes clips that start on an earlier part of the Timeline and extend past the point where you clicked.		Zoom Tool (z from keyboard) This tool performs the same function as the time unit popup window at the bottom left side of the Timeline window. Zoom in by clicking on the timeline where you want to zoom in. Zoom out by holding down the Option key and clicking on the Timeline.
	Rolling Edit Tool (p from keyboard) This tool adjusts the length of a clip and its adjacent clip to maintain the original combined duration of the two clips and all subsequent clips.		Cross Fade Tool (u from keyboard) This tool creates an automatic cross dissolve between two audio clips. To create the cross dissolve, click the first audio clip, then click a second audio clip that overlaps the first.
	Ripple Edit Tool (p from keyboard) This tool adjusts the duration of a clip without affecting the duration of other clips on the track.		Fade Adjustment Tool (u from keyboard) This tool uniformly adjusts a segment in the Fade control section of an audio or superimposed clip.
	Rate Stretch Tool (p from keyboard) This tool adjusts the duration of a clip and adjusts the speed of the clip to fit the duration.		Link/Unlink Tool (u from keyboard) This tool creates a soft link between an audio clip and a video clip.
	Slip Tool (p from keyboard) This tool shifts the starting and ending frames of a clip forward or backward without affecting anything else on the Timeline.		In Point Tool (n from keyboard) This tool sets in points for movie clips, audio clips, transitions, and the work areas bar.
	Slide Tool (p from keyboard) This tool preserves the duration of a clip and the program duration by changing the In and Out points of the preceding and following clips.		Out Point Tool (n from keyboard) This tool sets out points for movie clips, audio clips, transitions, and the work areas bar.

Fig.4.1.28: Adobe Premiere Toolbar

4.1.7 Transitions

Go to Windows> Show Transitions

Transitions always happen between two track A and B. To place the transition between them drag it from the transition window to timeline transition track where it will go blue when accepting the transition in by filling the gap between A and B. Keep a good hole in A and B to overlap the transition track fully for both laps. In case using the Single Track Editing option when you drag a transition the colours will invert accepting the transition their in editing keep till invert.

You can change transition settings by double clicking the transition thumbnail to open a dialogue box where you can manipulate sliders to set the percentage of transition which are below A and B, for setting which direction the transition will work from B to A or otherwise there is a arrow beneath the thumbnail to do so. To manipulate the forward or backward direction use the thumbnail at the top right while the white arrows will control overall direction. There are some transitions that have a toggle to smoothen. Every transition has a different option

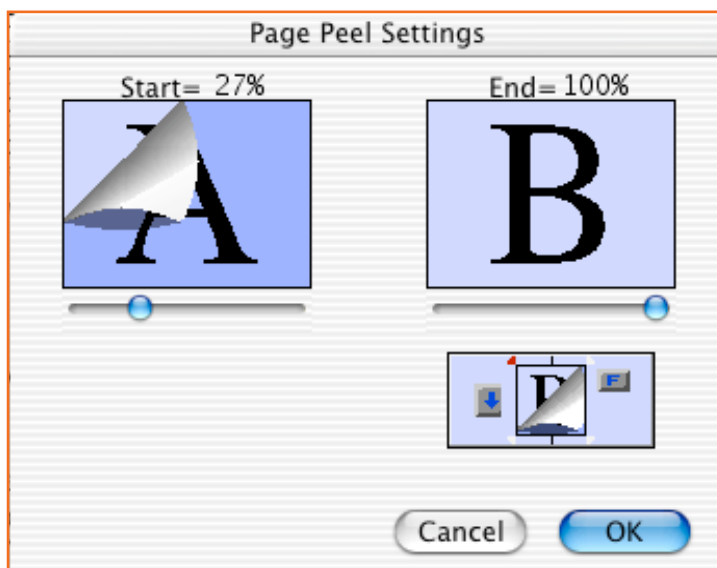


Fig.4.1.29: Page Peel Setting

4.1.8 Virtual Clips

Virtual clip is the original clip on the timeline, that is referral clip hence all changes on original will reflect on the virtual also, including deletion. Premiere lets you choose a cross-section of the time line and make it a virtual clip. By using the Block Select Tool that you will find to the right of the Arrow tool to select and drag an area to another location. Although the new virtual clip contains several tracks it will require only one. You can use complex transitions to layer several tracks.

4.1.9 Video and Audio Effects

Go to Window>Show Video Effects to open the Video window alternatively you can go to Video tab in the Audio effects window, using a simple drag and drop apply the effect on the timeline. To further adjust your selection use the Effects Control window. To see how the transition works use the Preview tab from Timeline or move the playhead.

Audio effects can be applied just like Video effects by the Transitions tab or by Show Audio Effects under the Window menu. Use the same method as drag and drop and control adjustment in the Effects Control window. Audio effects do not require Preview to be heard

A chosen effect works on the entire clip however use Keyframes to select the end and beginning of the transition. You can add more keyframes by the playhead by adding a new point and clicking on the keyframe navigator.

Popup menu will appear at the beginning of the keyframe track when you add more than one effect to let you toggle between applied effects. You can also combine effects, but that will increase rendering time for each effect added. To Control each effect, Go to Window>Show Effect and control by the Effect Control window.

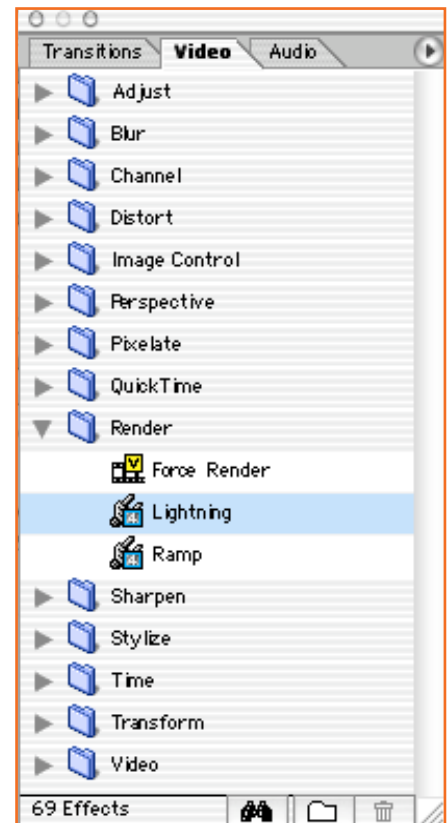


Fig.4.1.30: Video Properties

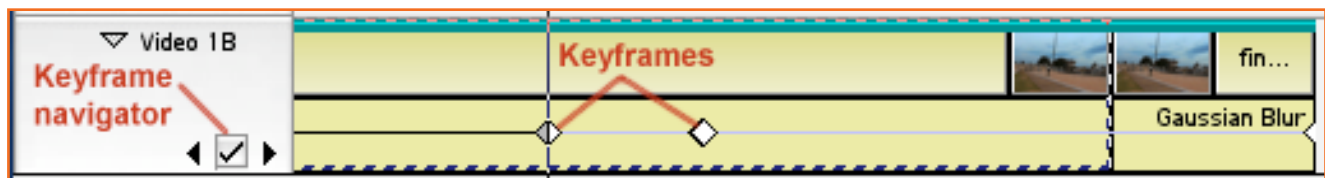


Fig.4.1.31: Keyframe Windows

Controls

All the parameters for adjustment of effects can be seen here.

Each keyframe can be set to parameters as per requirement by clicking on the applied effect on the keyframe .You can decide the changing time and Premiere calculates the smooth progress within each change.

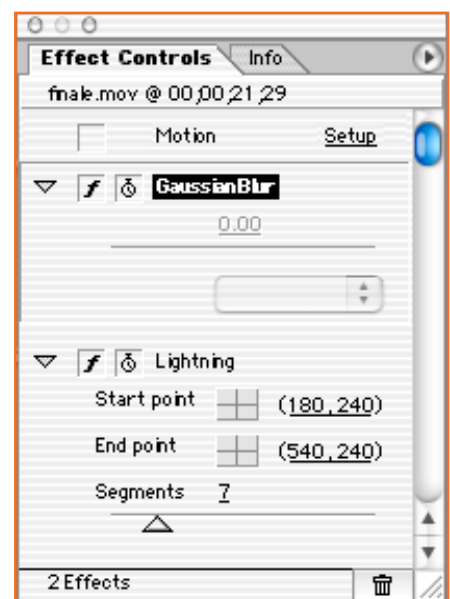


Fig.4.1.32: Effect Control

Motion

Go to video options>Motions after selecting a clip to Rotate, Resize, Move or Distort on the timeline. You can also use the Effects Control window to open the motion dialogue box. There is a thumbnail that is attached to the clip path where you can adjust or create a new point that has its own rotating zooming or distorting edits.

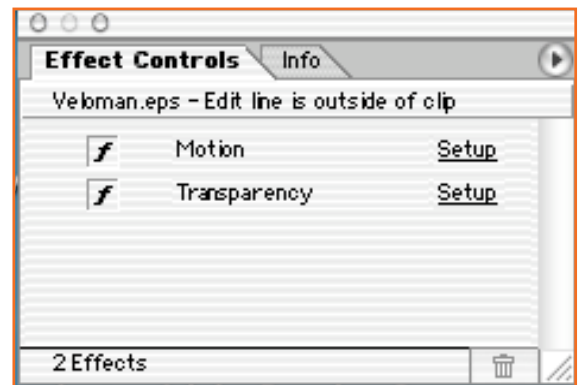


Fig.4.1.33: Effect Control (Motion Control)

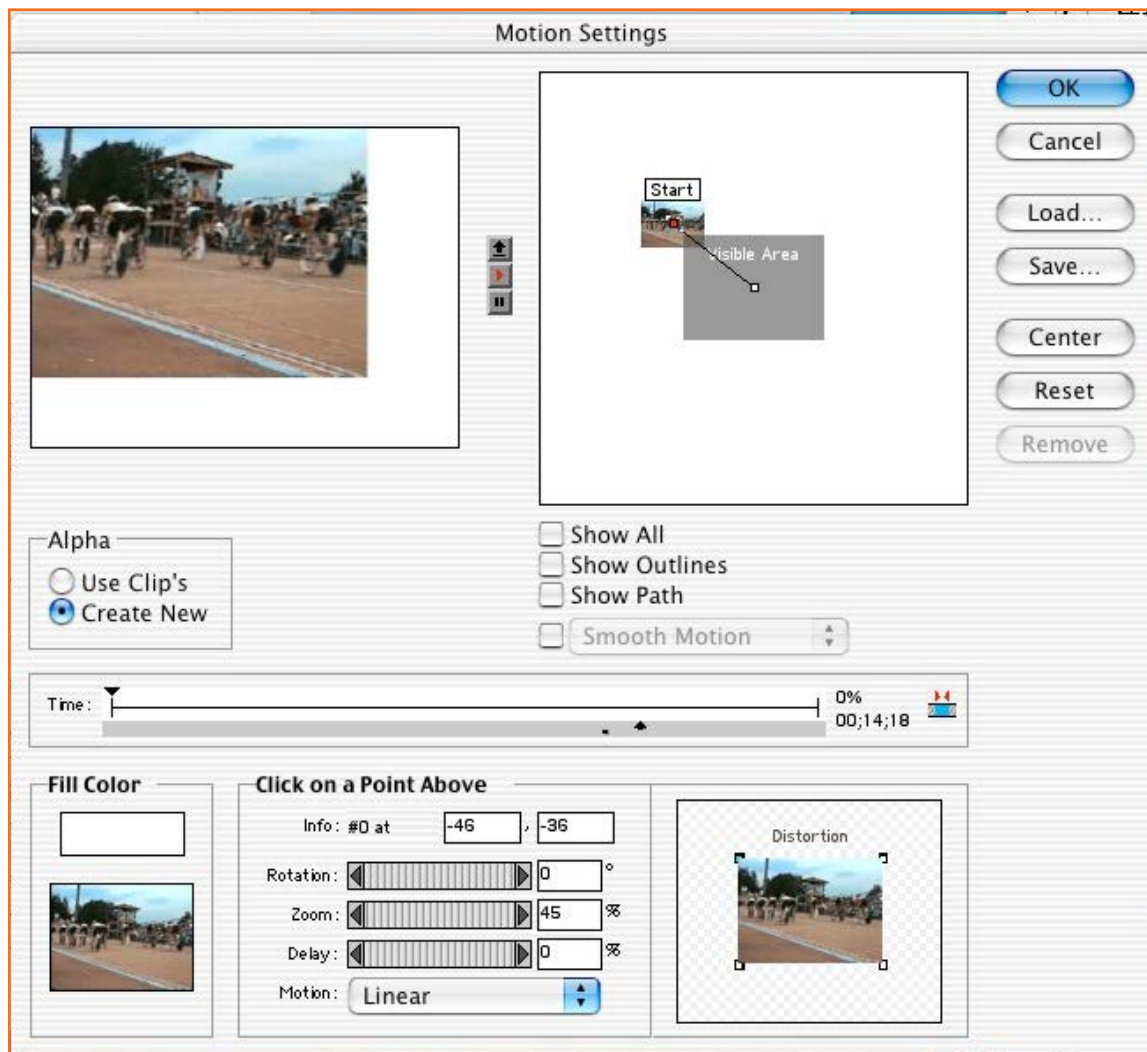


Fig.4.1.34: Motion Settings

You can increase the speed or slow down the speed. Use the Motion Pull Down button for every point for the path. Additional treatments like filling a background color by the fill color tab and smoothing the motion by Smooth Motion tab. There are many existing settings in premier that can be used which are available in the Premier folder in your Hard drive. You can select the required motion by going on the load button in the motion dialogue box within the folder.

Superimposing

Superimposing helps you edit the visibility of each clip by placing clips on top of each other. Select a clip on the video track apart from video 1A or 1B then go to Choose Clip>VideoOptions>Transparency... to open the Transparency Settings window.

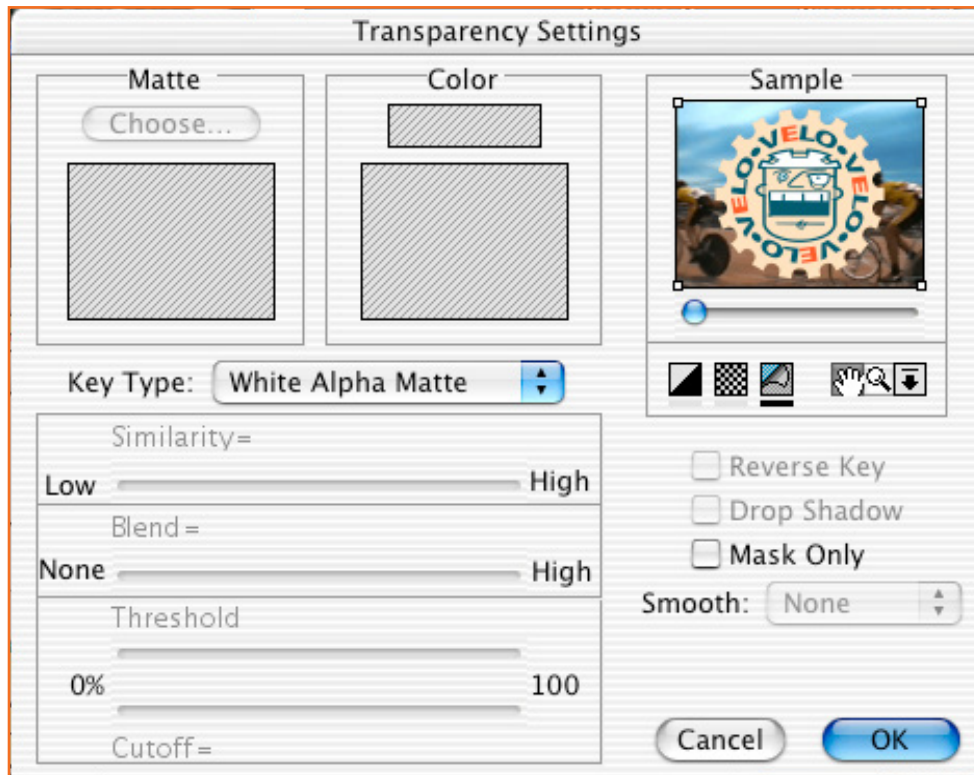


Fig.4.1.35: Transparency Settings

You can achieve various effects by selecting different types of keys in Premier. Superimposing also called as keying. Commonly the color window is use where on clicking the window you can choose the color you wish to work with. You can also make use of the many sliders in it.

Adjust the area of the clip you want to use the key on by manipulating the white squares in the corner of small preview window that appears. See the effect of the applied key in the Page Peel Icon.

4.1.10 Some Keying Types

Chroma: Television uses a key called Chroma which lets you choose color transparency or a color eg. Weather maps done by Meteorologists. Successful keys are uniform in color and keys actually work by deleting certain colors eg. To remove the backgrounds behind the person have them against the single color wall. O Remove the shadows of the person by using many lights to highlight a person to eliminate any key color on their clothing or body. Now Premier can be used to select the color and make it transparent. Letting the video of the track showing through. Professionals to use a distinct green or blue color.

Luminance: Gray values are keyed out.

Alpha Channel: Alpha is the transparent Channel. Adobe Premiere has alpha channels that are added automatically in titles even Adobe Photoshop has alpha channels for Images.

Titles

A superimposed text on a clip or on a color background that uses an alpha channel is called Titles. Go to Select File>New>Title

You can also click at the bottom of the Project window and select Title. In the Title Designer window select the type of title you wish to make from the Title Type pull down menu. Options will be Still, Roll, and Crawl. By selecting the "T" tool, click and drag in the window to where and how you want the text to appear.

In the Object style tab you can select options like font, size, justification, etc and also make basic shapes by the shape tools in the toolbar. Also customized templates can be chosen to complete all the design. By saving them you can use them later.

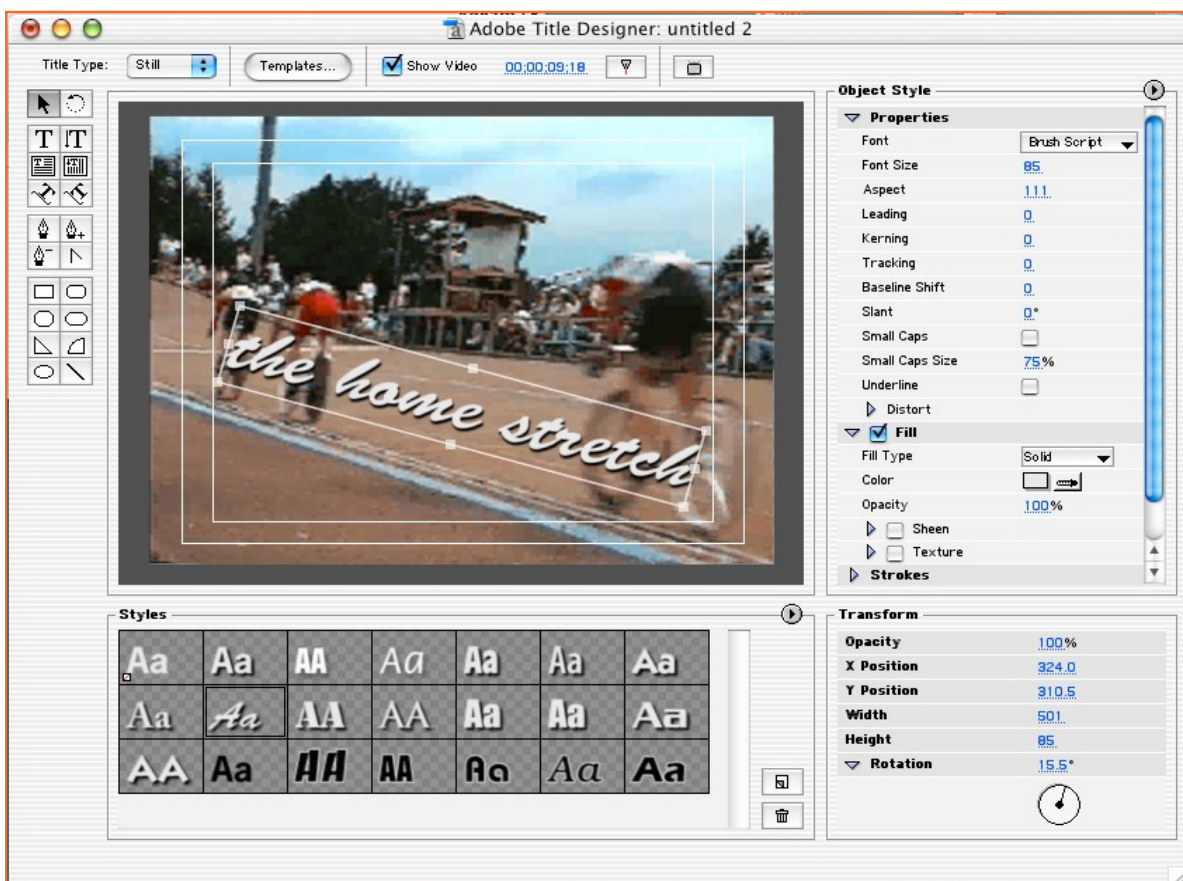


Fig.4.1.36: Title Designer

The white lines are Safe Areas that indicate the width the text must fit in to, if you exceed them it cuts the text. After completing the title, close the window and to save the file at chosen location. The title will be in the default bin automatically.

Title over video: Drag the side of the title clip to extend to the length you require and automatic alpha channel key is applied by premier. You can then add motion effects to the title. Ensure that the title clips you are working overlap each other.

Text Rolling

Go to title type menu and select Role then using the Text tool make in area that you want to roll a text. You will see a scroll bar on a text area if the text goes out of the screen. Make sure the safe area that's the inner white lines are not exceeded. Once you done inputting the text using the Arrow tool place the text up and continue writing you finish then select Crawl option in title menu to set scrolling On or Off screen. The saved Rolling effect text will be in the last selected bin. Now just drag it to Video 2 track to key over the video. Adjust the length and width of the text as require.

Making Crawling Text

To make crawling text select Crawl from the Title Type pull-down menu. Click on the Text tool **T** and drag an area that will have your text crawling. If you see text extending just use the Arrow Tool to move to the left and extend the box as needed. Select Roll/Crawl Options from the title menu and set specifics as to how. Drag this to Video 2 and it will be keyed over the video. You can set the width and time for the text roll. Now you can preview your text.

4.1.11 Safe Areas and Colors

Any software will give technical restriction for the broadcast output and the producer should know these.

There are two areas that are to be aware of: The Safe Action Area is the defined boundaries or edges that cannot be exceeded while placing objects or actors, else they will reflect similarly on the television screen. The safe title area gives the outlines for the titles or graphics as distortion is usually around the edges. The NTS Safe Colours are ones that restrict colour bleeding or saturation on the final output, specifically Red sometimes tends to bleed into other colours or graphics. Premier 6.5 gives warning if the colour tends to be unsafe

The actual numbers for a safe 640x480 display are:

- Safe Action Area: 81% of screen, 576x432 of 640x480
- Safe Title Area: 64% of screen, 509x384 of 640x480

4.1.12 Compiling the Movie

Once you have finished assembling clips you can make a QuickTime or .AVI file of the completed movie. The file can run on a CD rom or a harddrive without starting Premiere

Go to File >Export Movie and adjust settings as required for the format

Select QuickTime File Exporter to make a QuickTime movie for the Web. In the Advanced Settings set your audio and video compression preferences. Fine tune the settings in Options after applying your necessary bandwidth. Find below some settings:

Hinted track is required for streamed QuickTime movies to stream properly.

You can manipulate compression, frame size, frame rate etc just like the setting window that has been explained in earlier unit.

Below are some recommendation however you will have to try out combinations to get best results.

	Internet/ WWW	Presentation/ Power Point	CD-ROM (4x)	CD-ROM (2x)	TV/Video
Frame Size	160x120	320x240	320x240	320x240	640x480 (min.)
Frame Rate	5-10	15-20	15	15	30
Codec(s)	Sorenson	Sorenson	Cinepak, Sorenson, MPEG	Cinepak, Sorenson, MPEG	Depends n video card
Audio KHz/bits/ Stereo or Mono	11/8/M	44/16/S	44/16/M	22/16/M	44/16/S

Fig.4.1.37: Video Rates

4.1.13 Adding Other Objects

The following objects can be added to your project bin either by selecting them from the File menu or by clicking on the Object icon in the Project window:

Color background

Select a color from the color picker to add a color background. Give the selection a name and then once you see it on your project window you can drag it where you want it to be applied on your timeline.

Movie Countdown

Follow path File>New>Universal Counting Leader where you can set a 10 seconder countdown to your movie and in the dialog box you can choose the background colours, line targets, wipe and numerals as required. You can also go to the Project window and select the Object icon for the countdown. Once you click OK it will appear on the Project window where you can drag and place it where required.

Offline File

An offline file lets you work on the project till you get the video to use. Like filling the aftermath for the missing video. Simply by giving the name to the file, enter the start and end time if known and it will get added to the last selected bin in the Project window to be dragged and use when video is got.

Black Video

Its just a 5 second black graphic that can place a black break within the created movie as required by dragging and placing on the timeline. The length can be decided by pulling its edges as its defaulted to 5 seconds.

Color Bars

Colour bars help set the colours correctly for the television broadcast. Hence use of these is recommended if your video will be on television.

4.1.14 Mini Project - Adobe Premiere CS6.5

Note: Start Premiere 6.5 by double clicking on the icon. By default the Project Settings window will open. We will experience the benefit that Premiere provides us of Real time Viewing, hence below the DV – NTSC Real-time Preview folder, select Standard 48kHz as project settings. If you don't see the folder click the small gray triangle to open. Click OK to finish and Launch.

Proceed to go to File > Import > Folder.

Browse in the Adobe Premiere 6.5 application folder and select Sample Folder.

Select by the Choose button and the contents of the sample

folder will be imported into Bin 1 in your Project window

You should see the following files placed in the Sample Folder: Boys.mov, Cyclers.mov, Fastslow.mov, Finale.mov, Music.aif, Veloman.eps, and the movie we are trying to recreate, Zfinal.mov.

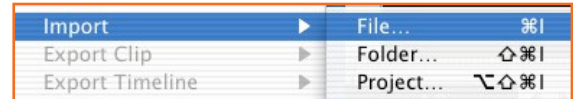


Fig.4.1.38: Import a Video

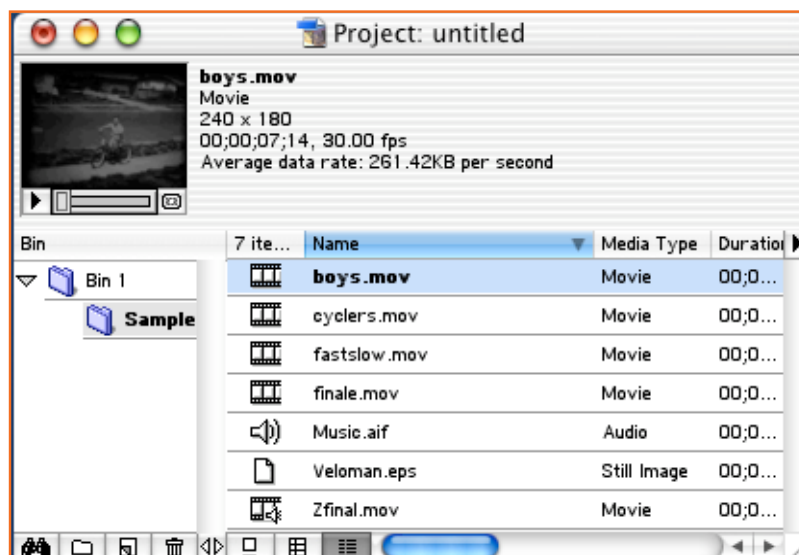


Fig.4.1.39: Project Creation

Before beginning lets see the movie we are trying to work against. Double click on the Zfinal.mov icon and you will see a new window open where the movie will start. Watch the movie to understand what we are shooting for. Open the window anytime for reference.

A perfect view is required for our timeline. So since our movie is upto 30 seconds we will set the Time Zoom Level to 1 second unless its already set to the same to be able to see the movie without having to scroll. Go to the Timeline window and Select 1 second where you will see numbers on the top.

There will be automatic one second time interval. You can choose the Time Zoom to adjust level as required.

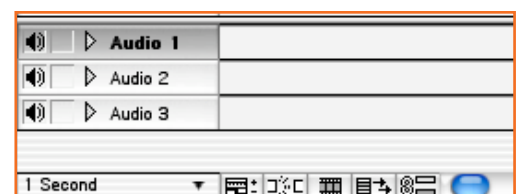


Fig.4.1.40: Inserting Audio

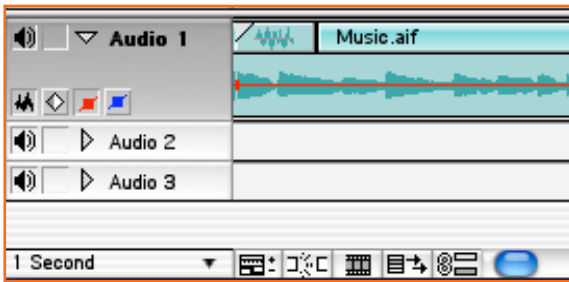


Fig.4.1.41: Add Soundtrack

Let us proceed to add the audio track. Open Music.af in the Project window and drag it to the Audio 1, when you see it turning black it is ready to take the audio in. By clicking on the triangle you see close to Audio 1 you can see track sound wave. This will help synchronize the sound and the video.

The finished movie starts with boys.mov clip. Double click on the boys. Mov in the Project window to open it in separate window. You will notice that the clip is longer than the one you see in the final movie. Hence we will drag it in the timeline and edit it according to our requirement. Use the playhead that is a blue downward-pointing arrow to move to about 00;00;04.03. After which click on the right-facing bracket at the bottom of the clip window. Which is: } This will set an outpost for the video. The play area will become yellow, stating the cropped area of the clip. Similarly set an inpoint for the clip by clicking on the left-facing bracket, near the play button but we don't require it in this clip. Now drag the video from the clip window into Video 2 track. The track will turn black accepting the keying.



Fig.4.1.42: Movie Clip on Monitor

Since our video is little shorter, we will lengthen its duration

Just a little by using the Rate Stretch Tool. You should see it in

your tool bar otherwise just click and hold down in the area marked above in red. Our required video length is 00:00:05:18

To have the clip timing as is inaccurately see the clip's length in the timeline, select show info option in the timeline ,the Info

Select the Rate Stretch Tool and position it over the right edge of the Boys.mov in the Timeline window.

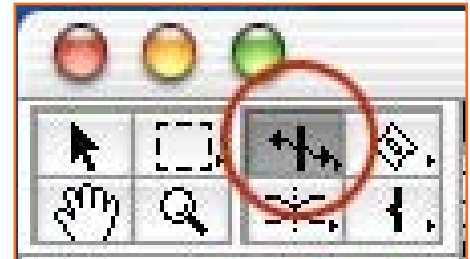


Fig.4.1.43: Monitor Tools

A tools icon will appear there. While looking at the Info window, drag the right side of the cursor till 00:00:05:18. Now we have increased the length of the movie and it will play slower. Now the movie and audio will have synchronized. Watch it to confirm.

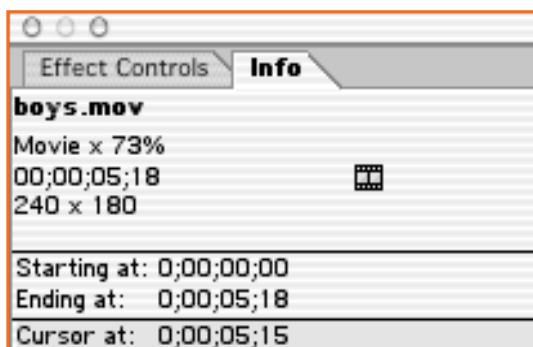


Fig.4.1.44: Movie Info

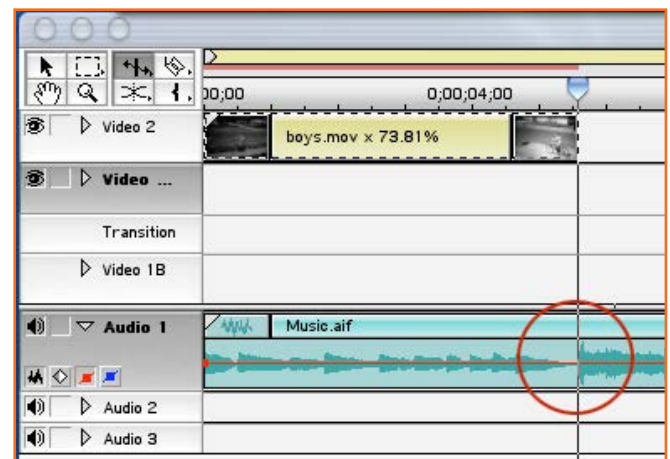


Fig.4.1.45: Merging Audio and Video

In our reference movie the video also fades in for applying this setting select the small triangle next to Video 2 to see control icons. Select the red square with the diagonal line passing through it. There will be a red line (the Opacity Rubber Band) that appears under the clip. This will controls the opacity of the video and is not available on the Video 1A and Video 1B tracks hence we have used it on VIDEO 2 Track. Keep it at 100%. By clicking on your arrow tool, then click on the red line till 1 1/2 seconds into the clip at the third tick mark. A keyframe will appear on the red line. Now pull the point to the left of your new keyframe down to the bottom so that the red line will angle up to your new keyframe. This will set the opacity to 0% at the start of the clip and will gradually change to 100% opacity at 1 1/2 seconds letting the clip fade in. Wasn't that simple?



Fig.4.1.46: Video Fades up from Black

Move to the next clip cyclers.mov, open it by a double click so that it opens in the clip window. Make a right bracket (outpoint) at 00:00:02:21 and then drag it onto the Timeline in the Video 1A track. Place is enough to have it close to the right of the clip you have placed in the Video 2 track. It will fall into place there.

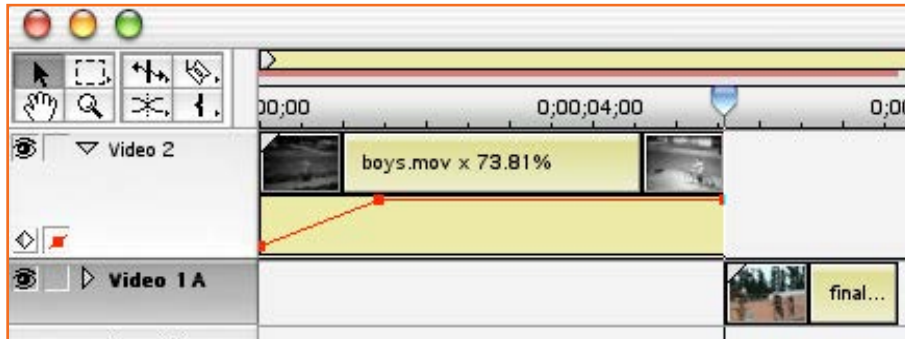


Fig.4.1.47: Adding Next Clip

Open a new clip (fastslow.mov.), put in point as 00:00:00:00 & 00:00:04:17 as out point. Drag the set video to the timeline in the Video 1B track but just by 1 second overlap it in Video 1A.

Watching the Info window closely, to the left of the clip start at around 00:00:07:00 for where you are adding to the end at point when Audio 1 track changes.

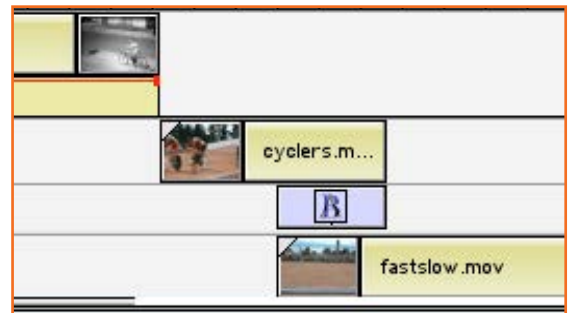


Fig.4.1.48: Adding Next Clip

Go to Windows> Show Transitions to add the transition we want. Click the grey icon adjacent to Dissolve folder, select Cross Dissolve. A dissolve example will open. Now adjust the start and end time on each movie clip for starting & ending dissolve with, however we will leave it at starting 0% and ending at 100%. Close the Cross Dissolve window. Pull cross dissolve icon (from Transitions window) to a position on transition track in between tracks 1A & 1B of Video. It would move in overlap location in between two clips and automatically fill up the space for overlap length of the two clips.

With Premier since we can preview the transitions we have without rendering, let us see what we have done till now. Begin with moving your cursor to 00:00:00, then under the Timeline Menu and Select Preview to see how it looks in real time. Stop the preview once the video stops. Else the soundtrack will keep playing. However this is just an idea as to how the finished output will look but there still have to be formal renders to be made to get the finished look.

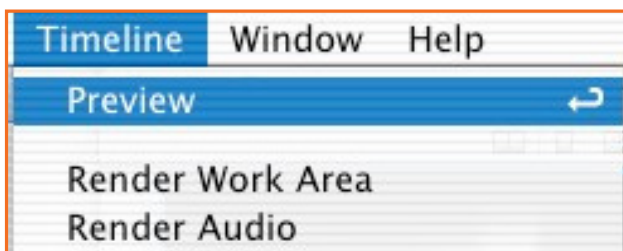


Fig.4.1.49: Preview

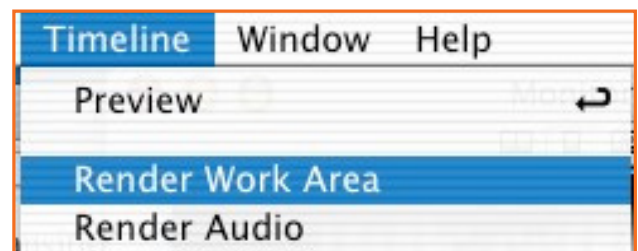


Fig.4.1.50: Rendering Work Area

Move on to double click on the fastslow.mov to open in window. Place the in point at 00:00:04:18 location & out point to be at end. Move clip down to Video 2 track at point 00:00:11:18 on timeline. Make sure that clip is in video 2 or higher for adding transparency. Now we will proceed to add fading effect, that is transparency.



Fig.4.1.51: Movie on Monitor

See that the sound wave is shown in the Audio track 1, else click on the triangle near to Audio 1 and select the first icon to see it. See if the last video clip aligns with the Video 2. If it is a subdued part then the video and audio will sync. The clip is also shorter to cover the length of the sound track. By selecting the Rate Stretch Tool to drag the right side of the clip till it can be placed where the music will stop suddenly. This will slow the video clip down, but that's the effect we want here.

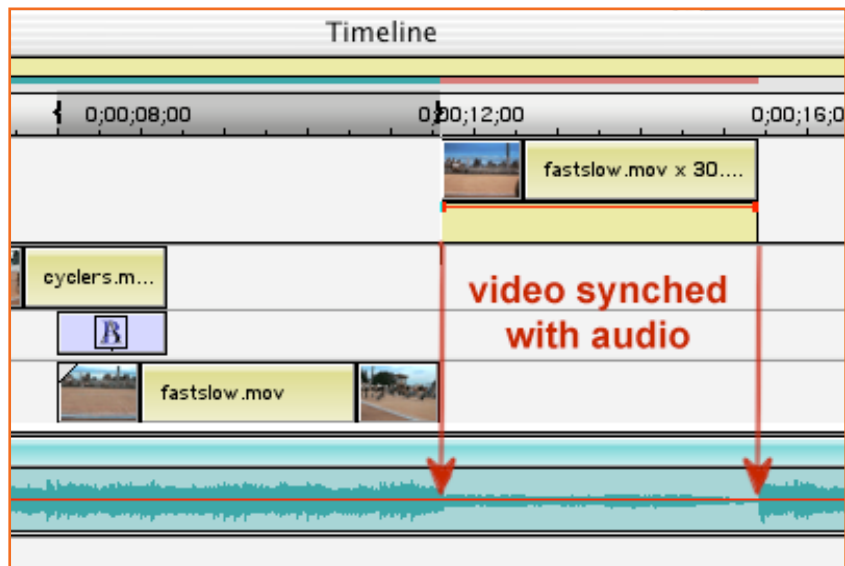


Fig.4.1.52: Audio and Video Syncing

At this section there is a fade to black in the final movie, so in the Video 2 track, ensure you see the opacity rubber band. Click at 00:00:14.14 point and move keyframe to end to bottom for the red line to come down to 0% opacity, like the earlier clip.

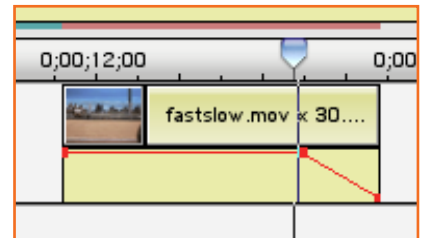


Fig.4.1.53: Fade-up Point on a Video

The next clip is the finale.mov and this does not require any editing, hence we will just drag and drop it from the preview window to the Video 1B track. At the Window menu select Show Video Effects to blur the clip. From the Blur folder, choose Gaussian Blur, and the move it on clip on 1B. When clip will blink blue your file will be dropped on with the filter. The filters, audio and video get applied directly on the clips whereas the transitions fit between the clips automatically. When the green line shows above the clip the filter will have applied. Get the rubber band for the Video 1B by clicking the triangle near the video. 2 white boxes will appear in the track.

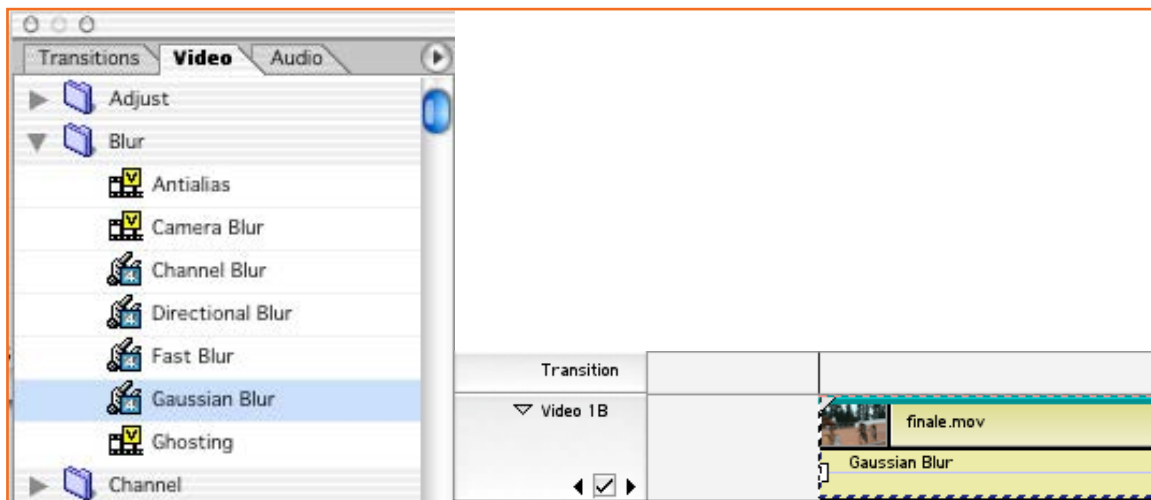


Fig.4.1.54: Adding the Last Clip

We will not apply the Gaussian Blur on some of the clicks to avoid it affecting the whole clip, only towards the end of the clip. On the timeline of finale.mov of Video 1B drag the left white square till 00:00:24:14 Next move the blue triangle to about 00:00:26:00 and add keyframe. You will see a white diamond appear and the 2 triangles have changed into diamonds as well.

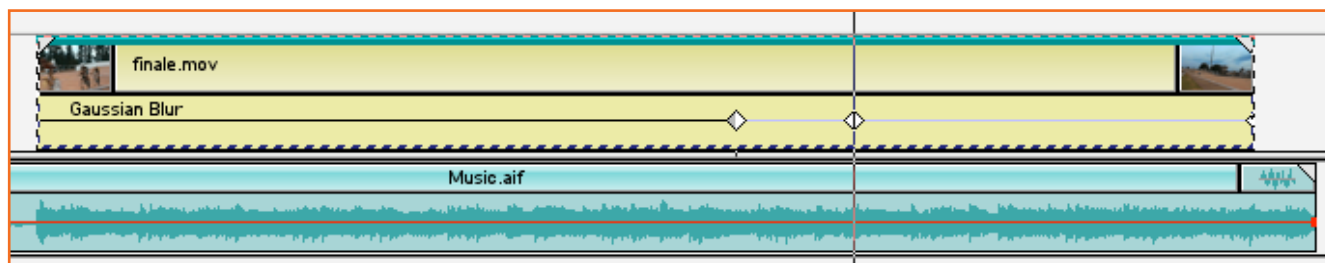


Fig.4.1.55(a): Setting Gaussian Blur to Keyframes

Click on the diamond that you made at 00:00:26:0. Go to Windows>Show Video Effects and drag the Blur control for the Gaussian Blur to 8.2. Set Blur at 0.0 for the first diamond (at 00:00:24:14). This causes the blur to occur gradually between the two diamond.

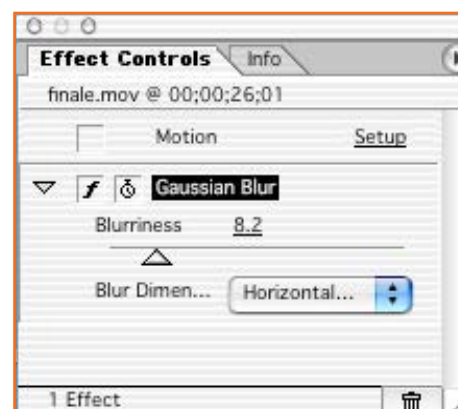



Fig.4.1.55(b): Setting Gaussian Blur to Keyframes

Since the clip is not as long as the audio track, we will lengthen it. Instead of playing with the clip's speed we will stretch the last few frames. Put your cursor at about 00:00:30:00. With the help of Razor tool,  cut the clip at where you have the cursor. It will separate the clips in two. Using the Rate Stretch tool stretch the last clip out till it aligns with the end of the audio. We are almost there now.

Next we will add the finishing section of the spinning logo. Select clip Veloman.eps and drag it down down to the Video 2 track starting at around 00:00:24:14. Drag the right side of the clip with your arrow tool till it moves to the last. For setting transparency, choose box adjacent to transparency in Effect Controls window. Select White Alpha Matte next to Key Type and the white alpha matte will make the white background become transparent. Check if the page curl icon is selected to see the Veloman logo appear in the background over the bikers.

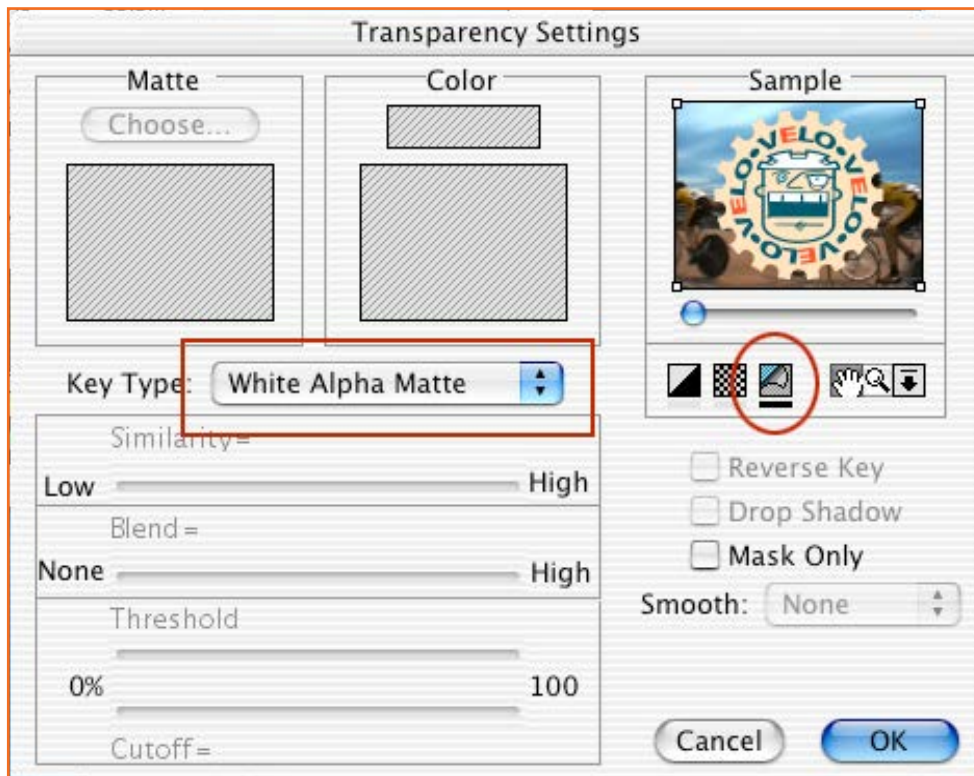


Fig.4.1.56: Transparency Setting

Go to the Motion Settings window appears with the Video 2 selected and Select white square which is to left of Visible Area by clicking on it. Put Zoom value to 15% and set the value by use of return key. The logo will get small. Now move the logo at the Visible Area edge.

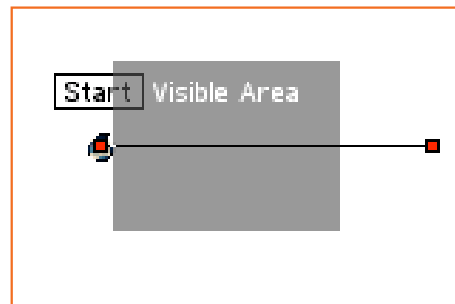
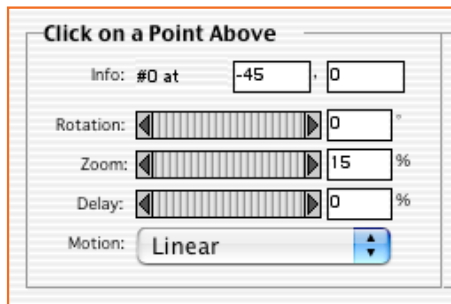


Fig.4.1.57(a): Motion Setting

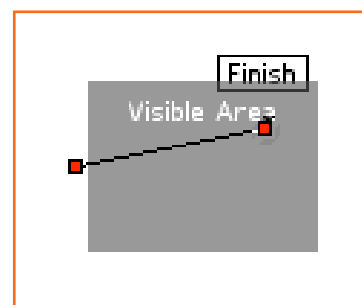
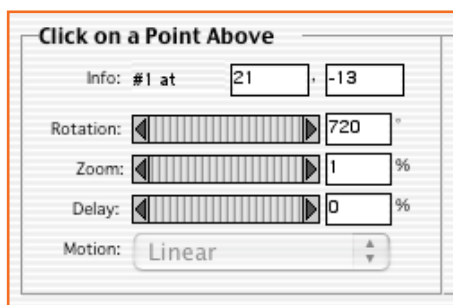


Fig.4.1.57(b): Motion Setting

Click on centre of dark black line in Visible Area to add another keyframe and move it to the middle of visible area. Set the Zoom to 100%. The logo will increase when it gets in the middle and reduce towards the right. We require it in the middle for a bit, so set Delay to 15%. Click the OK button.

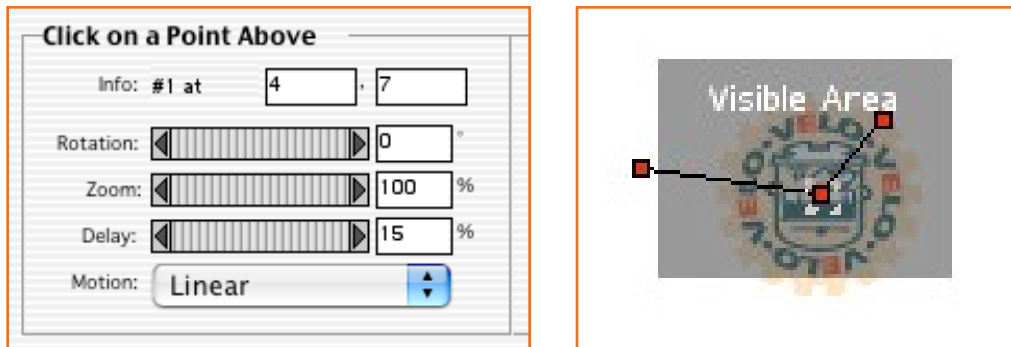


Fig.4.1.57(c): Motion Setting

Go to Preview to see your finished video.



Fig.4.1.58: Preview the Video

UNIT 4.2: Audio and Video Formats

Unit Objectives

The completion of this unit will enable:

1. Familiarise with the different types of Audio and Video formats
2. Use the different formats relevantly
3. Familiarise with containers, codec and bit rate

4.2.1 Video Format

Video formats have two technologies that are distinct and different: containers (sometimes called wrappers) and codecs (shortform coder/decoder). Video formats are difficult to understand as codecs are used inside of a container.

What is a Container?

The container tells us about the file structure like where and how they are stored in different pieces and interleaved. Also tells us what codecs are used by which pieces. It can tell us whether an audio codec or video is used. It packages the video and its components (audio/metadata).

What is a Codec?

A short for "coder/decoder" is called Codec and is a method of encoding video or audio files to byte streams. It is apex component to determine the quality.

How do they work together?

The container can be thought of as the file itself and the contents become codecs. A good format can have a lot of codecs. Eg: MOV, .MP4 and .AVI containers can hold variety of codec data. The quality of the video is dependent on codec.

Why is it so complicated?

This may seem simple but it is not as the common terms may be confusing. To make it even difficult, software companies try to simplify their documentation and instructions by neglecting this complicated difference. The outcome is that people assume that phrases such as giving MOV or MP4 file are fine to talk about video. Mpeg—4 define both container & codec which makes it more confusing.

4.2.2 What Video Format Should I Use?

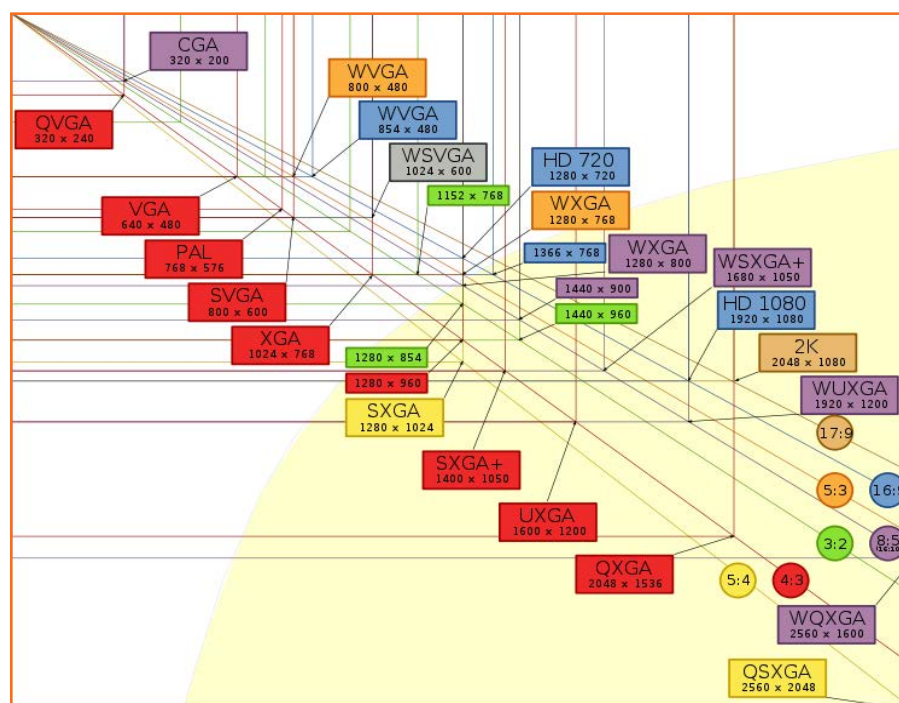
File size and quality

Digital Storage Space: To understand the requirement of storage space of a project will depend on the device you are using and the quality used to record. Digital video requires around 200 MB p/m of footage, perhaps upto 12 GB p/h.

Frames per Second: Increase in the FPS will outcome a smoother image by having more images included. The standard for FPS is 29.97. Reducing the FPS will make the video abrupt and not smooth

Video Bitrate: Bitrate is a measurement of the number of bits that are transmitted over a set length of time. Your overall bitrate is a combination of your video stream, audio stream & metadata in your file with the majority coming from your video stream. The higher the bit rate the better the quality the bigger it will be.

Resolution: The amount of pixels that are there in the images of the video is referred to as resolution. It states if your video is SD or HD. The image is clear and big with higher resolution.



4.2.3 List of Most Common Codecs

- **MPEG** (Motion Picture Proficient Group): there are 3 types, MPEG 1, 2, and 4.
- **MPEG -1:** It is a common choice for web and traditional, efficient method (at least up to 352x240),
- **MPEG-2:** A MPEG format that has good level of compression. (720x480.) Utilized in HDTV, DVD, and SVCD.
- **MPEG-4:** A family of codecs, some are open and others are Microsoft proprietary.
- **H.264:** It is component of MPEG--4 codec which is widely web based used codecs for videos.
- **MPEG spinoffs:** mp3 (for music) and VideoCD.

- **MJPEG (Motion JPEG):** A codec comprising of a stream of JPEG images popularly for digital cameras, and effective for editing videos, however has low compression quality and not fit for web distribution.
- **DV (Digital Video):** Fixed at 720x480 @ 29.97FPS, or 720x576 @ 25 FPS and utilised for video taken from firewire with a video camera. It lacks high compression parameters.
- **WMV (Windows Media Video):** A group of Microsoft proprietary video codecs. From version 7, it has utilized a specific format of MPEG4.
- **RM (Real Media):** a closed codec made by Real Networks used streaming video and audio.
- **DivX:** primarily used in early ASF (incomplete early MPEG--4) codec within an AVI container; DivX 4 and further are a more full MPEG--4 code. It does not restrict resolution. It cannot be found easily for Mac and Windows players and needs more horsepower to play than mpeg1, but reduced for mpeg2.
- **Sorenson 3:** Apple's proprietary codec, widely used for distribution of movie trailers (inside a Quicktime container).
- **Quicktime 6:** Apple's implementation of an MPEG4 codec.
- **RP9:** a very efficient streaming proprietary codec from Real (not MPEG4).
- **WMV9:** a proprietary, non--MPEG4 codec from Microsoft.
- **Ogg Theora:** A relatively new open format from Xiph.org.
- **Dirac:** A very new open format under development by the BBC.

4.2.4 List of Most Common Containers

- **AVI (Audio Video Interleave):** A Windows' standard multimedia container. MPEG--4 Part 14 (known as .mp4): is the standardized container for MPEG--4. FLV (Flash Video): the format used to deliver MPEG video through Flash Player. MOV format: Apple's QuickTime container.
- **OGG, OGM & OGV:** Open for all and standardized containers.
- **MKV (Mastroska):** Open format--specific container noticed while downloading anime.
- **VOB (DVD Video Object):** It's DVD's standard container.
- **ASF:** A Microsoft format designed for WMV and WMA—files can end in .wmv or .asf

4.2.5 Sample Bit Rates

- 16 kbit/s – videophone quality (minimum necessary for a consumer--acceptable “talking head” picture using various video compression schemes)
- 128 – 384 kbit/s – business--oriented videoconferencing quality using video compression
- 1.5 Mbit/s max – VCD quality (using MPEG1 compression)
- 3.5 Mbit/s typ — Standard--definition television quality (with bit--rate reduction from MPEG--2 compression)
- 9.8 Mbit/s max – DVD (using MPEG2 compression)

- 8 to 15 Mbit/s typ – HDTV quality (with bit-rate reduction from MPEG-4 AVC compression)
- 19 Mbit/s approximate — HDV 720p (using MPEG2 compression)
- 24 Mbit/s max — AVCHD (using MPEG4 AVC compression)
- 25 Mbit/s approximate — HDV 1080i (using MPEG2 compression)
- 29.4 Mbit/s max – HD DVD
- 40 Mbit/s max – Blu-ray Disc (using MPEG2, AVC or VC-1 compression)

4.2.6 Audio File Formats

- **AIFF Audio Interchange File Format** Commonly used audio file formats in Macintosh and Windows. It meets requirements of most CD writers accept AIFF files when writing a Red Book audio CD.
- **WAVWave** - Windows native audio format.
- **AU Sun audio format** - Primary format for Sun/UNIX systems, and commonly used on the Internet.
- **Handles 8- and 16-bit** sound is not compressed, and μ Law encoding.
- **MP3 MPEG-1 Audio Layer-3** it has a high rate of compression and used widely on web for audio files. Many websites provide download in this format. It is good quality in small size (most don't adhere to copyright rules). Digital audio is ideally made by taking 44,100 16-bit samples p/s (Hz) of the analog audio signal, meaning that 1 sec of CD-quality sound needs 1.4 million bits (upto 176K bytes) of data. Understanding people's perception of quality MP3 developers developed a compressed algorithm that compresses data amount of sound that consumers cannot catch. MP3 is currently the most widely used format in the audio encoding business developed under Motion Picture Experts Group (MPEG) and formalized by the International Organization for Standardization (ISO).
- **SD2 Sound Designer II** - Primary to DigiDesign's Sound Designer pro audio software. Native to Macromedia DECK II and other formats.
- **SND Sound Resource file** - Apple-basic format for sound file as early as first produced Macs. Rarely used today
- **MOV QuickTime movie file** - Audio-only QuickTime files are rarely essential.
- **SE SoundEdit** - an 8-bit file format used in to old versions of SoundEdit. It has sound data in the data fork, and loopback location, selection (cursor) place, waveform color, labels, recorded pitch setting, and playback pitch setting in the resource fork.
- **SE16 SoundEdit 16** - Native format of SoundEdit 16, has tracks, cue points, spectral data, and perhaps System 7 information, and also the information in the original SoundEdit format.
- **System 7 Sound** - a format launched in version 7 of the MacOS, allows desktop "double-click" playback.

4.2.7 Important Terms for Audio and Video

- **Bit depth, sample size or resolution** - many terms to state the number of bits utilized to state each sample of an audio signal. Std bit depths are 8, 16, and now 24. The higher the bits in each sample, the more “steps” can be shown, that’s why the more accurate the digital audio that represents the original (analog) audio signal.
- **Data rate** - the number of data that needs to be conveyed at each second to copy a digital audio or video signal. Common for digital video, an extreme rate of data can cause a jerky, uneven playback, specifically with slow transmission media, eg earliest CD-ROM drives and low processing computer systems.
- **Decibel (dB)** - a logarithmic scale that measuring the volume of sound. If two sounds have 10dB difference between them in volume, it states that sound is ten times loud in comparison to other. Frequency means cycles p/s, referred as Hertz, stating the rate of change of a sound wave. The more the frequency (the higher cycles per second), the increase in pitch of sound.
- **Hertz, kiloHertz (Hz)** - named after an early researcher for sound, Hertz means “cycles per second”, and expresses audio frequency. One Hz is a full cycle of a sound wave p/s. Pitch is denoted with higher or lower frequency. Frequencies are also explained in kilohertz (thousand cycles p/s), i.e “22 KHz”. The “concert A” of modern symphony orchestras is 440 Hz.
- **Sample** - one “snapshot” of an audio waveform or video signal at an instant in time. Digital audio and video consist of stream of samples when played back, proportion the original data. In talkable terms we call it quanta.
- **Sampling rate** - the total samples p/s that are got of an audio signal to get a digital audio file, shown in kiloHertz (kHz). Commonly used rates are 11.025 kHz, 22.050 kHz, and 44.100 kHz. The more the sampling rate, the finer the sound quality.
- **Wavelength** - it states how long a single cycle of an audio signal or waveform. It is the inversely correlated to Frequency. Which means, a lengthier wavelength states a lower frequency; a smaller wavelength, a higher frequency.

UNIT 4.3: Project Testing

Unit Objectives

The completion of this unit will enable:

1. Paraphrase how to test a deliverable output.

4.3.1 Testing of a Model/Project

Testing

Generically testing means checking and evaluating the work that has been done to check its functionality against the used knowledge and research. With computer 3D project development, testing determines whether the set objectives are met. Example, many times, product objectives are tested by end product users. When the design is finished, animation and modelling is followed by testing the units by editor or animator. at the component level by team involved; and at the system level when all components are combined together. At early or late stages, a product or service may also be tested for usability.

Test planning process

Below are steps that are to be followed to check whether the specification for the given project are being met correctly:

Stage #1: Reviewing the requirements: The first step that analyzes the given requirement by identifying items that will be tested. They are on the basic of end user consumption and therefore are measurable and in depth concepts. These are also called as functional requirements that describe the specifications of the model or the product. There can also be some non-functional requirements recognized as performance or end to end model components' interaction. People need to be aware of the business goals to define requirement properly. The documented analysis is then circulated to gather feedback and get a final sign off to proceed.

Stage #2: Test Determinants: The test determinants are similar to requirement analysis phase and mostly considered as a single activity. Once the requirements are out, the test team determines what items are to be tested and what not. This activity also determines teams that cover testing.

For example: 1 team is resourced for FVT (Function Verification Test) and SVT (System Verification Test) will have a single scope for testing, and globalization can or cannot be applied by FVT etc.

If the project requires automation is also calculated here. A clear scope provides a clear picture to understand the what and how of testing phase and also evaluating the teams work.

Stage #3: Developing test strategy: Once the test team has gathered all the requirements and understood the goals they set out a high level document called the test strategy document that defines the testing approach to achieve the test objectives.

The content of the test strategy document has the parameters of the testing, the approach, core requirements from resource teams, tools required for testing, the metrics identified, risks management, reporting and tracking mechanisms, etc.

Stage #4: Determining tools: Depending on whether automation is possible and whether CLI (Command Line Interface) or GUI automation is targeted, the corresponding tools will be identified.

There are tools identified for test management which will assist in creating and assigning tasks, track the test progress, identify hurdles and generate reports stating progress.

Stage #5: Estimate the test effort and team: Effort estimation of team helps balance resources well and optimizes their outcome for the project. The determinants are the size and skill of team and importantly the attitude to meet given schedules.

It is compulsory to have the effort estimations align with the interest of the resources towards outcome.

Stage #6: Define test schedule: After the line items identification in clear broken down arrangement the size components of the complete project for the specified piece of work, a calculable test schedule needs to be created based on all the and the dedicated testers.

Stage #7: Enablement plan: The team should be technically competent to follow and respect the overall test process for the project.

Stage #8: Analyzing and Preparing the test environment: Know and make available the required infrastructure for testing the system and initiate all the requests to get the needed hardware, software and networking components that support the test environment. This monitors stability overall of the environment and affects the end result a lot.

Stage #9: Determine test metrics: Test meters are level set measurable metric and are a quantifiable quality testing method. They show any areas of improvement. Commonly for quality audit purposes, the metrics are direct indicators of the product and process quality.

Stage #10: Create the model test structure, review and approvals: This document should cover the what, when and how of testing and is the official technical document for methodical approach.



5. Maintain Workplace Health and Safety

Unit 5.1 - Maintain Workplace Health and Safety



Key Learning Outcomes

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

- Understand and comply with the organization's current health, safety and security policies and procedures.
- Understand the safe working practices pertaining to own occupation.
- Understand, the norms and policies of the government related to health and safety, which also includes some emergency procedures for accidents, fires and illness or others may involve evacuation of the premises
- Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency.
- One should be fully aware about the security measures such as fire alarms, safety exit, medical and first aid availability.
- Identification of aspects for potential risk at workplace is must for owns and others health and safety.
- One should ensure health and safety of others and himself at workplace through precautionary measures.
- Identification of opportunities related to health, security and safety should be done and recommended to the designated person.
- 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: Maintain Workplace Health and Safety

Unit Objectives

After the completion of the unit, the major things covered will be:

1. Making certain of own health and safety, and that of the other people around by taking necessary precautionary measures.
2. Recognize the risks like illness, accidents, fires or any other natural calamity and correct them ensuring the limits of individual's authority.
3. Recognize the people in charge of health and safety in the workplace, including those to contact in case of an emergency.

5.1.1 Introduction

Emergency evacuation is needed when staying within the building not safe anymore. Every organization has an evacuation procedure. Every organization has a safe place within the organization compound or outside the organization compound where all employees are expected to assemble in case of an emergency evacuation. The team leader guides the team and takes them to safe place. It is very important in these cases, to assemble at the safe area immediately.

If you do not reach the safe area on time, the team leader who is responsible for your safety will send someone to look for you. This will put the other person's life in danger.

Conditions for Evacuation

Emergencies which require evacuation include:

- Destructive burning objects
- Sudden Violent Explosions (Explosions)
- Overflowing conditions of water (Flood)
- Violent ground shakes (Earthquake)
- Storms or violent wind calamity (Hurricanes)
- Cyclones and tornados
- Toxic material releases
- Civil disturbances
- Workplace violence

Every company has:

- **An evacuation policy.** All the TLs are responsible for informing their employees about it. When the TL is informing you about these details, pay attention. This negligence could cost lives.
- **A designated place for emergencies.** Ensure that you know where it is.
- **A "buddy system" for individuals with special needs or disabilities.** If you are a buddy to someone, en--sure that your buddy is safely out of the premises with you.



Fig.5.1.1: Conditions for Evacuation

- **Floor plans with evacuation routes in work areas.** Ensure that you understand it so that you can use it in time of need.
- **Assembly areas.** These are the areas where you are required to assemble after evacuation.
- **Periodic evacuation drills.** Ensure that you pay attention during those drills. You need to save your life and you can be helpful in saving someone else's life too.

5.1.2 Mock Drills/Evacuations

Fire safety and evacuation does the duty of planning outline duties of the staff and the responsibilities at the time of emergency. For ensuring the awareness of the duties and responsibilities of the staff ongoing training is required. Fire drills serve as an opportunity for staff members to demonstrate, under simulated fire conditions, that they can perform those duties and responsibilities safely and efficiently. It's also a time for them to show that they are aware of defend-in-place strategies and can take advantage of your facility's fire safety features and egress facilities to protect the people in their care.

In order to evaluate staff response to a stimulated responsibility fire drills are more than an exercise for them. It is a test for ones safety from fire at the facility. Fire drills may not always be smooth. That's okay, so long as staff and management learn from them and correct mistakes made. It's important, therefore, that there be a critique of each drill so that any problems encountered can be addressed. Perhaps the problems are due to incomplete or outdated fire safety/evacuation plans. Perhaps there's a need for additional staff training.

The two most important aspects for fire safety and preparedness are following:

First is an action plan in case of any emergency, which details the measures when fire occurs

Second is the prevention plan, which illustrates methods for prevention during fire.

You need to participant in fire drills arranged by organization for your personal safety and also for others safety. These drills help you in understanding the safety signage and action plan of organization in case of fie.



Fig.5.1.2: Mock Drills

5.1.3 Medical Emergencies

Everyone plans for emergencies. That is the reason why we keep a first aid kit with ourselves. At work, however one is exposed to a lot of stress and physical activity. This could lead to certain medical emergencies. It's better to be prepared with the first aid measures and knowledge of implementing them on ourselves and on others. This module equips you with that information. Pay attention to these medical emergency procedures to understand how to conduct you in theses crucial movements. Pay attention during these sessions. You might be able to save your own and your friend lives.

5.1.3.1 Dealing with Medical Emergency

A medical emergency is an accidental injury or a medical crisis that is severe. These could be situation where:

- The person is unable to breathe
- Heart failure and strokes
- Severe bleeding
- Shock
- Poisoning Burns

A medical emergency requires your immediate attention, sometimes even before you call emergency services for help.

It is crucial that you know the Emergency Medical Service (EMS) number, for your own safety and the safety of others.

DO Not

- Give the victim anything to eat or drink.
- Restrain the victim.
- Splash or pour any liquid on the victim's face.
- Move the victim to another place (unless it is the only way to protect the victim from injury).

Bleeding

- Use a pressure bandage to the wound and apply pressure with the help of your palm.
- Elevate the wound to slow the bleeding.
- Pressure points when necessary apply additional pressure to help reduce bleeding.

Fainting

- Fainting is a brief loss of consciousness that is due to a momentary reduction of blood flow to the brain.
- A brief loss of consciousness causing the casualty to fall to the floor.
- A slow pulse.
- Pale, cold skin and sweating.

Causes of fainting:

- Less intakes of food and fluids which causes dehydration.
- Low blood pressure.
- Lack of sleep.
- Over exhaustion.

First Aid for Fainting:

- Allow the victim to rest on his/ her back and pull his legs about heart level.
- Check the victim's airway to ensure it is clear.
- Be aware of the patients breathing, coughing, or movement.
- Loosen clothing (neck ties, collars, belts etc.).
- Call for EMS after waiting for one minute for to patient to gain consciousness.

Shock

Shock is a phenomenon which is caused due to the failure of circulatory system which leads to insufficiency of oxygen in the tissues. If treatment does not reach in time, vital organs may fail, which may cause death in worst condition. It is worst at time of fear and pain.

First Aid for shock:

- Keep the victims lying down (if possible).
- List the leg upward for about 10 to 12 inches and see if there is any back injury or broken bones.
- Keep the body of the victim covered to maintain the body temperature.
- Allow fresh air and space to the victim.
- Place the victim on his/her left side if he/she starts vomiting.
- Loosen restrictive clothing

Muscle Cramps

- To counter cramps stretch the affected muscle.
- Firm massage to the cramped muscles may help
- Moist heat to the cramp might be beneficial.
- Call for medical help if the same persists.
- Rest- avoids movements and activities that cause pain.
- Ice- helps reduce pain and swelling.
- Compression- light pressure from wearing an elastic wrap or bandage can help reduce swelling
- Elevation- raising the affected limb about the level of the heart reduces pain and swelling.

Fractures

A fracture is a break or crack in the continuity of the bone

Dislocation

A dislocation is the displacement of one or more bones at a joint. It occurs usually in the elbow, shoulders, finger, thumb, and the lower jaw.

First Aid for Dislocations & Fractures:

- Immobilize the effected part.
- Stabilized the effected part
- Use a cloth as a sling.
- Use board as a sling.
- Carefully transfer the victim on a stretcher.
- Call a doctor.

5.1.4 First Aid

First-aid boxes should be clearly marked and located so that they are readily accessible in an emergency. They should not be more than 100 meters away from any place on the work site. Ideally, such kits should be near a wash-basin and in good lighting conditions. Their supplies need to be regularly checked and replenished. The contents of a first-aid box are often regulated by law, with variations according to the size and the likely industrial hazards of the enterprise.



Fig.5.1.3: First Aid Box

A typical basic kit may include the following items in a dustproof and waterproof box:

- Sterile bandages, pressure bandages, dressings (gauze pads) and slings. These should be individually wrapped and placed in a dustproof box or bag. Sufficient quantities of the different sizes should be available at all times to treat small cuts and burns. Medical adhesive tapes (strip plaster) for fixing bandages and dressings are also needed.
- Cotton wool for cleaning wounds
- Scissors, tweezers (for splinters) and safety pins
- An eye bath and eye wash bottle
- Ready-to-use antiseptic solution and cream
- Simple over-the-counter medicines such as aspirin and antacid
- A booklet or leaflet giving advice on first-aid treatment

First aid requires some training, but this is not difficult to arrange in most places. The names and location (including telephone number) of those responsible for first aid should be put on a notice board. Worker involvement, especially for emergency situations, is strongly advised and everyone should know the procedures for obtaining medical assistance. Small establishments without their own facilities should keep contact with a nearby clinic or hospital, so that the time between the occurrence of an accident and medical assistance is very short, preferably much less than 30 minutes. Transport to the clinic or hospital should also be pre-arranged. An outside ambulance may be called in, if necessary. It is also desirable to have a stretcher available.

Notes





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, you will be able to:

1. Understand the use effective Communication as an important tool in your workplace.
2. Make effective Communication with co-workers and Peers
3. Understand the use of basic reading and writing skills in the workspace

UNIT 6.1: Introduction to the Soft Skills

Unit Objectives

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

1. Understand what it means and the importance of soft skills in work place
2. Understand the importance of work readiness

6.1.1 What is a Soft Skill?

Soft skill essentially describes the ability and attributes of the individual to interact and socialize with people around. Soft skills is very important for a successful hairdresser or a makeup artist. It is a term which is used to depict the hairdresser or a makeup artists emotional quotient, personal habits, optimizing, friendliness towards other colleagues or clients, social graces etc. Soft skills add on to the skill that the hairdresser or the makeup artists possess. Apart from the services provided to the client the manner in which the employee interacts with the client makes a lot of difference in the client satisfaction.

Soft skills deal more on who we are than how much of skills the employee possesses. For example the hairdresser needs to be an active listener, empathetic, understanding, and soft towards all the clients. This is irrespective of how much skill the employee possessors.

Soft skill is also important for the employee to be happy in the working environment.



Fig.6.1.1: Soft Skills

6.1.2 Components of Soft Skills

- **Adaptability:** This is the ability of an individual to adopt to change in the environment.
- **Emotional Strength:** This is about managing ones emotions especially emotions like anger frustration and excitement.
- **Leadership Quality:** It's the ability to manage conflicts and difficult situation in professional and personal environment.
- **Team Playing Ability:** At the end of the day the work needs to be done and its best done where everybody works as a team and help each other out.
- **Decision Making:** There will be many instances for a hairdresser/ make-up artist to make important decisions to ensure that the client is satisfied and the organization grows. The ability to take the right decisions in various situations is important for the artists.

- **Interpersonal Communication:** This is a skill of making effective communication with colleagues and clients to create a positive environment in office.
- **Negotiation Skills:** In situations where the decision needs to be made certain negotiations will be needed. This is also an important skill that the artist needs to possess for being successful.

6.1.3 Benefits of Soft Skills

Having good soft skills has several benefits. Some of them are

- Good customer satisfaction
- credibility with the clients/ peers goes up
- increased productivity
- gets an edge over the competition
- easier to meet the expectation of the client/ peers/ superiors
- increased employment opportunities/ promotion
- self-satisfaction on being able to be good with others

6.1.4 Work Readiness

Having the right attitude at work is crucial for a successful artist. The artist should have

- a clear positive attitude in the work place
- the ability to work in a mature environment without support
- A good attitude towards the owner
- good interest in all the work that is being done
- Expectations of the work that a fresher will be able to do at a workplace with financial goals to achieve
- The attitude to accept the instructions from a supervisor
- the maturity and confidence to ask the right question
- the ability to communicate clearly and crisply with people
- Ability to listen to the customers and provide necessary intervention when needed.
- Be punctual in all the activities that is being done.
- The attitude to learn new techniques of hairdressing/ make up and the attitude to upskills regularly.



Fig.6.1.2: Work Readiness

UNIT 6.2: Effective Communication

Unit Objectives

By the end of this unit, you should be able to:

1. Speak confidently in public
2. Talk about likes and dislikes of a person.
3. Know the basic etiquette of conversation.

6.2.1 Introduction

Today we are living in an age where communication is an integral part of our lives. We have to communicate send, receive and process large number of messages every day. But communication is not just passing information to one another. An effective communication is understanding the objective and the emotion behind the information. This helps us in various environments like home, work, and in social situations.

Effective communication is a skill can be improved over time with practice. There is one clear formula for success but is effective when it is spontaneous

6.2.2 The Communication Process

Communication is nothing but conveying the information through ideas, thoughts, feelings, intentions by writing, gestures, speech etc. as long as the information is conveyed. The information exchange should be meaningful .

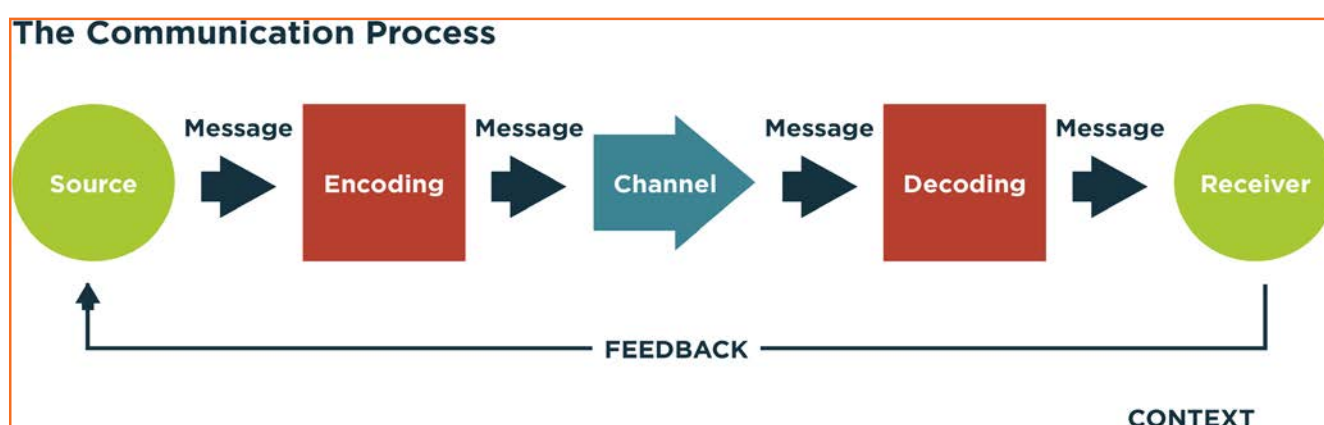


Fig.6.2.1: The Communication Process

A Communication consists of the sender, a message, a medium and the recipient. If a receiver does not comprehend the sender's message it is not effective communication.

Communication involves three basic steps:

1. **Message:** This is the information that is available in the senders mind
2. **Encoding:** The message has to be sent to the receiver in a language/format.
3. **Decoding:** The receiver receives the information and decodes the information to decipher the information which makes sense to the receiver.

6.2.3 Verbal and Non-Verbal Communication

Communication is normally done in 3 types

1. **Verbal Communication:** As the word indicates “verbal Communication” involves speech and the receiver listens to the communication. Feedback in this case is immediate.
2. **Written Communication:** As the term indicates it uses visual medium to communicate using written text and language. Letters, new paper, books etc. are examples. They are normally asynchronous in nature.
3. **Nonverbal Communication:** This can also be called Body language because this communication does not involve any verbal interaction but mere observation of the people involved in the communication. Both verbal and written communications convey nonverbal communication and are also supported by body language, eye contact, facial expression, posture, touch and space.

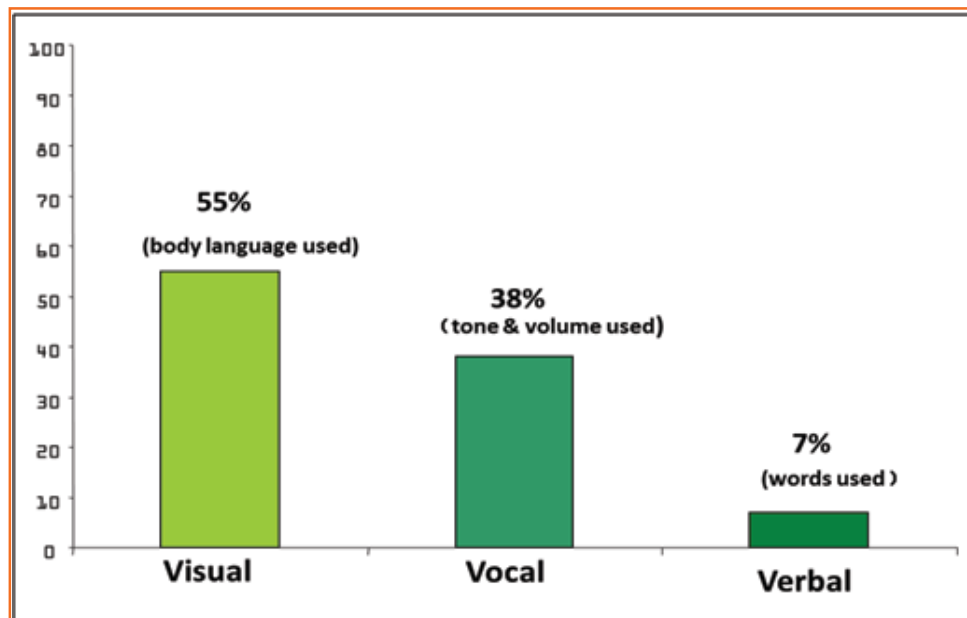


Fig.6.2.2: Categorization and Ratio of Verbal and Non-Verbal Communication

6.2.4 Communicating Effectively Identifying Barriers

There are many reasons why the communication is not effective and these reasons need to be known. There are many barriers which make the communication distorted and cause more confusion between the sender and the recipient.

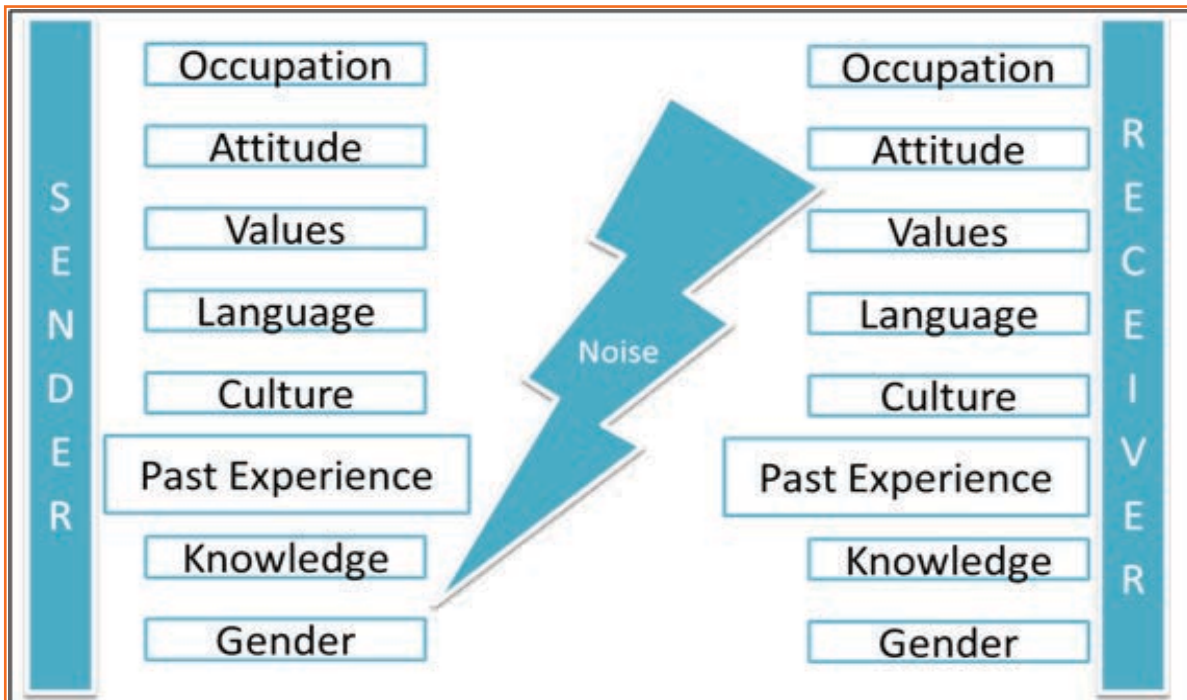


Fig.6.2.3: Barriers in Communication

The artist should know these barriers and try to minimize the impact of these barriers by comprehending the message regularly and giving correct feedback. The communication needs to be a two way communication.

How to deal with these Barriers

- Keep the communication simple and use simple words and language commonly understood.
- If the client is speaking in another language and you are aware, be prepared beforehand or ask for help
- Keep asking for feedback and give feedback to minimize miss communication.
- Be physically alert to various cues. This could be nonverbal as well.
- Always listen
- Ask for feedback even if the client does not give any feedback.
- Share opinions, perceptions

6.2.5 Effective Communication-Practice

Active Listening

Active listening is one of the most important skill to process for a makeup artist or hairdresser. There should be no gap in the understanding between what the client/peer/seniors communicates to your understanding.

6.2.5.1 Some Tips for Active Listening

- **STEP 1:** Concentrate what the person is trying to communicate. Ignore the noise or distractions.
- **STEP 2:** Understand his emotions and you get it all right. Is the speaker angry, happy or plainly inquisitive?
- **STEP 3:** Do not interfere when the speaker is speaking. It might break the chain of thoughts.
- **STEP 4:** Don't avoid completing sentences of the speaker. Let them speak and speak only after they finish..
- **STEP 5:** In case you did not understand, ask the speaker to repeat. There is no harm in asking
- **STEP 6:** Practice makes a man perfect. Keep listening and comprehending in various scenarios.

UNIT 6.3: Grooming and Hygiene

Unit Objectives

By the end of this unit, you should be able to the following:

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. Understand good eating habits and understand the impact on your health.
6. Avoiding bad things such as gutkha and alcohol.
7. Learn about AIDS and its prevention.

6.3.1 Personal Grooming

As a hair dresser or a makeup artist you will be meeting a lot of new people every day. Your first impression with the clients is very important. The first impression comes from the way you look and carry yourself. Your image is the image of the organization for the client. Hence personal grooming is very important in your profession. It is about taking care of your appearance and demeanor.

It not only makes you presentable but it also helps you in confidence building. In the long run it also helps in your good health.

There are a few habits that are considered personal grooming. They are Dressing, Bathing, Removal of unnecessary hair, oral health, skill health, body odor, nails and attire.



Fig.6.3.1: Personal Grooming

Appearance

- Your appearance is the first thing that you as an employee impact the organization. As the customer walks into your store your appearance will either give a good impression or leave the customer with a bad taste. A neat clean and a pleasing experience is what you would want to give to your clients.
- You are expected to be well dressed neat clean and in the company uniform which is well ironed and clean. There should not be any visible stain, torn shirt/ trouser etc. Buttons should all be in place and no loose thread hanging from any part of the attire.
- Your shoes should always be polished and clean. Avoid Sport shoes with white socks, Sandals, slippers etc. to work. It gives an unprofessional look.
- Nails should always be trimmed and clean.
- Hair should be clean and well combed. Since you are an artist working on the beauty of the client your appearance should act as an example to the client. The hair style need not be fancy but should be neat and pleasant.

6.3.2 Specific Uniform Guidelines

Sr. No.	Specifically for Men	Specifically for Women
1	Uniform prescribed should be clean and pressed	Hair should not be oily. It should be well combed and neatly tied. No loose hair should be seen.
2.	Shoes should be clean and polished.	Avoid long nails and bright nail polish which will impair work.
3.	Hair must be short, clean & tidy.	Minimum, non-flashy jewelry should be worn.
4.	One is expected to have a clean shaven look	Long earring, noisy bangles should be avoided.
5.	IF you beard or mustache it should be clean and well-trimmed.	Make up should be light and pleasing.
6	Neatly cut/ trimmed nails	Avoid bracelets, studs to work.

Fig.6.3.2: Specific Uniform Guidelines

6.3.3 Body Posture

- You need to keep your hands clean. As your hands will be in close contact with customers.
- Avoid biting nails on the floor.
- No body odor & bad breath should be there. No customer will like it.
- Maintain straight & upright posture on the shop floor.
- Slouching on the floor, putting hands in the pockets, keeping your hands on the hips should be avoided.
- Avoid sitting with your legs crossed.
- Look confident when you stand next to the customer
- Always keep a smile on your face
- For creating a first positive good impression always follow these things:
 - Be on time
 - Be yourself and be at ease
 - Present yourself appropriately
 - Always smile
 - Be courteous and attentive
 - Be positive

6.3.4 Positive Body Language

While meeting someone for the first time always remember that not only you should talk positively but your body language also needs to be positive. There are some tips for positive body language as:

- Avoid your pockets. Keep your hands out of your pocket. Hand in pocket shows we are uncomfortable and unsure of ourselves. Keeping our hand in open indicates confidence and show that people has nothing to hide.
- Don't Fidget. Fidgeting is a clear sign of nervousness. An individual who can't keep still is an individual who is worried, tense and not confident. Keep your gesture calm and under control.
- Keep your eyes forward. This indicates that you are interested in communication with other.
- Stand up straight with your shoulders back. It communicates confidence.
- Take wide steps. It makes you seem purposeful and suggest a personal tranquility and denotes confidence.
- Firm handshake. Grip other persons hand firmly and confidently instead of getting a palm full of dead fish. Firmness adds warmth and enthusiasm to the handshake. But make sure that you don't crush the other person's hand and don't hold on too long.
- Don't cross your arms when meeting other persons. This is a protective posture.
- Use contact to show appreciation.

6.3.5 Personal Hygiene

What is Personal Hygiene?

Personal Hygiene is the set of practices to follow to preserve one's health. Maintaining a high level of personal hygiene will help to increase self-esteem while minimizing the chances of developing infections. Poor personal hygiene can have significant implications on the success of job applications or chances of the promotion.



Fig.6.3.3: Personal Hygiene

Why to brush teeth?

.....
.....
.....

Brush your teeth in the morning and before going to bed with
paste, datun or tooth powder



Fig.6.3.4: Brush Teeth



Fig.6.3.5: Take Bath

Why to take bath?

.....
.....
.....

Why to wear clean clothes?

.....
.....
.....

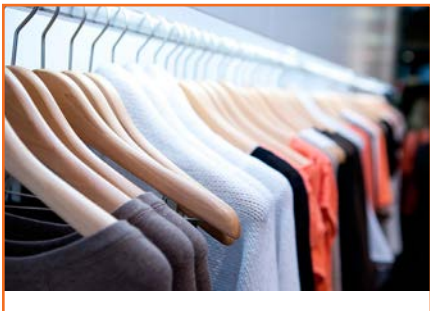


Fig.6.3.6: Clean Clothes



Fig.6.3.7: Cut Nails

Why cut nails?

.....
.....
.....

Why wash hands?

.....
.....
.....



Fig.6.3.8: Wash Hands

6.3.6 Physical Fitness

Apart from following these hygienic practices, one should also be physically fit. Physical fitness is an outcome of regular exercise. Exercise may be of many different forms. Jogging, morning-walk, weight-lifting, gym, swimming, cycling, yoga and many more.

Advantages of Physical Fitness

- It maintains optimal body weight.
- It reduces risk of diseases.
- It boosts confidence and self esteem.
- It reduces stress, anxiety and depression.



Fig.6.3.9: Physical Fitness

Healthy Eating

We can follow hygienic practices and exercise regularly, but what we eat has the biggest impact on our health. To be healthy, one has to eat healthy. But what do we mean by eating healthy?

Eating a healthy, balanced diet provides nutrients to our body. These nutrients give us energy; keep our brain active and our muscles working.



Fig.6.3.10: To Eat



Fig.6.3.11: Not to Eat

What are healthy eating habits?

- Always try to eat home-made food
- Avoid oily food
- Always cook and eat fresh food
- Avoid junk food like burgers, carbonated drinks etc.
- Eat fruits regularly
- Drink lot of water

Things to be avoided

There are certain habits that have severe ill-effects on one's health. Such habits should be avoided for a healthy life.

Alcoholism

Consuming alcohol and getting to work is strictly prohibited. The client will never work with any makeup artist or hairdresser who has consumed alcohol before work. It will not only impact the individuals place in the organization but can also jeopardize the organizations reputation as a whole.

Alcohol also impacts the health of the individual in the long run. Alcohol has the potential to interrupt almost every organ in the body as well as the brain. Uncontrolled consumption of alcohol not only affects a drinker's health but also human relationship and social standings.



Fig.6.3.12: Effects of Alcohol

Tobacco

The order of tobacco can irritate the client. Since you will be working in close proximity to the client avoid smoking during work hours. If you ever have to work with a client after having consumed tobacco/ cigarettes then ensure that you have gargled and washed your mouth. Use a mouth wash to remove the tobacco odor.

Tobacco is also the second largest cause of death in the world. It claims one death in every six seconds. Smoking is a practice of burning a substance and inhaling the smoke coming out of it. Common smoking implements include cigarette, bidi, hookas and pipes.



Fig.6.3.13: Risks from Smoking

Having tobacco increases the risk of oral or throat cancer.

It's effects:

- It is the biggest reason for oral cancer which effects mouth, tongue, cheek, gums and lips
- Chewing tobacco lessens a person's sense of taste and ability to smell
- Smokers face a greater risk of suffering from lung cancer

Gutkha

Gutkha is extremely habit-forming and a acknowledged substance. Excessive use of gutkha can cause serious health issue. Impact of Gutkha on health:

- Loss of sensation in tongue
- Disfigured mouth
- Increased sensitivity to heat, spices, cold and spices
- Inability to open the mouth
- Swelling, lumps, rough spots on gums or in other places inside the mouth
- Unexplained bleeding in mouth
- Difficulty in swallowing and finally Mouth Cancer



Fig.6.3.14: Oral Cancer

6.3.7 AIDS/HIV Awareness

Acquired Immunodeficiency Syndrome also known as AIDS is caused by a virus called HIV -Human immunodeficiency Virus.

According to a survey number of AIDS patients in India is between 2 to 3.1 million almost 50 % of total patients of AIDS. More men are HIV positive than women. A total of population of 0.29% females are suffering from AIDS while 0.43 % males are suffering.

AIDS is transmitted by:

- Unprotected sexual relationships
- Contaminated blood transfusion
- Hypodermic Needles
- From infected mother to child

As per studies in India HIV/AIDS is largely due to unsafe sex worker interactions. Most of the HIV cases is due to unprotected sex. Migrant workers, truck drivers and majority of men who have sex with men pose greater risk of infecting their spouse and unborn children.



Fig.6.3.15: NACO Logo

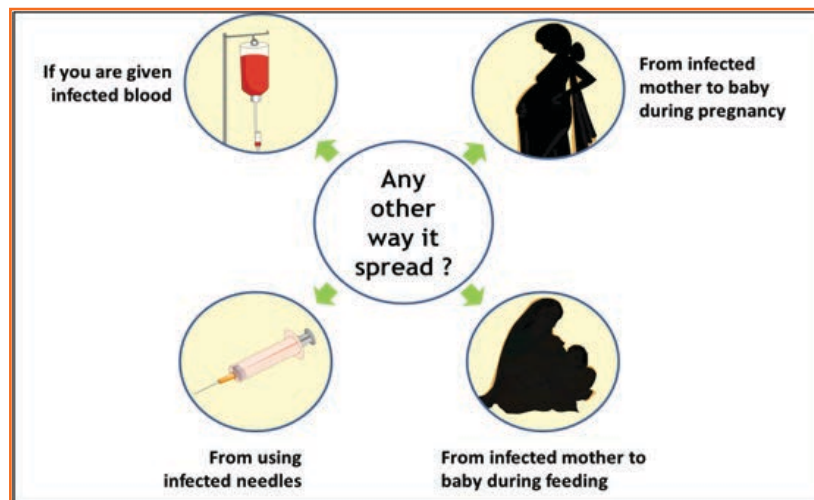


Fig.6.3.16: AIDS Transmition

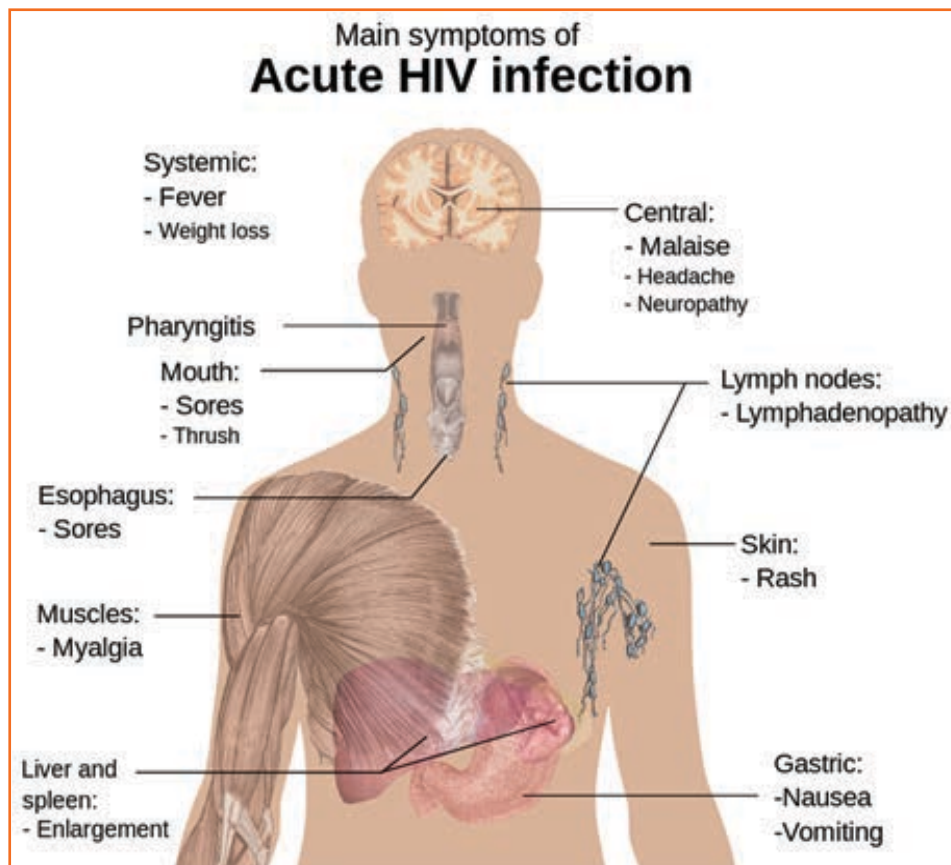


Fig.6.3.17: Acute HIV Infection

There are no medicines or vaccines for AIDS so far. The treatment and medicines which are available in the market are expensive and have side effects.

AIDS is not a disease like cancer or malaria, but is a condition that weakens a person's ability to fight diseases (immune system). AIDS not only affects you, but also has severe impact on family and friends. Even one mistake is enough to get HIV positive.

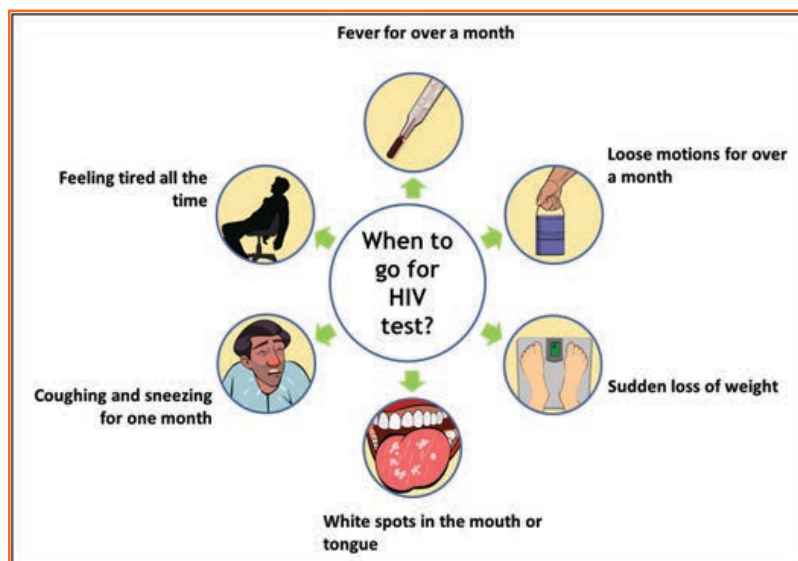


Fig.6.3.18: AIDS Non-nispersing Diseases

Stay faithful

- In India large number of people move around for work, mostly men.
- Are you one of them?
- Take care. See that you don't catch any infection from AIDS.
- Even one visit to a sex worker may result in HIV infection.
- So it is advisable to avoid multiple sex-partners and always use protection (condoms/nirodh) during intercourse.



Fig.6.3.19: Condoms

AIDS does NOT spread through

- Sitting close
- Working together
- Hugging
- Touching hands
- Mosquito bite
- Saliva or cough
- Taking care
- Sharing clothes
- Eating together or sharing utensils

6.3.7.1 Case Study

Gautam is a plumber. His family lives in a village. He travels from place to place. Once he visited a sex worker. After one month he fell ill. He went for a checkup and found he had AIDS. Gautam did not know it, but that sex worker had AIDS. He was infected from that one visit.

Share four things that you know or learnt about AIDS.

.....

.....

.....

.....

Always remember:

- AIDS has no cure but can be prevented, therefore be cautious of it not afraid of it.
- Be faithful to your partner and always use condom while making any sexual contact.
- Take blood only after checking proper medical certificates.
- Do not discriminate HIV positive people.

UNIT 6.4: Interpersonal Skill Development

Unit Objectives

By the end of this unit, you will:

1. Work towards 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.

6.4.1 Introduction

Interpersonal skill development is the blend of different traits of day to day life that play an important role in creating our impression in other's mind. It starts from inside. The role of interpersonal skill development is to help us understand how to make choices about our attitudes and actions. It enables us to understand:

- Where are we now?
- How change and growth occur successfully?
- How we can change our attitude to get results we want and to be more effective in work and personal life?

One can learn to control over many aspects of our job and their environment by making appropriate choices and responses.

These include various traits like:

- Positive Attitude
- Motivation
- Goal Setting
- Team Work
- Managing Relations
- Etiquette
- Stress and Anger Management
- Conflict Resolution

6.4.2 Positive Attitude

What is attitude?

- Our approach...
- Our outlook towards situations and others...

- The emotions we express towards others.
- Our attitude must be positive and hopeful.

Remember:

- Luck favors those who help themselves
- Make things happen and don't wait for it to happen
- Stay away from negative influences
- Start your day with something positive
- If it needs to be done, learn to like it.

Positive attitude shows in the following ways:

- Positive thinking
- Constructive things
- Creative thinking
- Optimism
- The motivation and energy to accomplish goals.
- An approach of happiness

Positive thinking results in satisfaction and success.



Fig.6.4.1: Positive Attitude

6.4.2.1 Story of Carrot, Egg and Coffee Beans

Raju works as a Supervisor in a factory. He is not happy with his job. One day he spoke about his dejection to his elderly friend, Prashant, who runs a small canteen for the factory workers.

“Prashant I am not satisfied with my job. There are so many problems in the factory. If I solve one, another one crops up. The problems seem to be never ending. I am quite fed up and wish to quit.”

Prashant said nothing. He quietly put three pots with water on the stove. He put some carrots into one pot, some eggs into another and coffee beans into the third pot. The water in the pots began to boil.

Raju wondered what was going on! “Oh, here I am with my tale of woes, and this illiterate cook goes about his business!”

After some time, Prashant switched off the stove and put the carrots, eggs and the beans in different bowls. He then said, “My friend, what do you see here?” “Carrots, eggs and coffee”, said Raju irritably. “Of course! Now come and feel them one by one”, said Prashant. “Oh God! What do you want to prove?” asked Raju controlling his anger. “The carrots have turned soft. The egg is hard boiled beneath its shell and the coffee is stronger in aroma”. “Exactly” said Prashant “Each of them faced the same degree of heat, but

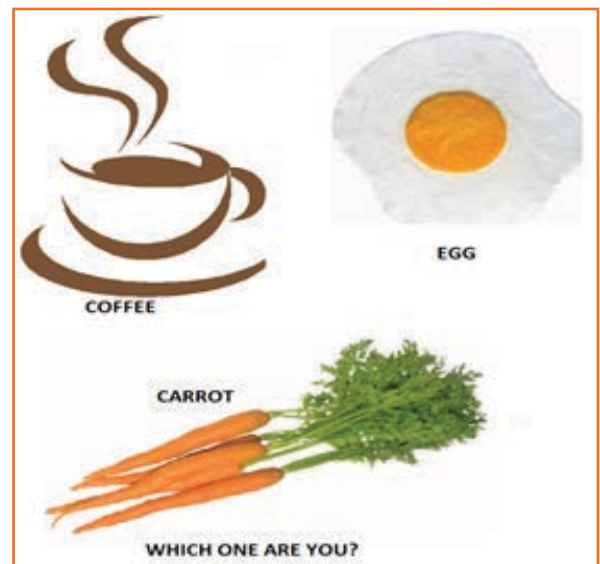


Fig.6.4.2: Story of Carrot, Egg and Coffee Beans

each reacted differently. The carrots that were so hard before became soft and weak. The egg was fragile with its thin outer shell, but after boiling it became hardened and the inner liquid portion became hard boiled. But the coffee beans are unique. After boiling in water, they became stronger and richer. So my friend, tell me, are you the carrot, the egg or the coffee bean? How do you respond to difficult situations? Are you like the carrot that is hard to look at but with the slightest difficulty becomes weak and soft? Are you the egg born with a soft heart but became tough and stiff after a difficult or a bitter experience? Or are you like the coffee bean that gets stronger and tougher and reaches its peak in extreme adversity or difficulty?

When things get worse, you get better.

“Thank you Prashant. You’ve opened my eyes. I shall strive and do my best.”

What have you learnt from the story?

.....

.....

.....

.....

6.4.2.2 Some Successful People

Dirubhai Ambani - Founder of the Reliance brand

Born in Junagadh in a middle class family, son of a school teacher. His mother who had difficulty meeting the ends with his father’s income, nagged him to begin earning some money. He snapped at her “Phadia, phadia su karo chho ...paisa no to dhanglo karees ...” Just to show that that he was serious, he once bought a tin of groundnut oil on credit from a local whole seller and sold the oil in retail sitting on the roadside, earning a profit of a few rupees that he gave to his mother.

Next, he began setting up onion and potato fries stalls at village fairs during weekends when his school was closed. When he grew up, he came to Mumbai with very little money and lived in a two room chawl with his family. But dreamt big and worked towards his dreams.

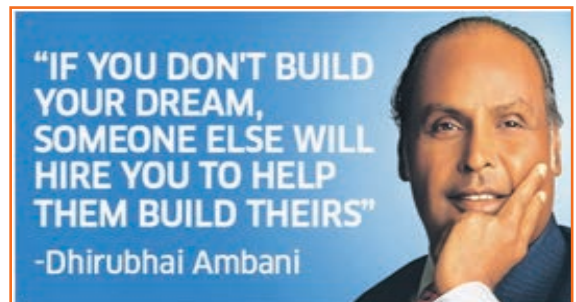


Fig.6.4.3: Dirubhai Ambani - Founder of Reliance



Fig.6.4.4: Rajinikanth: Super Star of Tamil Cinema

Rajnikanth: Super star of Tamil cinema

- Hero and demi-God for many thousands
- Original name Shivaji Rao Gaekwad
- From bus conductor to super star

Early life:

- Driven by poverty, went through extreme struggle
- No education; Worked as a bus conductor
- Entertained passengers in the bus
- Got a break in Tamil cinema
- Worked with a single mind to become a super hero

What have you learnt from these two people?

.....

.....

.....

.....

6.4.3 Goal Setting

Goal setting is to visualize your ideal future and realizing what and where you want to be. The method of setting goals helps you in being clear on where you want to be and what you want to do in life.

This consists of establishment of specific, measurable, achievable, realistic and time targeted aim. Goal setting helps individuals to be clear on their own objectives in life and work towards it. They help motivate you to move forward in life and to achieve what you want to achieve. To set up the goal set SMART goals:

- S stands for: Specific
- M stands for: Measurable
- A stands for: Attainment
- R stands for: Relevant
- T stands for: Time bound

Identify

- What you want to achieve,
- Where you have to concentrate your efforts
- Also spot the distractions that can, lead you astray.

First create your “big picture” (the next 10 years from now)

- Identify the long term goals that you just wish to achieve.
- get smaller targets in place which needs to be met to achieve the long term target
- Once the plan is in place you work on the plan to achieve the long term goal

Setting goal is important for an individual because:

- Goals narrow attention and direct efforts to goal related activities.
- Goals lead to more effort.
- One works through setbacks if he is pursuing a goal.
- It develops and changes individuals behaviour.

Categorization of Goals

It is important to categorize the different kinds of Goals

- **Career:** In your professional career where you want to reach and what do you want to do?
- **Financial:** How much you want to earn, by what stage? Is it related to your career goals?
- **Education:** To achieve the long term goal what skills and education do you need over time?



Fig.6.4.5: Goal Setting

- **Family:** How you want to be seen by your spouse and family members?
- **Health:** Do you want to stay healthy in old age? How are you planning to achieve this?
- **Public Service:** Do you want to have social goals? What are those?

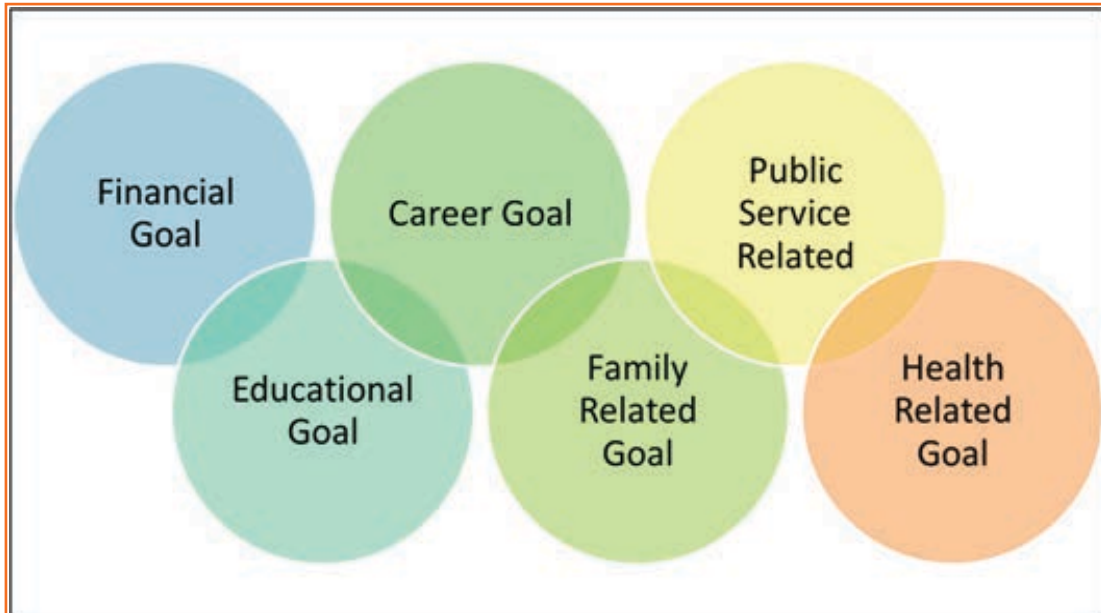


Fig.6.4.6: Categorization of Goals

Write down your two financial goals.

.....

Write down your two career goals.

.....

Write down your two educational goals.

.....

Write down your family related two goals.

.....

Write down your health related two goals.

.....

Write down your public service related two goals.

.....

.....

6.4.4 Team Dynamics

When a group of people come together with a common goal they are called a team. This creates a dynamic bond amongst the team members because they help one another for the success of the team. Examples of teams are sports teams (cricket), dance teams etc. The team as a whole wins or loses.



Fig.6.4.7: A Teamwork

As a team members need to learn:

- How to work with one another.
- Understand each other's strengths
- Prepare the atmosphere that is familiar with each member to work beyond their strength.

Factors of Team Dynamics

- Tolerance and Cooperation
- Set aside feelings of caste, creed, profession
- Put up with each other
- Identify strengths of each
- Who can do what

In a team, there is no room for personal gains and definitely not betrayals. In a team:

- A single person cannot achieve a big task single handedly.
- Big and difficult tasks can be accomplished only through collective effort, through teams.
- In a team, the team members stand by each other during good and bad times alike.
- Work together towards a common goal.
- Tasks are divided and the burden shared
- Help each other and ask for help from others.

6.4.4.1 Story: Small Fishes and Big Fish

Once there was a shoal of tiny red fish living in the sea. One among them was a little different. His name was Swimmy and he was black in colour. Swimmy was the fastest swimmer in the shoal. The fish would swim around in the sea looking for food. One day when they were busy searching for lunch, Swimmy who was far ahead of the others saw a big fish coming in their direction. The big fish was also looking for his lunch---smaller fish. Swimmy was scared! If the big fish would spot his shoal, all of them would be eaten up. Swimmy thought hard of a way out and quickly came up with a plan. He quickly swam back to his shoal and told all the fish about the big fish and also explained his plan to escape from being eaten.



Fig.6.4.8(a): Small Fishes and Big Fish

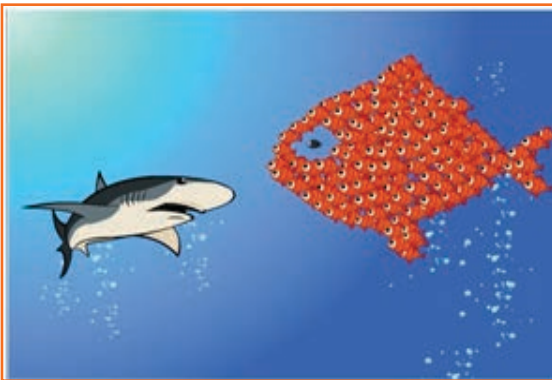


Fig.6.4.8(b): Small Fishes and Big Fish

When the big fish came closer he was shocked to see an even bigger fish swimming in his direction with its huge jaws wide open. Frightened that he would get eaten up, the big fish swam away. If he had looked carefully, he would have realized that the huge fish was actually all the tiny red fish swimming very closely together in such a way that they looked like one big fish. And little black Swimmy, being different, became the eye of the 'huge' fish!

What have you learnt from the story?

.....

.....

.....

.....

6.4.5 Managing Relations

All of us have different desires, different personalities, likings, and different means of showing our feelings that affects people around us.

70% of the workplace learning is informal, once people discuss with each other at work they really are learning to do their job better. Friendlier staff are good communicators and more productive. They are also trusted more by employers and colleagues.

Tips for improving relations with people around us:



- Observe how you react to people such as do you reach to a conclusion



Fig.6.4.9: Managing Relations

- Before you know all the facts.
- be true to yourself on how you interact with others
- Look at work environment. Do you seek attention for accomplishments or give chance to others.
- Accept your weaknesses courageously and work on them.
- Make sure you are responsible for your own actions.
- If you think you hurt someone, apologize.

6.4.6 Etiquette

Etiquette are nothing but rules operating behavior regarded as good and acceptable in personal and professional life. Etiquette includes:

Making Positive Impression

- Stand straight, make eye contact
- Turn towards the person who you are communicating with. Genuinely smile at people.
- Use ow the dress code prescribed by the organization.
- When meeting someone for the first time always shake hands with a gentle firmness.
- Always arrive early to work each day.

How you treat with people

- Think how you treat your supervisors and colleagues.
- Don't make value judgments on people's importance at workplace. Respect every individual equally.
- Respect people's personal space at workplace.

Communicating at Workspace

- Keep workspace professional and neat.
- Don't interrupt other people on the workplace.
- Limit personal calls especially when you are working in a manufacturing unit.
- Eat and smoke to the designated areas only otherwise it may disturb other people.

Work Ethics

Believes and morals at work constitutes Work ethics. Work ethics include:

- **Discipline:** Only with discipline one can stay fixed on goals and determined to complete his assignment.
- **Commitment to work:** A strong sense of commitment to work affects how an individual work. The quality and the amount of work he does depends on the commitment. Committed worker turns up on time, puts in his best efforts and completes the projects to the best of his ability.
- **Punctuality:** a committed and responsible working comes to work on time and finishes the given task on time. Being punctual gives a sense of professionalism.
- **Ownership and responsibility:** Ownership and responsibility stretches in all aspects of an employee's job. Supervisors rely on the high moral standards trusting him not create problems and being responsible.

- **Striving to excel:** Keep yourself updated with new developments and knowledge of your field. Learn new skills, techniques, methods required to uplift your career..

6.4.7 Stress and Anger Management

Anger is a normal and a healthy emotion. Anger management however is critical for people who cannot manage their anger. There are many health issues related to an unresolved anger like heart attack, high blood pressure, anxiety, depression, colds and flu/fever and digestive problems.

If your heart beats faster and you breathe quickly, tension in your shoulder or clenching your fists beware your body may be showing sign of anger, take steps to calm yourself down. Once you will be able to recognize the signs of anger you can calm yourself down.

Remember the following:

- Avoid unnecessary stress, learn to say no
- Keep expressing your feelings. Don't let it bottle up
- Accept the things you can't change.
- Learn to forgive.
- Anger can destroy lives, destroy relationships.
- Put yourself in other's shoes.
- Don't react immediately.
- Post pone for a few seconds whatever you wish to say or do.
- Take a deep breath.
- Speak when you have calmed down.

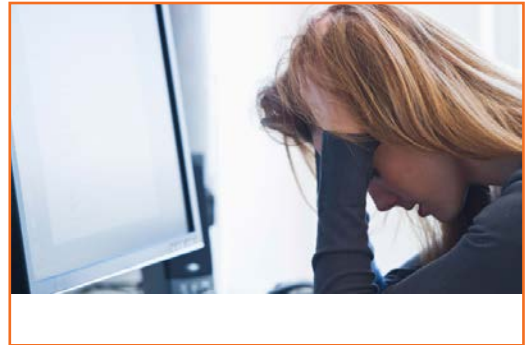


Fig.6.4.10: Stress Management



Fig.6.4.11: Anger Management

6.4.8 Conflict Resolution

What is a Conflict?

A difficult situation which is difficult to understand and deal with is a conflict.

Why do we need to resolve conflicts?

- The conflict may blow out of proportion if not addressed in time
- An unsolved problem can spread and translates itself into all other areas of life
- If problems are not resolved they will lead to further frustration
- It leads to bitterness between individuals
- If the conflict is not resolved it may lead to personal issues between two individuals.

How to work out Conflicts?

1. End it there . . .

Try and stop the conflict the moment you realize there is one. Nip it at the bud.

2. Communicate

Talk about the issue, why there is a disagreement and how you think it can be resolved.

3. Listen to others

Get the point of view of other people involved in the conflict and try and rework on the resolution.

4. Think of solutions

The solution should satisfy all parties involved or there should be a consensus.

If there is no resolution possible get a neutral person in for discussion and resolution.

If you still can't agree, ask someone else to help you work it out.

6.4.9 Leadership Skills

Leadership skills are one of the key skills that most employers look for in an employee. A person should be able to lead his/her team and should guide the team towards the common objective of the team. Some of the qualities that every good leader should possess are:

- **Honesty:** If you are honest its most likely that the team members will also be honest
- **Effective delegation:** One person cannot do everything. It's important to understand the strength of every member in the team and delegate work prudently. Effective delegation help in increase of efficiency
- **Good communications skills:** Being able to communicate clearly is quite important.
- **Confidence:** Keeps morale of the team high even in the tough times.
- **Commitment:** If you want your team to deliver and be committed to the tasks. You have to be committed first.
- **Positive Attitude:** Keeping teams motivated towards continued success of the company.
- **Creativity:** During the critical situations it is important to think out of the box solutions than to prefer the set course of action.
- **Diciveness:** Nothing is certain and things can go wrong anytime. Plan for the worst and most things will be under control. Taking a firm decision (which is correct) is a crucial to give confidence to your team.
- **Focus on the big picture:** always look at the big picture. Sometimes you might have to deliberately ignore a few things which do not impact anything at work as long as the team is working towards the bigger picture.

How to become a leader:

- Take initiatives to act on various opportunities that you get.
- Set your priorities right and work towards the bigger goal. Make it clear that you are working towards it
- Try and resolve issues. Do not pass it on
- Work beyond what is expected from you. Promise less deliver more.
- Bring in energy to the team
- Forecast potential issues in the future, take necessary steps and actions to resolve the issues.
- Suggest changes to increase efficiency, customer satisfaction etc.
- Keep enhancing your skills and be the best at what you are doing. Be the best hairdresser or a makeup artist in your store and set examples.

UNIT 6.5: Social Interaction

Unit Objectives

At the end of this unit, you 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.

6.5.1 Social Interaction

Social interaction is a process through which we respond to people talking with us. It includes acts where people perform toward each other and responses they give in return. Social interaction has a number of behaviours. Some of them are:

- **Exchange:** Exchange is the most elementary kind of social interaction. It's a human process by that social behavior is exchanged for some kind of reward for equal or greater value.
- **Competition:** It's a process by which two or more individuals plan to accomplish a goal that just one can attain. It will lead to psychological stress, a lack of cooperation in social relationship, difference and even conflict.
- **Cooperation:** It's a process in which people work together to achieve shared goals. Task cannot be completed without their cooperation.
- **Conflict:** Social conflict is the struggle for agency or power among a society to achieve control of scarce resources. It happens when two or more individuals oppose each other in social interaction to achieve incompatible goals.
- **Coercion:** People or teams are forced to provide in to the desire of other people or teams.



Fig.6.5.1: Social Interaction

6.5.2 Self-Introduction

We all, in our lifetime, have to introduce ourselves to the others. The introduction usually lasts for around 2 minutes to 3 minutes. It is very important that it gives the first impression to other about us. It has a great impact on your self-esteem and self-confidence. It's helpful in:

- Feeling better about yourself
- Boosting your confidence
- Building your self esteem
- Making friends
- Feeling in control



Fig.6.5.2: Self-Introduction

Points for Self Introduction

Following are some self-introduction points:

- **Wishes:** It is the first thing that we need to do before addressing a gathering. At this point we need to make effort to grab the attention of audience. You have to wish depending on the time either, Good Morning, Good Afternoon or Good Evening.
 - » Good Morning! My dear friends.
 - » Respected Sir! Good morning.
 - » Special or lovely or cool morning to you all.
- **Purpose:** We have to tell the purpose of coming in front of the audience. We can say I have come here to tell you about myself.
- **Name:** Here you tell about your name..... . To grab the eye of the audience, you have got to present your name differently. If you know you can tell the meaning of your name or nay famous celebrity along with your name.
- **Father's Name:** Here you have to say concerning your father's name. begin your father name as Mr. or Prof. or Dr.
- **Family:** It's a good chance to inform about your family, therefore tell the small print what you want to tell about them.
- **Profession:** Tell about your profession what you're doing at the moment.
- **Location:** Tell about your present location, wherever you're staying and if you would like you can also tell with whom you're living.

You can also tell about your native place. It is better to describe about or tell about your place which is famous for.

- **Hobbies/Habits:** Hobbies means what you like in your leisure and habit means your regular activities. This part tells about your nature and your life style, be careful while telling this.
- **Life Aim:** Tell about what is your aim in life, it will be good if your aim is high. You have to think high and reach high.
- **Achievements:** Tell about what you achieve up to now, minimum it is good to tell about three achievements and maximum five. Though achievements are small, tell them it shows your confidence but don't say I don't have any achievements.
- **Favourite Person's or Ideal:** It is good to say about your ideal persons.
- **Favourite movies, things, colour, places etc.:** if you want to tell your favorites, which tell about your tastes and preferences to others.
- **Your Strengths and Weakness:** You can tell about your strengths and weaknesses. Make sure your weakness should not be absurd or incorrigible.
- **People you like and dislike:** You have to tell what kind people you like or what kind of people you dislike.
- Any turning point in your life
- How are you different from others
- **Conclusion:** In conclusion offer a memorable answer on the question the listeners probably will have when they have listen to your public speaking speech. Tell how this aspect of your life makes you what you are and who you are. It will be perfect ending to your self –introduction.
- Finally say thank you.

You will have to maintain your speech according to the time, generally 3 minutes and you have to make the speech depending on the section of people you are giving the speech and what you want to reveal about yourself.

Improving self-introduction

There are a few things that you can do that helps in making your self-introduction better:

- **Listen to what you are saying to yourself:** Notice what your inner voice is saying. Take some time to listen and even write down what you are thinking.
- **Monitor your self-talk:** Analyze that your self-talk is more positive than negative.
- **Change your introduction:** counter your negative thoughts with positive ones. Avoid speaking negative and try to look for things that might add a better spin to a tough situation.

6.5.3 Our Duties and Responsibilities

There are certain duties which are laid by the Constitution of India. These duties are very to be fulfilled by every citizen of India. These are as follows:

- To bear by the Constitution and respect its ideals and establishments, the national flag and also the national anthem.
- To encourage and respect the noble ideals that galvanized our national struggle for freedom.
- To uphold and protect the sovereignty, unity and integrity of Republic of India.
- To defend the country and render national service once called upon to do so.
- To promote harmony and also the spirit of respect amongst all the people of the Republic of India transcending religious, linguistic and regional diversities.
- To forbid practices derogative to the dignity of ladies.
- To preserve the rich and diversified heritage of our culture.
- To conserve the natural surroundings like forests, lakes, rivers and wild life, and to have compassion for living creatures.
- To develop the scientific temper, humanism and the spirit of inquiry and reform.
- To safeguard public property and to retract violence.
- To try towards excellence altogether spheres of individual and collective activity so that the nation perpetually rises to higher levels of endeavor and accomplishment.

These need to be followed by every citizen of India for development of the country.

6.5.4 Cooperation

The process of groups of organisms working or acting together for their mutual benefit is called cooperation. Cooperation among family members, friends and peers is very common and healthy. It is the backbone of any society.

Family cooperation provides an avenue for a family to come closer. It increases coping skills and decision making. Some steps to promote family cooperation are:



Fig.6.5.3: Cooperation

- **Plan things together:** It calls for negotiation and compromise and teaches everyone to be more tolerant and considerate to other's viewpoint.
- **Share responsibilities:** Diving up necessary household responsibilities can be a good exercise in family cooperation.

Peer support occurs once individuals give knowledge, experience, and emotional, social or sensible help to each other. It's a distinct state of social support in this the source of support may be a peer an individual who is analogous in ways to the recipient of the support.

The effective peer support can be in form of:

- **Social Support:** In form of positive psychological interactions with others with whom there is mutual trust and concern.
- **Experiential Knowledge:** contributes to solve problems and improve quality of life.
- **Emotional support :** Esteem, attachment and reassurance
- **Instrumental Support:** Product and services.

How to be a cooperative person: For being a cooperative person following things needs to be done:

- Listen carefully to others and make sure you perceive what they're expressing.
- Share when you have something that others would really like to have.
- Take Turns once there's something that no-one desires to do, or when more than one person desires to do a similar factor.
- Compromise when you have a significant conflict.
- Do your part the very best that you just probably can. This can inspire others to do the same.
- Show appreciation to people for what they contribute.
- Encourage people to do their best.
- Make people needed. Working together may be a lot more fun that manner.
- Don't isolate or exclude anyone. Everyone has something valuable to offer, and nobody likes being omitted

UNIT 6.6: Group Interaction

Unit Objectives

At the end of this unit, you 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.

6.6.1 Group Interaction

Every day we tend to meet with teams of individuals socially and professionally. However we interact to play a big role in the impressions we tend to produce. Interaction that happens whereas a group completes a cooperative task describes how the group works. For a successful and positive group interaction these steps needs to be followed:

- Put your mobile phone away or place in silent mode.
- Greet everyone.
- Be friendly with everyone in the group
- Show an interest in others by paying someone a compliment and listen carefully to what is being discussed.
- Be proactive and introduce yourself to others in the group.
- Sit up straight. Poor body posture is an indication of low self-esteem.
- Focus your attention on the person talking.
- Don't discount anyone's comment. Remember everyone is different and have different the ability to think.
- Think before you speak. Don't be too quick to jump into the conversation.
- Be a respect listener and observer.
- Include everyone when talking. Be sure to share eye contact with each person in the group.
- Unless there is a clear indication don't change the topic. Otherwise it will make people feel you are not interested in the topic.
- Don't start or participate in a side conversation. Don't allow their mistake to prevent you from being a good listener.
- Make sure to smile shake hands and embrace and use each person's name when conversation and the person's name when the discussion is over.



Fig.6.6.1: Group Interaction

Everything you are doing in a group setting makes an effect on everybody in the group. Don't ever suppose something doesn't matter. Everything matters. Take every chance to take part in informal and formal group interactions. Begin by creating small contributions to discussion, prepare an issue to raise or accept as true with another person's remark. Ask for other persons opinion.

6.6.2 Importance of Group Interactions

As a participant group interactions is important as:

- As a participant group interactions is important as:
- It helps you to get a subject more deeply.
- It improves your strength to think positively.
- It helps in solving a serious issue.
- It helps the team to go on a final decision.
- It provides you the chance to listen to others' ideas.
- It improves your listening skills.
- It increases your confidence in communications.
- It can change your behavior.
- Understanding a member interpersonal skills.
- Identifying if a member is able to work in a team.
- Understanding ones behavior.
- Selecting a perspective member in a perspective methodology.

Dos and Don'ts of Group Interaction

Do's	Don't
<ul style="list-style-type: none"> • Speak pleasantly and in a well mannered way to the group. • Respect the contribution of each speaker. • Remember that a discussion isn't AN argument. Learn to disagree in a well mannered way. • Think about your contribution before you speak. How best can you answer the question/ contribute to the topic? • Try to follow the discussion topic. do not introduce tangential information. • Be aware of your visual communication when you are speaking. • Agree with and acknowledge what you find fascinating. 	<ul style="list-style-type: none"> • Lose your temper. A discussion isn't an argument. • Shout. Use a moderate tone and medium pitch. • Use too several gestures when you speak. Gestures like finger pointing and table thumping will appear aggressive. • Dominate the discussion. Confident speakers ought to enable quieter students an opportunity to contribute. • Draw too much on personal experience or anecdote. Although some tutors encourage students to reflect on their own expertise, keep in mind to not generalize an excessive amount of. • Interrupt. Wait for a speaker to complete before you speak.

Fig.6.6.2: Dos and Don'ts of Group Interaction

6.6.3 Team Work

Team work is a critical part of professional life. They can have a big impact on:

- The profitability of an organisation.

- People enjoy their work.
- Staff retention rates.
- Team and individual performance.
- Company reputation.

Importance of Team Building

Team building activities not only boost morale of the team members, but it can also increase the success rate of the teams. Team building is an important activity as it:



Fig.6.6.3: Team work

- **Facilitates better communication:** Activities that create discussion results in open communication among the employees, and among employees and management. This improves office environment also the quality of work.
- **Motivates employees:** The more comfortable team members are to share their ideas and opinions, the more confident they will be. This motivates them to take on new projects or challenges.
- **Promotes creativity:** Working closely with other team members increase creativity and promotes new ideas.
- **Develops problem-solving skills:** Team building activities that require team members to work closely to solve problems improves the ability to think rationally and logically. Teams that determine when a problem arises and knows the solution can work better when a real problem occurs.
- **Breaks the barrier:** Team building increases trust among workers.

Do's and Don'ts of working in a Team

- **Don't argue in public:** if you have a disagreement with someone in the team find a neutral place to discuss the situation.
- **Do encourage each other:** when things get tough the tough gets going. Contribute to the team in trying situation.
- **Don't talk behind the backs:** if you have trouble with some team member don't share with others. Go directly to the person in a kind and compassionate manner and share what is in your mind.
- **Do lend a hand:** if a team members is asking for help don't hesitate in helping him.
- **Don't be the weakest link:** Live up to your responsibilities, meet team expectations and communicate effectively in the team.
- **Give and receive feedback:** As a part of growing team give and receive feedback respectfully and graciously.

UNIT 6.7: Time Management

Unit Objectives

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

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

6.7.1 Time Management

Time management is the process of planning and practicing control over the time given to a specific task, especially to increase effectiveness, efficiency and productivity. It is an activity with the goal to increase the overall advantage of a set of activities within the limited condition of a limited time.

Some effective time management

- Delegate tasks.
- Identify time wasters.
- Combine activities – Plan for them.
- Break down big tasks down to the smallest task possible.
- Accomplish them one by one.
- At the end of the day conduct a simple analysis to see which activity took time.



Fig.6.7.1: Time Management

6.7.2 Time Robbers

Time robbers are those activities which create interruption at the workplace. These activities create a deviation from the objectives which needs to be achieved. Time Robbers could be:

- Poor personal planning and scheduling.
- Interruptions by people without appointments.
- Poor delegation.
- Poor use of the media: Telephone, Mobile, e-mail, and fax, etc.
- Reading junk mail.
- Lack of concern for good time management.
- Lack of clear priorities

The Time Robbers can be avoided by:

- Be active all the time.
- Develop and maintain an organized personal activity schedule.
- Set your priorities.
- Proper delegation.
- Utilize modern technical media.

6.7.3 Pareto Analysis

- According to this 80% of the tasks can be completed in 20% of the time. The remaining 20 % of the tasks take 80 % of your time. And the task which should fall in first category should be given a higher priority.
- Time also depends on the type of method adopted to process the task. Methods should always be simpler and easier to complete the task. If we use difficult ways, it shall be result the waste of time. One should always try to find out alternate ways to complete a task.

Urgent Important Matrix

1. The Urgent and Important Tasks	2. The Non Urgent but Important Tasks
DO NOW <ul style="list-style-type: none"> • Emergencies, complaints and crisis issues • Superiors desire • Planned tasks or project work now due • Meetings with superiors/colleagues 	PLAN TO DO THEM <ul style="list-style-type: none"> • Planning, preparation • Scheduling • Designing, testing • Thinking, creating, modeling the data
3. The Non Important but Urgent Tasks	4. The Non Important and non-Urgent Tasks
REJECT AND EXPLAIN <ul style="list-style-type: none"> • Small requests from others • Ostensible emergencies • Misunderstandings rising in work • Pointless routines or activities 	RESIST AND CEASE <ul style="list-style-type: none"> • Comfort' activities, computer • Games, net surfing, excessive • Cigarette breaks • Chat, gossip, social • Communications • Reading irrelevant and useless material

Fig.6.7.2: Urgent Important Matrix

This matrix helps you understand:

- What should be done
- What should be planned
- What should be resisted
- What should be rejected

The simplest method of managing time is to create a general to do list. Prioritize the task list:

- A daily list of things to do, numbered in the order of their priority
- Start with the most unpleasant and difficult task first latter will completed easily and quickly.
- Map out everything while making a task list
- Learn to say “No” to unimportant things
- Strikeout the things completed so that you are familiar what have been completed and what needs to be completed.

List down the routine activities that you perform in a day.

.....

.....

.....

.....

Prioritize the above mentioned activities in the following heads.

Important Tasks	Unimportant Tasks	Urgent Tasks	Not Urgent Tasks

UNIT 6.8: Resume Preparation

Unit Objectives

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

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

6.8.1 Introduction

A resume is a self-declaration which once done properly shows how an individual's skills, experience and achievements matches the need of the work that they wish to get. The sole purpose of a resume is one to win an interview. It convinces the future employer what he wants from the prospective employee in new career or position.

It also establishes an individual as a professional person with high standards and excellent writing skills based on the fact that his resume is written well. It also helps you clarify your direction, qualifications and strengths, boost your confidence or to start out the process of committing to a job or a career modification.

One must know about a resume that:

- Your resume is an instrument to get you an interview but not a job
- Employer will be screen your resume for just 15-20 seconds. That's the time your resume will make an impact on employer.

There are different sections on the resume in the same order as mentioned under:

Section	What is the employer looking for
Header	Your identity and to contact you
Objective	To check if their requirement and your objective match
Education	To check if you have the basic qualification for the job/ internship you are applying for
Practical Experience/Projects	To see if you have done anything that reflects your potential capability. Also to see how different you are from your peers.
Skills	How equipped you are in terms of your personality traits as well as occupational skills
Interests	Professional aspects apart, how meaningful is your life?
Other	Is there anything else significant and relevant you want to showcase, that will add value to your resume.

Fig.6.8.2: Different Sections on the Resume



Fig.6.8.1: A Resume

Preparation work and important tips

Before you start preparing your resume make sure to follow the checklist:

- Educational documents from class ten onwards to calculate scores
- Make list of all things that you need to add to your resume. Like internships, projects, part time jobs, extracurricular activities, sports, training, skills, interests etc. the list doesn't need to be complete, you'll always add to the list as you go.

Before preparing resume always remember:

- Every point in your resume should be specific and must be supported by a number of factual information.
- Use action verbs in all your points. They catch attention immediately and make your sentences clear.
- Use bullets not paragraphs.
- Do not mention your responsibilities mention what you have accomplished.
- A common mistake we make while constructing the resume is to copy the format from our friends resume and built it based on that.

6.8.1.1 Resume Header

Purpose: You have to provide some information about yourself, so that the employer can reach you.

Mandatory fields include: Name, current address, email id, phone number, date of birth. Your name should be written in bigger font.

Do Not:

- Include your photo.
- Write RESUME as heading to the file.
- Give details like family information, marital status, etc.
- Add these details to the bottom of your resume or occupy more space to fill up these details.

6.8.1.2 Framing the Objective

Purpose: To convey the employer what goals you have. The focus should be towards getting a particular position in a specific industry.

Always remember:

Your objective should include the following:

- Position wanted
- Functional area

- Industry wanted
- Be specific and restrict it to minimum words.
- Your objective should be different to each role you apply to
- While writing the objective, keep the employer's requirement in mind. The objective is not what you desire from the company, it's about the company's need.

6.8.1.3 Education

The next section in your resume is to highlight your educational qualifications.

Purpose: For the employer to know whether you have basic qualification for the job for which you are applying or not.

Always Remember:

- To write all educational qualifications from class 10 to highest education.
- For class 10 and 12 – include school/college name, Board, Stream/Specialization (If any), year of study, Marks.
- For undergraduate – include College name, University name, Degree and Specialization, year of study.
- Write all your qualifications in reverse chronological order, i.e. the latest qualification on top.
- You may write the educational qualifications in a tabular format or in a simple one after the other order.

6.8.1.4 Projects and Internships

The next part of your resume includes the hands on work that you have done, like projects, internships, in-plant training, part time jobs, volunteering, starting up a company and other initiatives. The number and the nature of initiatives taken defines whether to keep one heading or detail them under different headings.

Purpose: This is a mandatory part of a resume, as your hands on work and the initiatives you have taken apart from your curriculum in what will reflect your real strength as well as separate your resume from your peers.

Remember:

- The heading should be – title / project name, role, company/organization name, -2 lines description about the specific time period.
- Time period is must.
- The entries under each heading must be in reverse chronological order.
- Be very specific on what you have accomplished. Add numbers and facts wherever possible.

Do Not:

- Do not write simple statements. It does not give employer a clear picture of the work you have done. Thus the employer can assume that you have done an internship for the certificate.

6.8.1.5 Skills

Heading: You can have multiple headings under skills. Common heading can include:

- **Soft Skills:** must include, they showcase your personality traits.
- **Core skills:** If you possess any core skills which differentiates you from others include them. These are skills you possess should be relevant to the employer.
- **IT Skills:** These days every job needs IT skills so mention all the skills that you have. Any software that you have worked on or even basic IT skills.

Remember:

- Pick only a few soft skills that best represents you
- Give relevant examples if possible for the skills that you have mentioned.

6.8.1.6 Interests

Provide relevant interests that you would like your employers to know.

This section will define you as an individual and informal discussions will be centered on this topic. These discussions will normally be used to understand your core values, communication skills and your interests.

Remember:

- provide details of those interests that makes sense and which adds value to you
- Make points specific and add supporting fact to it.
- Do not just list random interests like: sleeping, eating, breathing etc.
- Do not include interests like Smoking, drinking, partying movies etc. they create wrong impression.

6.8.1.7 References

References in the resume

References are people whom you have worked with you before or who know you and are in senior positions in their organizations. The references may be called upon to ask about you. While providing the details of the references remember to

- Provide the name, email ID, Phone number (after taking the approval from the reference), and the relationship with you.
- Ensure that you have spoken to the reference and tell them that they should expect a call from your potential ployers.

6.8.1.8 Points to Remember

- The resume should not be verbose and should be limited to 2 pages
- Resume should not have any errors on it. No spelling mistakes, no grammatical errors etc.
- Go through your resume multiple times to get the resume right. You might need to continuously edit it.
- Keep the font professional and at 11 or 12. Do not use more than 2 fonts. Ideally limit it to one.
- However the font of the header and the introduction can have a font that is bigger.
- The text should all be in black as most employers print in black and white.
- Keep enough margin on the sides and the top (1.5 to 2 line space)
- The body of the resume should be left aligned and the header should be center aligned.

UNIT 6.9: Interview Preparation

Unit Objectives

By the end of this unit, you will:

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

6.9.1 Interview

A conversation between two people (interviewer and interviewee) where the questions are asked by the interviewer to the interviewee with the intent of understanding the interviewee is an interview. Essentially in simple terms if you are looking for a job then you get interviewed by the employer who checks your knowledge, skills, interests etc.



Fig.6.9.1: Interview

Some types of Interview

1. **HR Interview:** Traditionally interviews are face to face interviews. Normally it's a one-to-one conversation with the HR Executive. You are advised to maintain good eye contact, listen keenly and answer promptly.
2. **Panel Interview:** In this situation, there is more than one interviewer. A panel ranging from two to ten members discuss and interview. In this case you can display group management and group presentation skills.
3. **Technical interview:** Based on your skills and the requirements of the organization a technical interview is conducted. The focus is on the skill set based on what's on the resume or the organizations need.
4. **Telephonic Interview:** In cases where the candidate cannot reach the interview physically an interview on the telephone is conducted. This is normally the first screening interview.

Before going for an interview, it is important to have clarity of the role you are applying for. It's also important that for you to know where you are applying and whom will you be talking to. Your answers should tell the employer that you are the match they are looking for.

This requires you to do a small research on the following fields:

- Company & Field
- Job Description
- Yourself (Skills, Values & Interests)
- Resume (Experience)

If you were an employer, you would have chosen a person who is sure of himself, calm and confident. So it's important that you are:

- Confident
- Relaxed
- Sure of yourself
- Prepared
- Dress Professionally

It is important that you dress professionally. It is a proven fact that the way we dress makes a huge difference in the way we are perceived. 90% of the way you communicate with other people is through body language (gestures, expressions, etc.) and the first Impression we make. It is very simple to make a great first impression.

For a good first impression it is important those we:

- Smell good
- Have a professional appearance
- Pay attention to your grooming
- Make eye contact
- Know what and how you speak
- Our overall personality contributes to our complete perception.

How to dress for Interview

Men	Women
Long-sleeved buttoned shirt (clean and pressed)	Conservative pump, no stilettos
Dark shoes (cleaned and polished) and dark socks	Jewellery -One set of earrings (preferably knobs)
Get a haircut (short hair is always best)	No bangles
No Jewellery (chains, earrings, piercing)	Minimal use of makeup
No beards or Tattoos	

Fig.6.9.2: Dress for Interview

6.9.2 The Do's and Don'ts in an Interview

Some of you might have faced an interview and some of you might not have. However, by now, you definitely have a better understanding what are the accepted standards of a professional behavior. Read the sentences given and mark them as do's or don'ts, in relation to an interview:

Sentence	Do's	Don'ts
Be yourself		
Burp while talking!!!		
Just out from a 'powder factory' (worn too much make-up)		
Reach just about the right time for the interview		
Just barge in the cabin/ office		
Forget to greet the receptionist/ don't respond		
Think before you speak		
Do your homework- Visit the company website		
Take time to think (TTTT)		
Wear bright colour clothes on the D-day		
Emphasis on your strengths		
Argue/ Debate with the interviewer		
Chew gum during the interview.		
Review your educational and work experiences		
See your documents flying out of the file (Being clumsy)		
Thank the interviewer		
Have the 'they need me' attitude		
Maintain eye contact and good body language		
Only give monosyllabic answers(depends on the kind of questions asked...in-between)		
Carry a copy of your resume		

Fig.6.9.3: Do's and Don'ts in an Interview

6.9.3 During the Interview

- Be confident, not arrogant
- Sell yourself - Keep your energy up
- Maintain your posture
- Be positive, don't complain
- Know your resume and accomplishments.

You need to express effectively in an interview. The parameters that the candidates are assessed on during the interview are very simple. These are the parameters that this training program has prepared you for.



Skill India

कौशल भारत-कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N·S·D·C
National
Skill Development
Corporation

Transforming the skill landscape



Media & Entertainment Skills Council

Address: Media & Entertainment Skills Council,
522-524, 5th Floor DLF Tower A,
Jasola, New Delhi-110025.

Email: info@mescindia.com

Web: www.mescindia.org

Phone: +91-11-49048335/49048336

Price: ₹