



Participant Handbook

Sector

Media and Entertainment

Sub-Sector

Animation, Gaming

Occupation

Character Designer

Reference ID: **MES/ Q 0502, Version 2.0**

NSQF level: 4



Character Designer



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

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

This participant manual is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.

About this book

This Participant Handbook is designed to enable training for the specific qualification Pack(QP). Each National Occupational (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS.

- Understanding the script
- Ensuring consistency across all scenes
- Design Characters
- Manage and store assets
- Maintain workplace health and safety

Symbols used in this manual:

Symbols Used



Key Learning Outcomes



Steps



Time



Tips



Notes



Unit Objectives



Exercise

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1. Introduction and Orientation



Unit 1.1- Introduction to Media and Entertainment Sector

Unit 1.2- Key Words



Key Learning Outcomes

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

1. Explain importance of media and entertainment sector in our life.
2. Describe role and responsibility of character designer.
3. Familiarise with the technical terms associated character design and animation.

UNIT 1.1: Introduction to Media and Entertainment Sector

Unit Objectives

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

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

1.1.1 Media and Entertainment Sector in India

The Indian media and entertainment (M&E) sector is one of the biggest in the world. It is placed as 14th largest in the world. This sector is 1.7% of Indian GDP. The sector employs 9.3% of the workforce of our country and we are expecting it to be 17% till the end of 2017

It is estimated that Indian Media and Entertainment market will flourish to CAGR of 13.9 % to expand from 10260 crores in 2014 to reach 19640 crores by 2019.

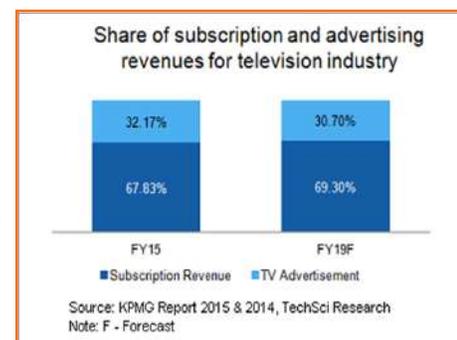


Fig.1.1.1: Advertising revenues for TV industry

In 2014, digital advertising business grew 44% as compared to 2013. The revenue generated was also 14.2 % more than 2013 to reach INR 4140 crore out of which print has share of 43 percent and television has share of 37 percent.

India is one of the largest broadcasters in the world with approximately 800 TV channels, 242 FM channels and more than 100 community radio networks working at present. Bollywood, the Indian film industry is the largest producer of films around the globe with 400 production and corporate houses involved.

The Government of India keeps on pushing the Media and Entertainment industry by launching various schemes such as digitising the cable TV to fill greater institutional funding, raising the Foreign investment from 74 per cent to 100 per cent in cable and DTH satellite platforms. Government has also allotted industry status to the film industry for easy finance.

1.1.2 Employability in Media and Entertainment Sector

The Media sector is highly dependent on advertising revenues and performance of Industry for economy outlook. This sector was having 4 lakhs workforce in 2013 and we expect it to reach 13 lakhs by 2022 which means employing 9 lakhs of additional employment in the period of 2013-22.

- 1/4th of the people employed in Media and Entertainment sector are from film industry.

- The Media & Entertainment sector has about 4.60 lakhs people employed, and is projected to grow at the rate of 13 % to reach 7.5 lakhs by 2017.
- The Media and Entertainment sector which is expected to grow at rate of 14.2 % by 2018 which means to reach 17,860 crore of business for skilled professionals across each of its sub-sectors.
- Film & Television sector has a major portion of the workforce employed in media and entertainment. Digitization activities being done in both films and television arena are the key player for this demand.

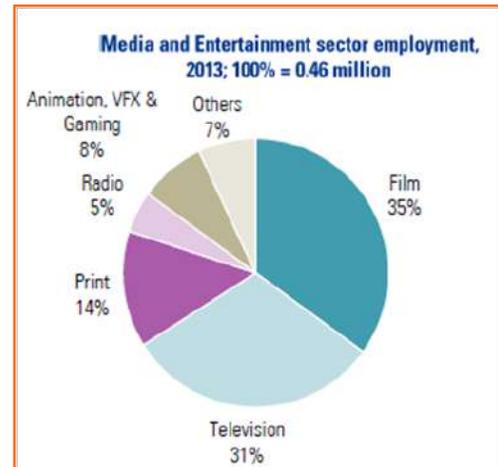


Fig.1.1.2: Media and Entertainment Employment in 2013

Divisions of Media and Entertainment Sector	People employed (in lakhs)		
	2013	2017	2022
TV	1.4	2.8	6.4
Print Media	0.6	0.7	1.3
Radio	0.2	0.3	0.4
Animation, VFX and Gaming	0.2	0.3	0.4
Films	1.6	2.4	4.4
Overall Sector	4	6.5	13

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

1.1.3 Evolution of Media and Entertainment Sector

- Radio broadcasting came by Radio Club of Bombay in 1923 in India under the British rule.
- All India Radio (AIR), one of the largest radio networks in the world, started working in 1936.
- Doordarshan (DD) started the era of TV on Sept 15, 1959 in India.
- 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
- In 1999, the government allowed private Indian Firms to set up their FM stations on a licence fee basis
- 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 industry is the major revenues generating part of the industry and the growth of the sector decides the overall growth of the industry.
- Although there is not much to export from this industry but imports have a considerable share in the economy like imports of newspapers, set-top boxes and antennae.

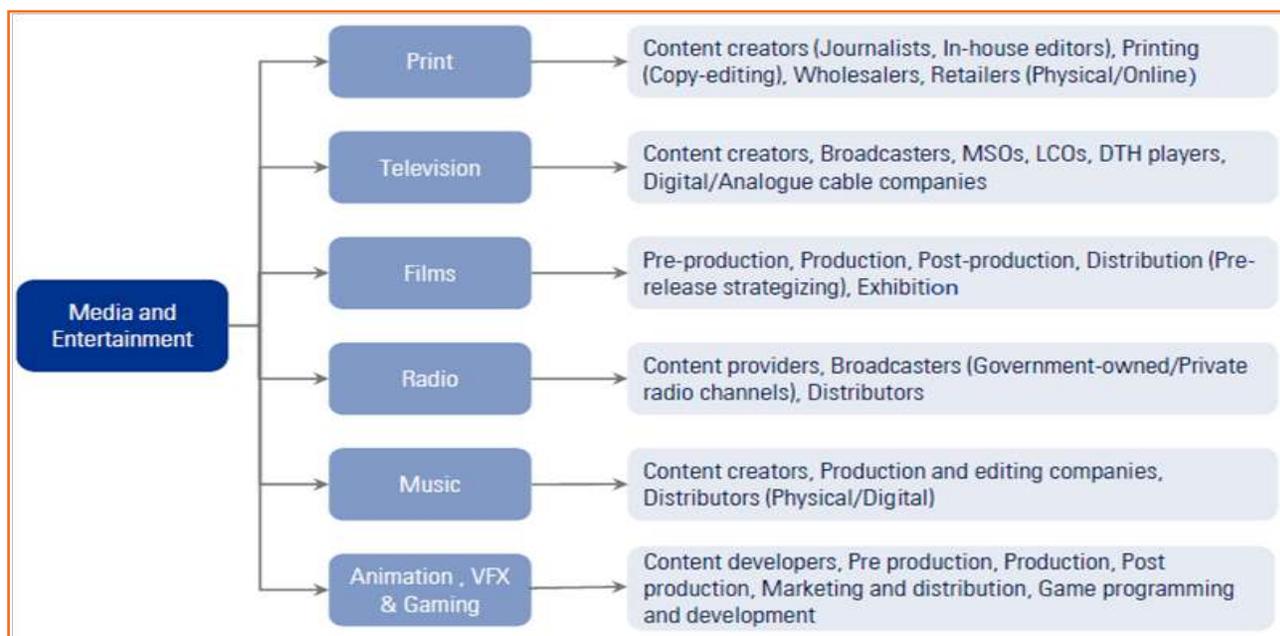


Fig.1.1.4: Media and Entertainment Sector

- 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 Modeller

Brief Job Description

Individuals at this job are responsible for creating computer generated models (characters, machines, props, objects etc.) for animation under close supervision of a senior.

Personal Attributes

This job requires the individual to create various types of models using modelling software and tools such as Maya, 3D Studio Max etc. The individual needs to be a good understanding of the anatomy of human body, skelton structure, facial muscles, joints, and expression etc. The individual needs to be the good knowledge of principles, techniques and features of 3D animation and modelling.

Prerequisites

- They should have a working knowledge of computer and operating system.
- Person should know the use of mouse, standard menus, commands, and other basic operations.

Responsibilities of a modeller

- Modellers manufacture 3-D computer models of everything that is required for a CGI project.
- They work to constituted designs and require to produce an precise translation of the design reference, staying on model (in style). The modeller needs to reserch on their own on sculpture as reference.
- The models they produce require to meet the creative necessities of the Production Designer and/or Art Director and/or client, but it is just as relevant that they should meet the technical requirements of the CG department and be efficient, dependable, to scale and to be easy to rig and animate.
- In the process, Riggers will animate the model through the rig process. After the works of riggers, the texture artists will apply the texture on the model which will be increased at the lightining process when tone and depth were added in the model.
- It is relevant that Modellers understand what will be needed of their models in the later stages of production because this can influence the work they produce. Information regarding the model to the modeller will be provided by a Director of project, or Supervisor. The information related to the model can be found in the storyboard or layouts.
- On smaller productions, Modellers may also rig, build textures and make lighting. On larger projects, they may be needed to cooperate with Riggers, Texture Artists and Lighters.

1.1.6 Career Progression of a Character Designer

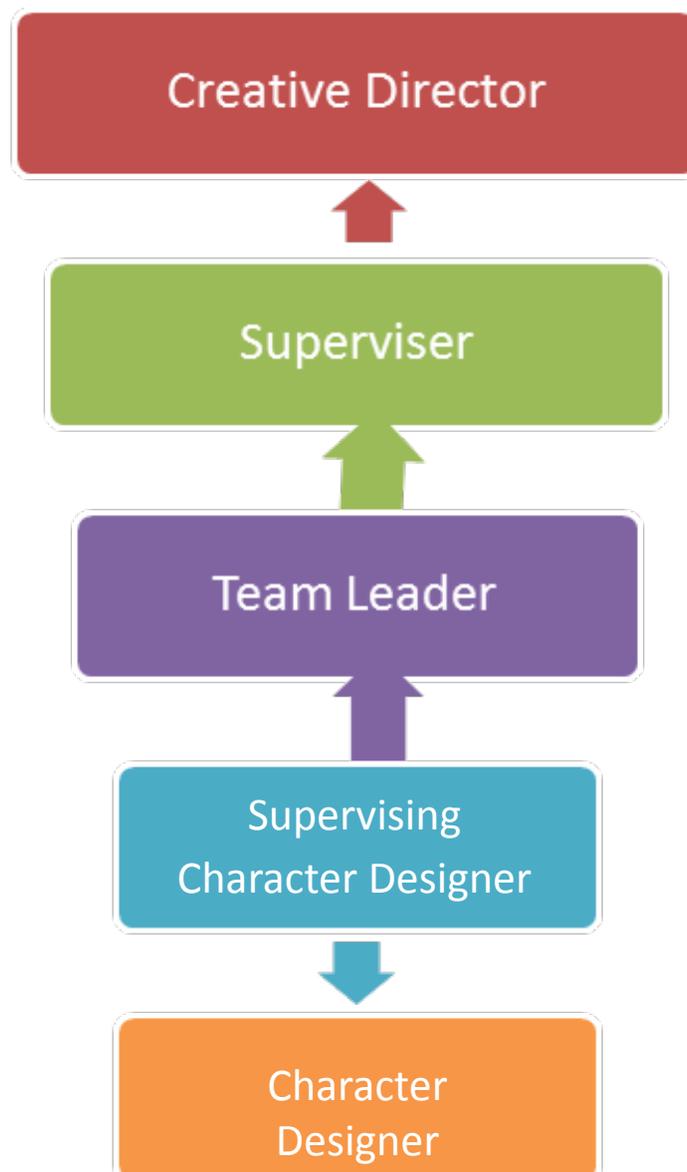


Fig.1.1.7: Career Progression Path of an Editor

UNIT 1.2: Key Words

Unit Objectives

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

1. Familiarise with technical terms associated animation

1.2.2 General Key Words used in the Book

- **Animatic:** A series of images edited together with dialogues and sound is called animatic.
- **Compositing:** Combining layers of images/elements into a single frame is called compositing.
- **Composition:** Positioning character with respect to the background and camera is called composition.
- **Creative Brief:** A document that captures the key questions for the production including the vision, objective of the target audience, budgets, project, milestones, timelines and stakeholders is called creative brief.
- **Key Frame:** Key poses that start and end poses for a particular animation sequence are called key frames.
- **Modeling:** Creation of three-dimensional models for animation using a specialised software is called modelling.
- **Rendering:** Conversion of three-dimensional models into two-dimensional images with 3D effects is called rendering.
- **Rigging:** Process of adding joints to a static three-dimensional model to aid movement during posing is called rigging.
- **2D animation:** Moving pictures in a two-dimensional environment is called 2D animation like in computerized animation software.
- **3D animation:** 2D animation with depth is called 3D animation. Examples include video games such as Halo and Madden Football.
- **Animation:** Sequential play of various inter-related frames is called animation.
- **Anticipation:** Anticipation are created through the preparation of an action.
- **Aspect Ratio:** The width to height ratio of a tv picture is called aspect ratio.
- **Background Painting:** An artwork done in the background of an animation is called background painting.
- **CGI (Computer Generated Imagery):** Creation of Figures, settings, or other material in the frame using computer software is called CGI.
- **Clean-Up:** The process of refining the rough artwork of 2D animation is called Clean-up.
- **Computer Animation:** Any kind of animation created in computer is called computer animation.
- **Frame:** one of a series of still transparent photographs on a strip of film used in making movies or animations.
- **Frame Rate:** The rate of change of frames in an animation is called frame rate. It is measured in frames per second (fps).
- **Graphics Tablet:** This is a device used to draw sketches.

2. Understanding the Script



Unit 2.1 - Character Designer

Unit 2.2 - Interpreting the Storyboard and Script



MES / N 0501

Key Learning Outcomes

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

1. Know the character designer
2. Interpret the script/ brief/ storyboard/concept correctly
3. Liaise with the team to improve understanding
4. Explain the goals of the script, brief or storyboard with respect to the individual's role in character designing and animation
5. Find intended medium and target audience and their effect on animation processes

UNIT 2.1: Character Designer

Unit Objectives

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

1. Know the character designer
2. Explain the 17 character designing tips

2.1.1 Definition of Character Design

The term “character design” is the creation of character based on story requirement. The design process includes physical appearance, fashioning the body language, actions, speech, and so on based on animation for which it is being created. The level of design of character determines the overall success of production in which the character is to be used.

Character designers utilise different software and technique to create character. In 3 D animation, characters are designed using 3D modeling software and methods for example, motion tracking and Marquette’s character models. The growth of Internet has triggered the interest in this field. The character design also includes character-driven designs outside of the comics, films, and games

2.1.2 Character Design Steps in Animation

There are varied knowledge bases and talents involved in animation like there is a layout concept artist that makes the style backgrounds (or “world”), the character designer focuses on the character only, and so on. A good character designer never always keeps the end goal in his mind: which is making the best character design and attributes required by the story at hand.

After understanding the full story or script, the next step for a character designer is to design costume, anatomy, and theatrical references required by the project. Then the designer creates drawings. Depending upon the story, directions, and timelines of the project, hundreds of versions of a single character are created. It should be kept in mind that only one drawing will not be sufficient for creating animation. Always make as much characters as possible so that you can later find the different features of characters using these drawings. Showing character personality using different expressions is important in early stages. An important aspect of character designer’s job role is to create more than visual design to the character he/she is creating. They should implement life and personality in the character.

Once a design is finalized, the character designer in big studios, an assistant or a secondary or character designer will be called to make model sheets of the character. It generally include an ORTHOGRAPHIC model sheet that shows the character in 4 views- side, front, ¾ front, and back). Orthographic model sheet is used for many reasons if it is a Computer animated or traditionally animated character moving forward or backward. If it is a

traditional animation then teams of designers will require this sheet to understand how the character along with its clothes looks from different angles while drawing it. For Computer animation, the orthographic model sheet are used by the the modeller to create the character in the computer. Some big productions also need “Posing” and “Expression” sheets that show the character in a range of emotions and poses for reference and licensing images.

While this is a simple description of the job, it may be helpful to provide you with a glimpse of what the process and requirements are for the job of a character designer. Keep in mind that there are no “tip and tricks” or short cut to become a good character designer. This job also needs strong craftsmanship, good ideas, a great eye for design. The only way to achieve those abilities is to practice as much as possible.

What is Character Design?

Character Design is required when a video game or animation project needs the creation of a special characters or character. Character designers are the one who conceptualize and create characters for varied platforms such as television, games, new media, and comics. The character act and look depending on the theme of the project is the main job of character designer. The process requires collaboration with the client as well as the other members of the design team so that the character designers can understand the type of character that they need to create.

A Character Designer is an artist who creates new, original characters (OCs) for a purpose given by director. It can be a character of a script or story to process in comic books, Children books, comic strips, Web animation, or even a Toy Design.

2.1.2 Seventeen Top Character Design Tips

- 1. Decide who it's aimed at :** Keep in mind that who is your customer and plan your design accordingly. Character designs aimed at young children are light in colours and made of basic shapes. If you are working for a client then you client will tell you the character's target audience.
- 2. Research other Designs:** It can be useful to know when certain character designs work and when don't. There is large amount research material available with illustrated characters appearing everywhere. Check TV commercials, cereal boxes, shop signs, stickers on fruit, animations on mobile phones, and other sources for inspiration. Study these characters and design what makes some successful and what in particular you like about them.
- 3. Make your Character Distinctive :** Creating a cat or mouse or monster, you can find thousands of characters. Make sure your character design is strong and fascinating get people's attention. When devising The Simpsons, Matt Groening was well aware that the viewers want something different. He figured that when people will be passing TV channels and they will came across the show and the characters' uncommon bright yellow skin colour will catch their attention.
- 4. Make Line Qualities and Styles describe your Character :** Use lines to describe your character. Soft and round lines make your character agreeable, charming whereas sharp and uneven lines make your character erratic.

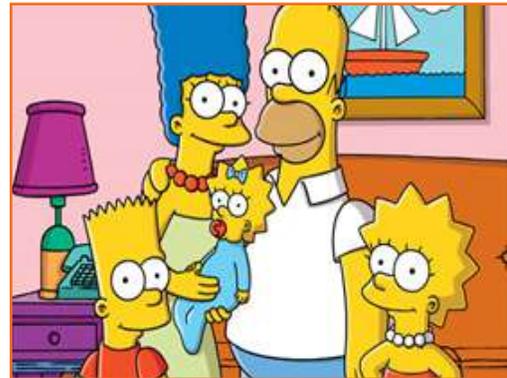


Fig.2.1.1: Distinctive Character

5. **Utilize Exaggerated Characteristics:** Exaggerating the characterizing highlights of your character configuration will enable it to seem overwhelming. Overstated highlights will likewise help watchers to distinguish the character's key qualities. Misrepresentation is the key in toon exaggerations and underlines certain identity characteristics. On the off chance that your character is solid, don't simply give it ordinary measured swelling arms, soup them up so they're five times as large as they ought to be!
6. **Choose colours carefully:** Hues can help impart a character's identity. Normally, dim hues like purple, dark and grays depict scalawags, shades of malice with vindictive goals. Light hues like blues, yellow, white, and pink passes on immaculateness, great and purity. Comic-book yellows, blues and reds may go some approach to giving gallant qualities to a character plan.
7. **Add Accessories:** When you give your character things to wear and interface with; it starts to spring up. Garments and Props can accentuate character qualities and character foundation. For example, ratty garments can be utilized for poor characters and heaps of precious stones and bling for dull rich ones. Embellishments can likewise be more exacting expansion of your character's identity, similar to slimy parasite in a demon's skull or a parrot on a privateer's shoulder.
8. **Use 2D or 3D:** As per your plan, decide how your character should appear from all angles. A flat character can look very different from the side if, for instance, it has a large belly or face. If your character is going to exist within a 3 D environment then also physical shape is of large importance.

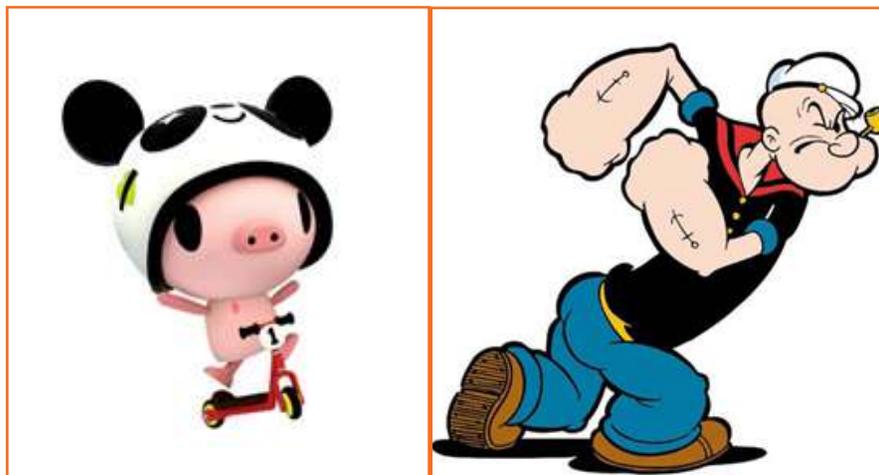


Fig.2.1.2: Give your character things to wear and interact

9. **Personality:** The identity of a character is made from many viewpoints yet a substantial piece originates from the character's physical characteristics and highlights since these are the things you watch when coming into contact with it. Contingent upon what you need your character to resemble, you can choose to exaggerate certain highlights. For example full, adjusted shapes dependably appear to suggest charm on account of the way they are normally connected with babies in our visual cognizance. Huge eyes set firmly together towards the focal point of the face additionally enhance this impact. Hard, sharp edges look harsher, joined with limit faces or heads. Whichever character you need to configuration, dependably think about its identity in connection to its highlights. Another characterizing thing that a few designers may overlook while making a character are verbs. Have your character accomplish something, moving or dancing, have a specific stance or a specific outward appearance to add to its identity.
10. **Give your Character Personality:** A fascinating look only can not necessarily result in a good character; its personality is important as well. The personality of character can be determined through animations and comic strips, where it is shown how the character responds to different situations. The personality of your

character should not always be pleasant, but it does need to be interesting (unless your characters are purposely dull). Personality can also be conveyed by how the character was drawn.

11. Focus on Facial Expression: Expressions are important to show emotions and depicting ups and downs will further enhance your character. Based on the personality of character, emotions can be muted, explosive, sardonic, or wildly exaggerated. In the next picture the character deadpan Droopy, you will find that it rarely shows any sort of emotional.



Fig.2.1.3(a): Character Personality



Fig.2.1.3(b): Character Personality



Fig.2.1.3(c): Character Personality

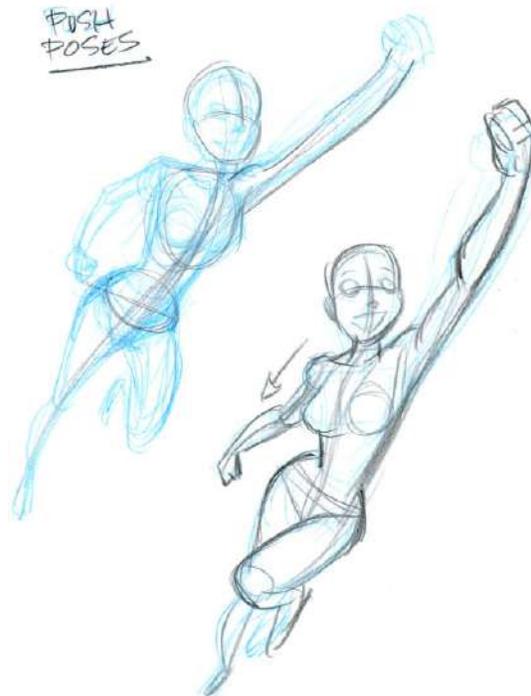


Fig.2.1.3(d): Character Personality

12. Give your character goals and dreams: The goal of your character is the main driving force which decides how the final character will be.

13. Build up a Back up Story: If your character is to be used in a comic or animation then developing its back story is important. Where it comes from, how it came to exist and any life-changing events it has experienced are going to help make a great design for your character. Sometimes telling the back-up story of character can be more interesting than the character's present adventures.



Fig.2.1.4: Focus on Facial Expression

14. Experiment: You should never hesitate to experiment. You can ignore all the rules and tips of planning and crafting the character. Going against the standards could create unexpected and exciting results. Always try to bring something new on the table.

15. Get feedback from others: It is always a good idea to get feedbacks from your colleagues when you have designed a character. Put your creations on display and ask them what they think. Let them find the personalities and traits of your character design. Circle out the suitable or ideal audience and ask their feedbacks personally.

16. Create the right Environment for your Character: Just like you create history for your character, you need to also create an environment for it to make viewer believe your creation. The environment of the character should make sense of who the character is and what it is up to.

17. Fine Tune your Figure: Have a curious attitude about your design. Ask your self while the eyes are like this, why the face is not more round. Keep in mind that the slightest alteration can have a great effect on how your character is perceived. Just change of eye color can make your character loving or angry.

2.1.3 Purpose and Style of Character Design

Style come only after the format for which you have requirement of the character. The range of character design hierarchy can go from exceedingly graphic "Hello Kitty" to very photo-realistic "Hulk" in the Avengers film series. The drawing ability is the first and most important step in character design. It does not matter if you use a pencil and paper, or draw digitally on a tablet or Wacom. Programs or computers are not the heart of this starting phase of the process. The character designer should have deep knowledge of design and drawing principles to make an attractive character which fits best with the story at hand.



Fig.2.1.5: Style of Character Design

2.1.4 How to Become a Character Designer

Becoming character designer is not like becoming doctor or engineer based on your education. There are a few questions if you find answer Yes for yourself then definitely you can become a character designer. Questions are like do you love animation?, Do you find it interesting to conceptualize and create characters for any animated production? In this profession, you will be playing as graphic artist, animator and illustrator all at once. That means you will be responsible for deciding the look and personality of character. Although game designers and animators care of designing all the characters but there are particular characters that need to be emphasized based on their roles in the game. Character designer needs to make these special characters noteworthy.

When you are referred to as upon to provide a special character, one in all the primary stuff you can do is to inquire what the character's role is and what he/ she is meant to satisfy in this show. You'll be needed to use your creativeness in turning out with a story, look and if needed, the powers that this character goes to own. Once you have got all the knowledge you need, you'll begin to form the preliminary sketches of the character. Character designers of late typically use camera work computer code and three dimensional modelling programs to be able to come back up with characters that build a control within the minds of game players and viewers. it's quite straightforward to use computer code programs of late than rely on previous pencil and paper methodology as a result of golf shot movement and color to the character becomes a straightforward matter of manipulating the pc program. However, many characters still rely on ancient art to form their initial ideas.

To become a personality modeler, you wish to be terribly creative. you furthermore mght got to be ingenious to the purpose that you just will truly bring the characters to life along with your art. you need to even be able to assume outside the box so each character you create possesses its own distinctive temperament. so as to form characters that ar extraordinary, you need to even be able to listen to detail. creativeness matters plenty during this profession further since it's the terribly foundation by that cool and unforgettable characters is made.

UNIT 2.2: Interpreting the Storyboard and Script

Unit Objectives

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

1. Interpret the script/ brief/ storyboard/concept correctly
2. Liaise with the team to improve understanding
3. Explain the goals of the script, brief or storyboard with respect to the individual's role in creating the animation.
4. Identify the target audience, and how this may affect animation processes

2.2.1 Interpreting the Script Correctly

Script analysis:

- The first reading should introduce the designer to the story for which he will be working.
- Uncover the plays with given circumstances and imagine it. Stage directions should be considered not as the answer to design but a way to design show.
- After a first read for fun, look for minute details like conceptual images and the dramatic mood. Look for moments and incidents which compels to stimulate your imagination and provide you with strong visual of textural images and feelings. Although these images are random and incomplete, you can collect them to make a more precise imagination. The more you read the more you will get ideas for the animation.

During the third reading you should have developed lists of the design tasks.

In addition to the script, many of these ideas will be gathered from the design meetings, with fellow collaborators or through discussions with the director.

Below are a few of the questions that need to be answered after reading the play...

1. What happens in the scene?
2. What characters are involved?
3. What character dominates the action?
4. What is the climax (or crisis)?
5. What is the setting or location of the scene?
6. What is the period of the action?
7. What images (metaphors) is suggested by the script? Sights, Textures? Or Feelings?
8. What is needed to stage the scene? And Exits? Set props? Hand props?
9. What time does the scene take place?
10. What are the sources of light?

When analyzing the text, the designer first approaches the script as a member of the audience, and then as the director, and finally as the designer. Underline or highlight those lines the designer finds significant and make notations in the margins.

For design meetings, the designer will share these thoughts, images and ideas while asking questions that lead to specific approaches.

Ever wonder how to write a quality animated script?

Here are some clear and easy ideas to get you started!

- Before any script can be formed, the writer must have an idea of a story. If you do not have an idea yet and require some ways to find some, try looking at novels, comic books, your favorite fairy tales, cartoon shows, movies, anime, and so forth. Maybe you want write about cowboys, superheroes, or detectives, or aliens. Here is another idea. Maybe you could animate your favorite joke? Since cartoons should be facile, it would not be a bad idea. Buy a joke book online or get one at the library so you can add some good gags and jokes into your script. Even in serious cartoons like anime, there is generally an element of humor. Once you have the idea, write it down before it goes away. Make a series of rough notes to fill out the idea. These notes do not have to be very detailed just yet, just enough to form a story.
- Develop a storyboard, which is fundamentally a series of rough drawings that comprise a story. Some animators select to do a storyboard after the script is written, but others find that it helps the animator figure out the pacing and how it should look on screen. The storyboard could even be a series of stick figures

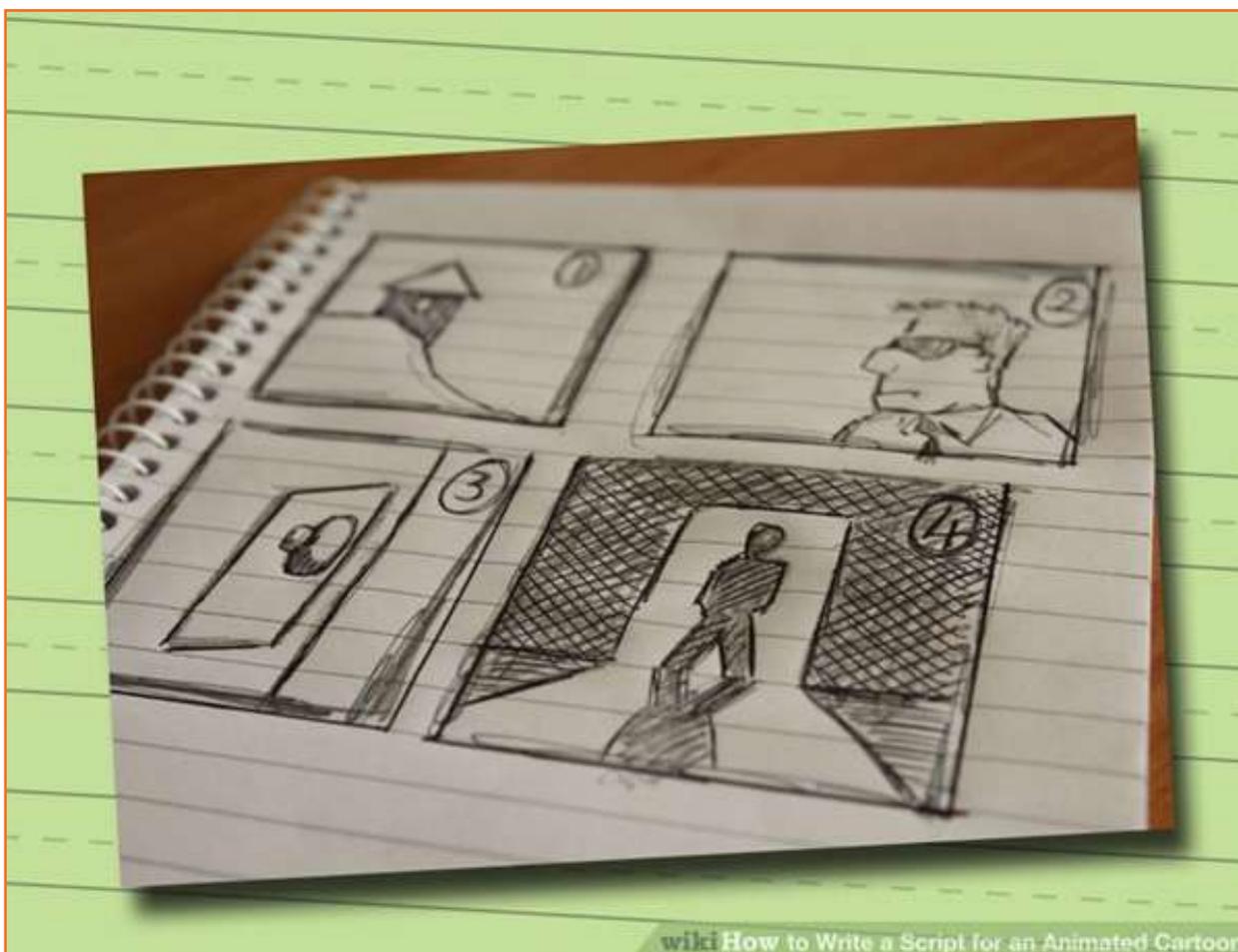


Fig.2.2.1: Script sample - 1

or even simple shapes designating people or objects. As long as it works for you, anything goes. Take your time developing a story, because if the animation is unprocessed but the story is well written, it is still a good movie. If however the animation rocks but the story is dreadful, than it is a bad movie. Start the script. Here is a good example of a good script layout:

- » Title
 - » Scene (Whenever your characters are in a new locale or a new set of characters are introduced in a new spot, a new scene begins.)
 - » Description: (Add the characters in the scene, their interactions, and their reactions to what is happening)
 - » Dialogue: (Whatever talk is going on and who is talking)
 - » SFX: (Sound fix you plan on adding later)
- There are two popular kinds of corporate video animation. The first is typography and the second is character based. The typography is one in which the animator brings separate words in the script to life and is generally accompanied with a voice over. The character based is one, in which you develop a story around environments and specific characters seen in the video.
 - Both typography and character based have potential to be very effective or very boring. What often determines whether an animated video will be successful or not, is the effort, time, and skills engaged into developing the script.
 - The most significant thing to do while writing a script for a typography animated video is to use words that the animator can easily bring to life. For instance, using “smashing” instead of “fantastic” or “flop” instead of “failure” will provide the animator sufficient freedom to build something creative, memorable and engaging .
 - Of course, the words still require to have meaning and importance to the good or service you are trying to promote. So don’t just put in words that lend themselves to a visual medium if it risks diverting your viewers from the message and image and you are trying to express.
 - While scripting for a character-based animated video, keep it simple and keep in mind that you don’t require to script in every small detail. Get the basics across quickly and let the animator do what he does perfect, explain it and bring it to life. The style of writing for animation tends to be more informal, too, so feel free to let your hair down.

2.2.2 Interpret the Storyboard Correctly

A significant part of the job of character designers is making the storyboards. These are graphic organizers that represents the order of events of the animation project. This is a complicated and time-taking process that also includes working along with the project’s editors, designers and writers. Storyboards are a hand-drawn version of the movie and serve as the blueprint for the dialogue and action. Each storyboard artist gets a “beat outline” or script pages or, a map of the characters' emotional changes that require to be seen through actions. Using these as instructions, the artists visualize their allotted sequences, draw them out and then "pitch" their work to the director. Over 4000 storyboard drawings are made as the blueprint for the dialogue and action of a feature-length animated film. They are revised several times during the creative development process. Storyboards are used to make a story. A storyboard originates from written word; for instance, from a script. A storyboard artist spells the words and transform them into pictures. These pictures are then pinned on a board called storyboard in their sequence. Once they are pinned to a storyboard, the artist then goes to the director. The artist tries to provide the theme of movie and works to bring the story into life. The ultimate target of a storyboard maker is to get a feel of final film. A storyboard artist imagines stories and sketches frames of the story. Using the

imagination he draws pencil and marker renderings, the two of the most common traditional techniques Adobe Flash, Adobe Photoshop, and other storyboard applications can also be used to perform this task. Digital cameras are the latest additions for creating storyboards. With the advancement in technology, storyboard artists now perform their work on computers software and graphics tablets. The storyboard artists can also use stock photos or photos taken specifically for the project to create visuals. These photos are put together digitally to produce a photographic representation called a photo visual. Projects are generally pitched by storyboards alone and storyboard artists continue to work till production to develop scenes. After a scene is edited the director or storyboard artist them team may need to rework as it becomes evident that changes need to be made for timing and story.

What does a storyboard teller need?

To do this role, he need to:

1. Be able to take direction, and be prepared to make changes to your work in response to constructive feedback
2. Be able to follow the well-established designs and also able to produce steady work for the model.
3. Have good presentation skills and communication skills
4. Have good computer literacy
5. Have to be sensible about technical and budgetary restrictions
6. Have the knowledge of relevant graphics, storyboard and editing software
7. Be able to tell a good story
8. Be able to adapt a wide range of styles or graphics and have excellent drawing skills.
9. Be able to work independently or as a member of team
10. Be able to work calmly and efficiently to tight deadlines

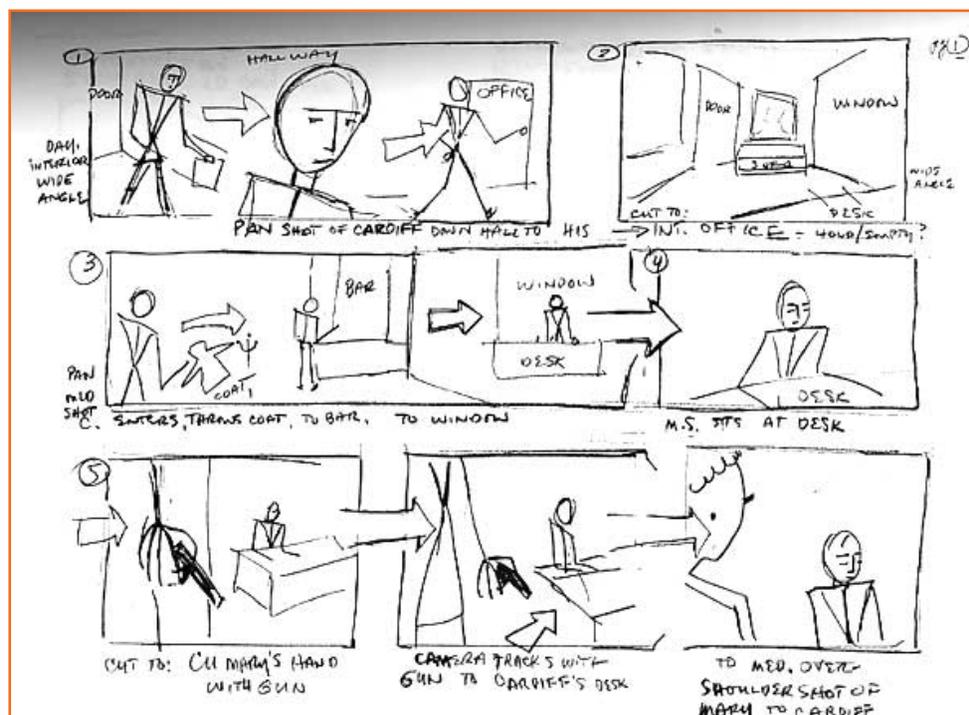


Fig.2.2.2: Script sample - 2

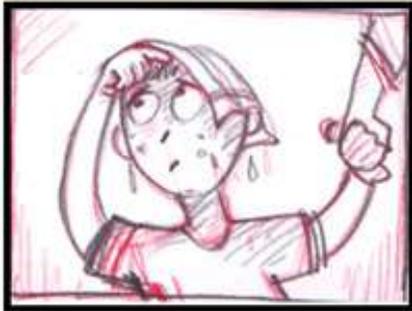
Visuals	Description	pg/01
	<p>High angle shot of Dubai in summer heat. (Point of view of "surya")</p>	
	<p>High angle shot of People moving about in the heat (crowded street)</p>	
	<p>Cut to a family in the crowd. They are walking towards the camera; all of them are sweating hard. The kid walks with a kerchief covering his eyes as a child's play cum necessity</p>	
	<p>Quick cuts of father and mother sweating.</p>	
	<p>and the kid. His expression show his irritation due to heat ans sweat. He then pulls one end of his kerchief to look at the sun.</p>	

Fig.2.2.3(a): Visuals and descriptions

Visuals

Description

pg/02



..... his sad face changes to that of surprised.



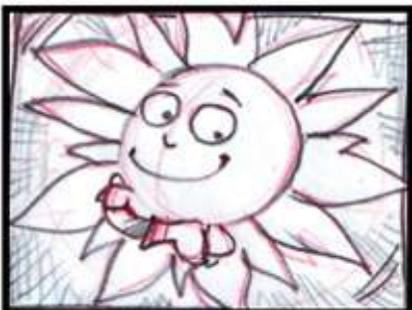
Cut to close up of "surya" smiling at the kid



Shot of the excited kid showing every body what he saw pointing his figures towards surya



Cut to wider shot. His family reacting



Cut to what they see. Surya smiling.

Fig.2.2.3(b): Visuals and descriptions

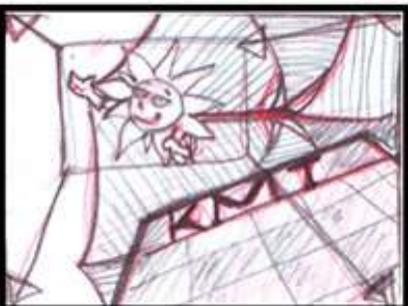
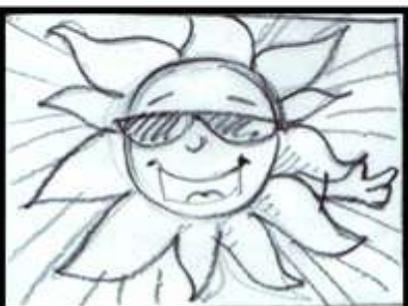
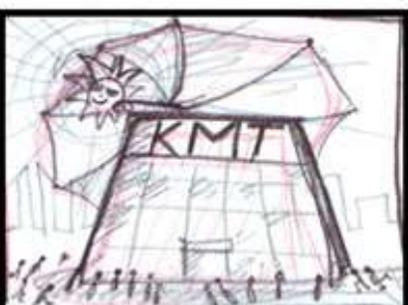
Visuals	Description	pg/03
	<p>cut to wider shot. People reactin.</p>	
	<p>Mid shot of "surya" putting on his coolers in style, opening up his umbrella like a magician, and announcing the mega discount sale of KM Trading.</p>	
	<p>... with the 'click' opening of umbrella, zoom out - capturing the wider shot of same.</p>	
	<p>VO of surya: "Get ready for the best sale this summer at all KM Trading outlets in UAE AND OMAN"</p>	
	<p>Wide shot of the umbrella, shade spreading around the KMT department store and people rushing towards the KMT department store.</p>	

Fig.2.2.3(c): Visuals and descriptions

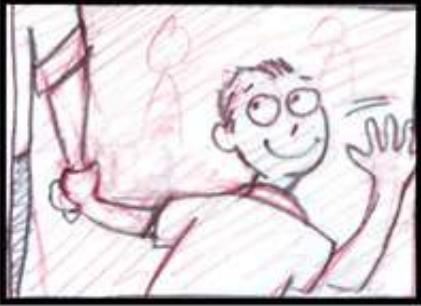
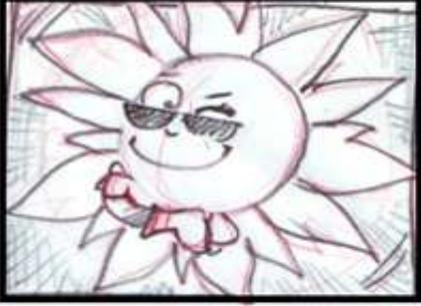
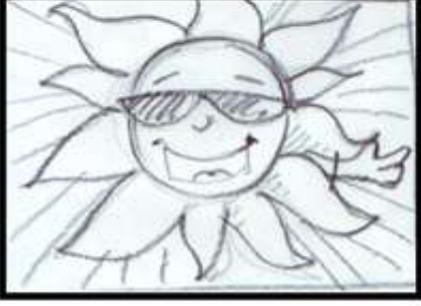
Visuals	Description	Pg/04
	<p>Cut to the family moving towards the shade, toward the KMT</p>	
	<p>Cut to the kid turning back and waving at surya.</p>	
	<p>Surya in full glory winks at the kid and turns towards the camera</p>	
	<p>VO of Surya: <i>"beat the heat this summer with KM Trading"</i></p>	
	<p>Supers: Fabulous discounts and offers on garments, textiles, footwear and much more...</p> <p>Offer opens from 15th of May 2008, in all UAE & Oman outlets of KM Trading.</p>	
	<p>Fin</p>	

Fig.2.2.3(d): Visuals and descriptions

3. Manage and Store Assets



- Unit 3.1 - Meta Data
- Unit 3.2 - Naming Convention
- Unit 3.3 - Storing and Retrieval



Key Learning Outcomes

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

1. Knowledge of Meta Data
2. Describe naming convention
3. Knowledge of Storage and Retrieval System

UNIT 3.1: Meta Data

Unit Objectives

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

1. Describe about the Meta Data Editor.
2. Describe the types of Audio Formats.

3.1.1 What is Meta Data Editor?

A metadata editor is a software application used to view and edit metadata tags on the computer screen and save them in the graphical files. Note that if you just want to view metadata then you should use Metadata view not the Metadata Editor.

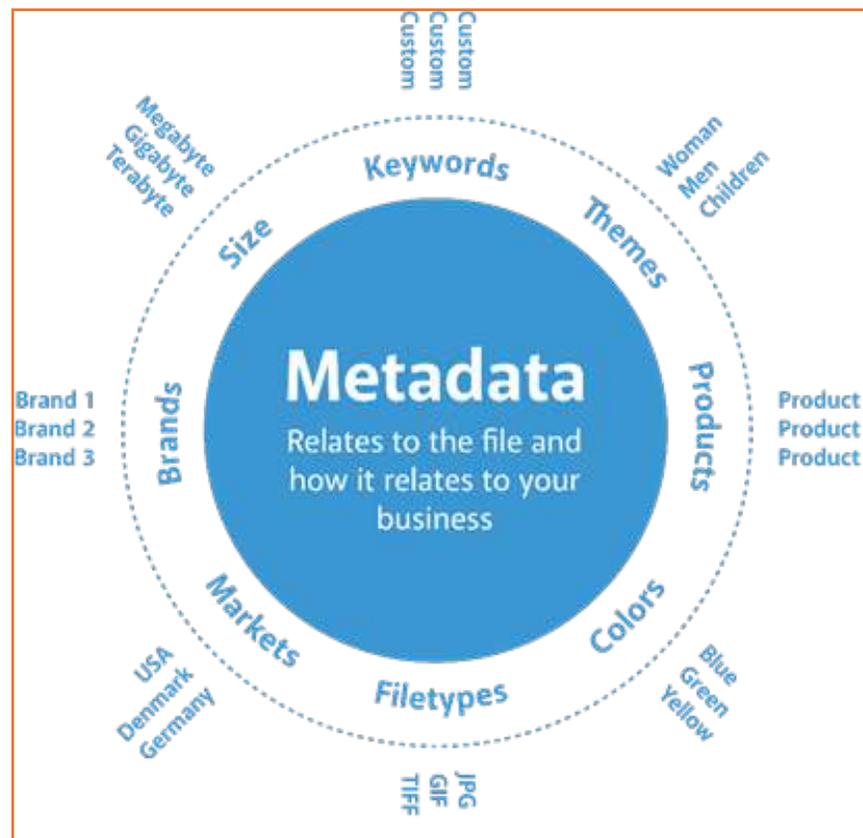


Fig.3.1.1: Metadata

Metadata Editor is used to enter or confirm information (such as artist, year or genre) that will be embedded in an exported audio file. Embedded metadata are displayed in iTunes®, Windows Media Player, or portable players like while you are listening songs or playing videos.

Most export formats support at least the seven default tags in Metadata Editor, but support in player applications varies from almost universal for the ID3 tags used by MP3 and MP2 to negligible for WAV. The details about metadata are given next.

ID3v2 tags are exported for MP3 and MP2. ID3v1 is exported by Command-line tools.

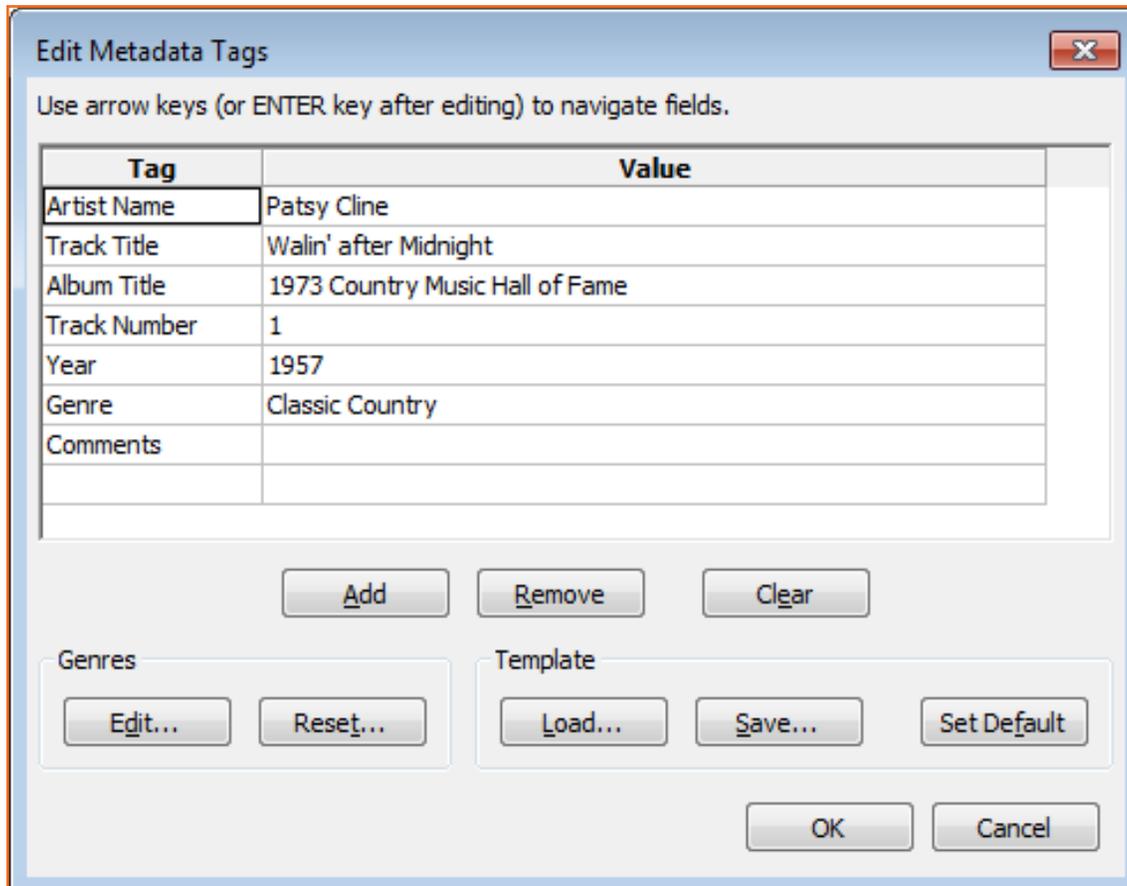


Fig.3.1.2: Edit Metadata Tags window

- By default, Metadata Editor is available for all the exported file be it from Export Audio or Export Multiple dialogs.
- If you are using Export Multiple, then make sure to uncheck "Show Metadata Editor before export step" in Import / Export Preferences so that you can enter any tags common to all tracks at File > Edit Metadata... before exporting. An automatic Track Title and Track Number tags for each exported file will be displayed.
- Note that metadata editor shows data for the recent imported track not the selected track. If you want the data for selected tract then import the file into a separate project.
- Use the OK button in Metadata Editor window to complete the task. The Save button in the window saves an optional template of tag names and values.

Tag and Value fields

Tag Name: There are 7 tags which are available by default and locked. If you want to add more Tag rows then click on the "Add" button.

- **Tag Value:** Enter the data for each Tag or accept the default data of imported files. While exporting multiple files, the Track Title and Track Number tags are displayed in the fields automatically.

Click in the field that you want to edit and type desired value to replace the contents. You can also press TAB from keyboard to navigate through the buttons below the Tag and Value fields.

Double-click at the desired field to highlight the text. Now you can edit the text, cut, copy or paste using standard system shortcuts or a right-click context menu. Using the Home, End or Arrow keys, you can navigate through the characters. Press ENTER to select the next value field after editing the one, or click in the desired field to select it.

Note: *The Genre field is a dropdown list of genre names. Double-click it or use F2 to modify it. Type a custom name as desired. Click on the downward-pointing arrow to display the option list or use keyboard Up Arrow or Down Arrow keys. Note that a custom genre is not added permanently in the drop-down list - use the Edit button to edit the list as discussed earlier directly.*

- **Add:** Click on the Add button to add an empty row to the list for a custom Tag. Note that by default there is one empty row at the bottom of the list. You can edit both the name and value fields as discussed earlier in previous section.
- **Remove:** Click on the Remove button to remove the currently selected custom row from the list, or the value data from the currently selected permanent row.
- **Clear:** Click on the Clear button to clear all the custom defined value and make the Edit dialog box in original state.

Genres

- **Edit:** The Edit tool is used to edit the options in the dropdown list of Value field of the Genre tag. The entire list will become editable. Click the required item or use the keyboard Arrow keys to navigate through the fields. To add an entry, press End button and then type the desired name. The list will be sorted automatically when you save the list.
- **Reset:** The Reset button is used to reset the genre list to the default.

Template

- **Load:** The Load button is used to load a previously saved list of Tag names and metadata.
- **Save:** Click on the Save button to save the current list of Tag names and values in local drive.
- **Set Default:** The Set Default tool is used to set the current list of Tag names and non-empty values the default state whenever opening a new, empty project. To clear the default, press Clear then Set Default.

Whenever you import a file containing metadata that metadata will appear in Metadata Editor of the application. If you want a fixed set of metadata to show even after importing a file then you should create a template and load it after importing the file.

3.1.1 What is Meta Data Editor?

It is significant to know the different audio formats and audio compression techniques, since each file format has a specified application. For instance, at the end of this chapter, you will understand that mp3 file format is a compressed file that utilize less space and can be easily used for podcasting and broadcast purposes. Also understanding open file formats versus proprietary ones aids one in deciding which file format to use in a specific instance.

Types of Audio Formats

There are numerous file formats in the world of audio. When we talk about file formats, we are primarily talking about digital files. Remember, digital information is only '1s' and '0s'. How these '1s' and '0s' are organized, determines the type of file format. It is the difference in organization of this information that distinguishes an image file from an audio file.

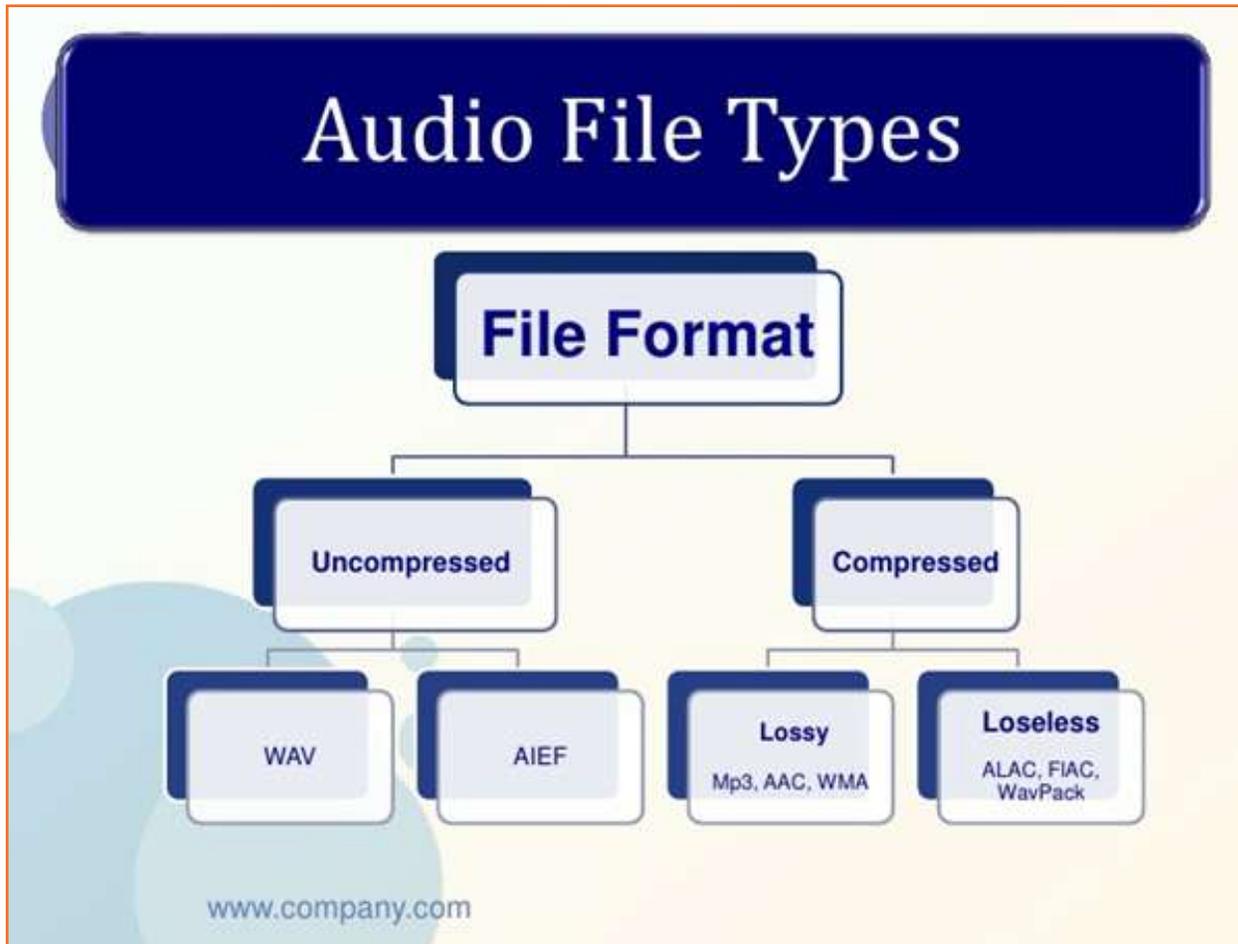


Fig.3.1.3: Types of audio files

File formats are nothing, but the way information is organized so the equipment or software understands them easily to function with them. For instance, when you save a Microsoft Word file, the file format is ".doc". This means that all information in that file is organized in a way to enable software such as Microsoft Word to interact with (open, edit and save) it. Some file formats can interact only with specific software/equipment, while some can interact with more than one software/equipment. For instance, an audio file such as mp3 can be opened by more than one software solutions.

Following are examples of file formats that you might encounter sometime at work:

- **Images:** BMP, JPG, SVG, GIF, PNG
- **Text document:** DOC, ODT,
- **Sound:** MP3, WAV, OGG
- **Video:** WMV, QuickTime, h264, mp4

The numerous file formats has only expanded over the years and technicians around the world have been continuously functioning on decreasing file sizes, while trying to keep the originality of sound.

However, relying on the software one uses or the computer operating system (Mac, Windows, Linux etc), audio formats are either proprietary or open standard in nature. Proprietary formats are those that will only work with specific software and on specific operating systems. On the other hand, Open standard formats will play across software and computer operating systems.

Before we begin with file formats, it is essential to understand the distinctions between codec and file format.

A codec (short for Compression-Decompression or Coder-Decoder) is a procedure to compress and store audios. It is a software application that compresses an audio file and then decompresses it while playing. Some file types use a specific codec and some file type not. Like, ".mp3" files always use the MPEG Layer-3 codec. Some formats like '.wav' can use different types of codecs like 'PCM', MPEG3, and so on.

In short, a file format contains the audio, the content, and the codec is like a container. Let us draw an analogy here. Say you have a book with colorful images and text. You can print it on glossy paper or on normal paper. Printing it on glossy paper will make the colorful images stand out. The text and colorful images are the contents the file format. The normal paper or glossy paper is the codec. Let's take the example of an audio file itself. Say you have an audio file which is one hour long. If you want to stream it over the internet, you will require a certain codec like MPEG Layer-3. This manner, the file size is optimized for internet and streaming becomes easy.

The most popular file formats, both open standard and proprietary are as follows:

1. **wav:** Wav format is the most common format created for Microsoft Windows. The file created in uncompressed format of CD-quality which means they can be as large as 10MB per minute for music. Very few people know that wav files can be encoded with a variety of codecs to reduce the file size like mp3.
2. **mp3:** It is also known as MPEG Layer-3 format. Generally, mp3 format is the most popular format in the world for downloading and storing audio files. The mp3 format file are compressed to around oneteenth the size of an equivalent PCM file while maintaining a good audio quality. This reduces the file size to a great extent. As a result, Mp3 files are popular for streaming on the internet and for storage purposes.
3. **ogg:** The ogg is a free and open source format for audio files. It also support a variety of codecs, The mostly used audio codec is Vorbis. Sometimes, the mp3 files are compared with Vorbis files in terms of quality.
4. **flac:** Flac is a lossless compression codec format. The term lossless compression means the format in which audio file is zipped without any loss. When we restore the compressed PCM audio file to flac, it will be a exact copy of the original file. The file format except than flac may loss some quality on restoring the zipped file which is due to compression ration.
5. **au:** au is the standard audio file format which is generally used by Sun, Unix and Java. The audio file in the au format can be PCM or compressed with the help of relevent codec.
6. **aiff:** This is the standard audio file format generally used by Apple. The aiff format act like a wav file format for the Mac operating system of Apple.
7. **wma:** wma is a audio file format which is owned by Microsoft. Microdoft has designed this audio format with Digital Popular Management (DRM) abilities for copy protection.
8. **aac:** The aac format is termed as Advanced Audio Coding format. It is based on the MPEG4 audio standard owned which is owned by Dolby.
9. **ra:** It is termed as Real Audio format. The ra audio format is developed for streaming audio file over the Internet. This format allows the audio files to be stored in a self contained fashion on a computer. All the audio data contained inside the file. There is a text file format .ram, which contain a link to the Internet address where the Real Audio fof the particular file is stored. The .ram file itself does not contain any audio data.

Need for Compression

While discussing about compression, one must avoid getting puzzled between compression while recording and compressing audio files.

Voice has a dynamic range and same with some instruments. As a result of this dynamic range, while recording, sound goes through many lows and highs. Compression while recording decreases such extreme shifts, lessens dynamic range and polishes the sound by controlling maximal levels and maintaining higher average loudness. Compression utilizing software or hardware can also be utilized to slightly tweak an audio track to make it sound natural without distorting it in any manner. On the other hand, compressing beyond a limit can ruin the audio.

The compression about we are discussing here is data compression. But what exactly happens during compression? Compression of data necessarily decreases the number of bits by eliminating inessential information thereby converting it to a file size of lesser size. All the amazing pictures that you view on the internet were originally large files. Compression to web resolution decreases the file size by eliminating a lot of inessential information (mostly needed for printing purposes) without affecting the manner the picture looks. Images are optimized for web so that they load faster whenever you visit a web page.

Similarly, a compressed file is stored in a small space in a drive which makes it possible to store more data in the drive like music and video. The compressed files are able to be transferred rapidly through the internet or between two storage devices.

Compression Techniques

Compression is used to compress the data to make it in small file size by arranging data contained in it in a more structured manner. By doing this, one is effectively eliminating the number of bits used to store any information. For instance, in a Microsoft Word file, if you have entered text providing more space or you have unnecessary and repetitive phrases and words, it is naturally going to take more space. However, when you eliminate the undesirable spaces and unnecessary phrases and words, the size of the file is decreased.

Similarly, in the same Word file if you have used smaller images (with smaller file sizes) the size of the file would be smaller. On the other hand, if you use high resolution images the total size of the file will significantly increase.

One step further, if you use a software to convert it into a .zip file, its size is again decreased. What you have primarily done is to eliminate all unnecessary information to decrease the file size. It is now easy for you to email the document.

Compression can take place in two ways: Lossy and lossless. Say you have an uncompressed .wav file. You can compress it to another file format using the lossy and lossless method.

In the lossless method, the file size is decreased but the quality of the audio is not compromised. Lossless compression is usually used when the quality of the audio is crucial, say for instance, on a music CD.

The lossy method of compression uses data compression methods where the file size is decreased but retains information that is just about useful. The mp3 files that we download from the internet are not of great quality but just about useful to store on our portable players and mobiles to listen to them on the go.

The file format in audio file is measured in Kilobits per second (Kbps) (the bitrate).

Format Converters

Selecting the right audio compression for a given purpose is essential. What is even more essential is the format one selects to convert the audio file into. There are two ways in which audio file formats can be converted. One method is by using software and another, using hardware.

- **Using hardware:** The method is used while converting audio either from digital to analog or vice-versa. For example, analog to digital audio converters (from tape/vinyl turntable to digital audio files). The converter uses output from the analog audio player and feeds it into a piece of hardware that converts and outputs the

file as a digital file through a USB interface that can be saved using software on a computer. The USB interface (the output from the convertor) is connected to the computer, which serves as an input. The software on the computer then digitises the file and outputs the same as a digital file. This conversion method is used when archival material is in analog format (on tapes) and need to be converted to digital format for sharing purposes.

- **Using software:** Using software primarily means that you already have a digital audio file in one format and you want to convert it into another format to suit a purpose. Conversion of the file format means that one is converting an audio file into a lossy or lossless format. An uncompressed audio file can be compressed into another file format using lossy or lossless mode. On the other hand, a file that is already compressed in lossy format cannot acquire anything even if converted into a seemingly uncompressed format.

Conversion from uncompressed to a lossy format will result in reduction of file size and quality, while conversion to a lossless format will compress the bit slightly in order without losing out on the audio quality of the original file.

There are many audio conversion software solutions, both licensed and free. One only needs to download them from the internet and use it on a computer. The audio recording/editing software Audacity too serves as an audio file format convertor. Using this format, you can convert a .wav file into an mp3 file and many other formats as given by the software.

UNIT 3.2: Naming Convention

Unit Objectives

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

1. Know of Naming Convention
2. Elaborate the projects mix folder hierarchy

3.2.1 Mix Stem and Version Naming Convention

With several digital audio files being involved in every audio project, it is significant that Mix versions and Stem file names contain all relevant information within their file names, easy to understand at a glimpse. *For instance:* `LH_BodyAndSoul_Master_96k_24b_R01.wav`

The above listed file name contains the information which is listed below, and each is separated by an underscore:

- **Artist Identifier:** A 2 to 4 letter name code is used regularly all over the progress of a project. The artist's initials are used for this. In this example "LH" is used.
- **Song Title:** The song title is listed after the initials of a artist of the song title, or useful abbreviation. Capitalize each word or word fragment. The song title don't contains any spaces, punctuation or diacritical markings (accents). So the names of the file are universally compatible. The title of the song should be less than 15 characters because sometimes the lengthy titles routinely abbreviated by the other programs during importation.
- **Mix Version or Stem type:** List the mix or stem identifier. From the shown above example "Master" is is th emix version. You need to capitalize again each word or word fragment so that the title of the file should not contains any spaces.
- **Sample Rate:** In Sample Rate the audio file was created is listed after the mix version or stem type.
- **Bit Depth:** The audio file is created in the Bit Depth.
- **Revision Number:** It contains a 2-digit revision identifier in whihc an preceding "R" is listed last. The higher the revision number, the more recent the version will be created.
- ***File Extension:** Generally, the file extension is generated during the file creation. The file extension will always be shown in the file. In this only one period should be used in the title of the file and should only be placed before the file extension.

Note: *The length of the file name should not exceed 255 characters. The illegal characters include but not limited to: / backslash, < left angle bracket, question mark, > right angle bracket, : colon, \ forward slash, ; semi colon, | pipe, ' single quote, , * asterisk, blank spaces, # pound sign, % percent, & ampersand, " double quote, + plus sign{ left bracket, } right bracket, \$ dollar sign, ! exclamation mark, @ at sign, = equal sig.*

3.2.2 Project Mix Folder Hierarchy

Chart A (shown below) shows a suggested folder hierarchy for a project mix folder. It contains all the parent song mix folders for the working project. For each song, a parent song mix folder is created and placed in the specific project mix folder. In order to organize many audio file sample rates for each song, you may need the additional song mix subfolders and place it inside each parent folder.

All the created folders need to follow a similar naming convention. This folder name should contain the details of artist identifier, the song title, and content related to the song. All the files in the folder may not have the same sample rate and depth of bit because the sample rate and bit depth were not notated in the title of the parent folder.

Note: You need to treat the different version of the file as different by annotating them with different titles. These files should be copied to the parent folder and re-named accordingly.

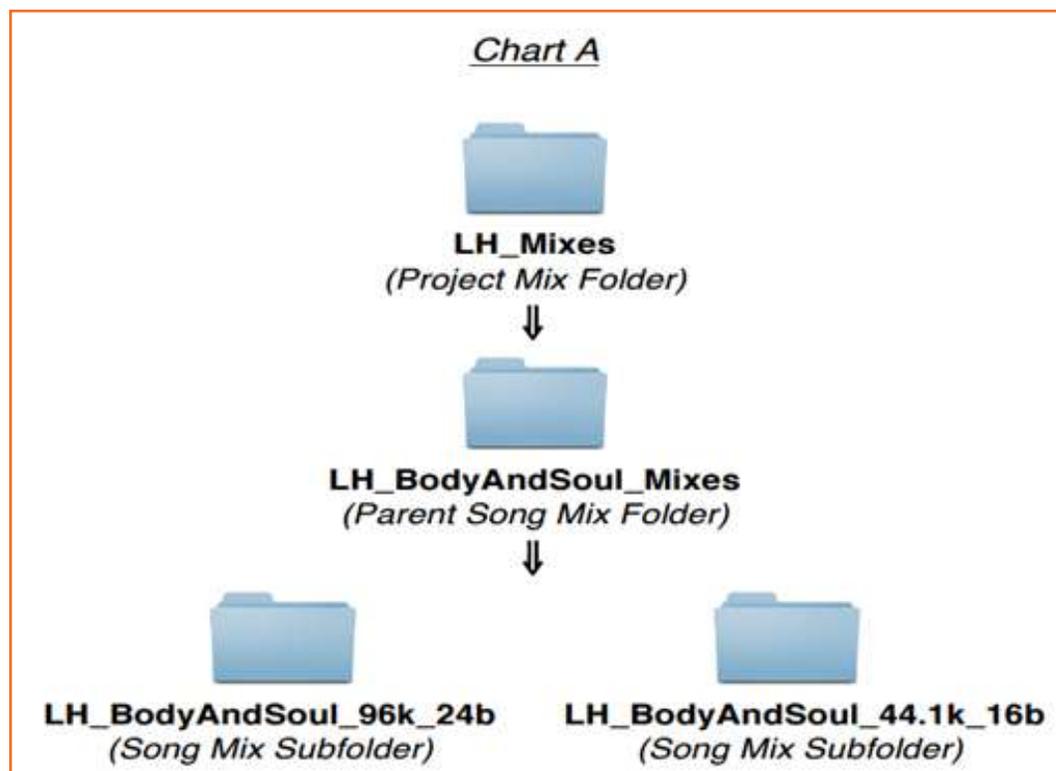


Fig.3.2.1: Project Mix Folder Hierarchy

UNIT 3.3: Storing and Retrieval

Unit Objectives

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

1. Discussing the data back-up techniques.
2. Knowledge of different storage devices.

3.3.1 Data Back-up Techniques

Audio files are life of any radio station. Losing these critical files can result in stoppage of broadcast. Significant files are habitual of being deleted, mostly by accident. However, a file once deleted will consume long time, energy and money to recreate. Thankfully, one can make a backup of all the files in use. A back-up is like making a copy of the existing files and storing them away for future use.

Backing up files is like having an insurance plan in place. Back up files always come handy when one's system crashes or someone deletes a file by accident.

For a radio station that is meant to be on air all the time, having a backup plan is critical. Every radio station worth its name will necessarily have a backup plan. A backup plan is relied on the following factors:

- **Importance of data:** It can't be stressed enough that audio files are central to the functioning of a radio station. All audio files are important. However, there are some that are considered more important than others in terms of priority. Music loops and sound effects are significant (and need back-up too), but they could be less significant than the programmes themselves which may be used in a period of time. For instance, if you have a programme on the biography of a national leader, you may want to back up that file for future use too.
- **The data itself:** What type of data is significant to you? Are the output files in uncompressed format or project files from your editing software or just the mp3 files that you finally use for broadcast? Account for the data itself while drawing up a backup plan.
- **Frequency of change:** How often does the data change? For instance, the CR policy needs that you backup all audio files broadcast for the last three months. This simply means that you will need to backup all the audio files that you have broadcast for each of the 90 days.
- **Backup equipment:** Your backup plan also relies a lot on the type of equipment you have. What type of media does your radio station have in order to execute the backup plans?
- **Backup schedules:** How often will you need to do a backup? Daily, twice a week, weekly, fortnightly or just monthly? Radio stations would do well to backup daily.

Broadly, backups can be classified as:

1. **Daily backups:** As the name itself suggests, one could backup either the project file or even the outputs on a daily basis
2. **Incremental backups:** If the same file/programme change in a time period, the latest version replaces the earlier version. For example, if you were to make a programme on Right to Information (RTI) today and back it up, the changes made to the law and the programme four years later will be replaced by the earlier file. This means that you will now be broadcasting a more current version of the programme.

3. **Copy backups:** Irrespective of whether a project/file have undergone changes or not, they are backed up for future use. Take the earlier example of the programme on RTI. You may have produced a programme three years ago and backed up a file. While you make a new programme, you might use the same project file but save it under a different name. In this case, you will have a backup for programmes you produced three years back and the most recent one too.

One can backup files either on the computer itself in a different folder or on different media. While backing up files in a different folder on the computer itself can be convenient, if the hard disk of the computer crashes, one loses all data. Backing up files on external media storage would be wisest thing to do at all time

So how does one determine a backup solution? Consider the following factors:

- **Capacity:** What is the amount of data you need to backup on a daily basis? How much space would one need for a month or a year?
- **Frequency:** How often would you want to create backups?
- **Retrieval speed:** How fast can you retrieve the data? This decides the storage device on which you backup.
- **Cost:** Ofcourse, this, is a decisive factor, particularly for community radio stations.

3.3.2 Storage Devices

Storage devices are those that can store information and support a system for accessing and retrieving the information using hardware interface. A storage device is a physical piece of equipment that can hold data/information. The data stored in a drive is in a electrical form which can be anything like software programs, source code, images, audio or video files, office documents, spreadsheet numbers, and a host of other file types. The storage device generally store data in files. A system if files defines the arangementr of files in the storage device.

When large amounts of data needs to be stored/ transferred from one place and retrieved at another place and at the time of using a hardware interface a storage device is used.

There are primarily three types of materials that serve as storage devices:

1. **Magnetic:** All the hard disks, storage tapes etc are all magnetic types.
2. **Optical:** DVDs, CDs, Blu-ray disc etc that run and retrieve data using an optical interface are knows as optical storage devices.
3. **Solid state:** All the flash cards, memory cards, memory sticks(pen drives),etc. are all solid state storage devices.

Magnetic storage devices

These storage devices store all data/ information in the form of magnetized dots. Small electromagnets in the drive produce these dots, enable, them to erase and also read them. Magnetic storage devices can either be magnetic tapes or even hard disks (fixed or removable).

Fixed magnetic storage disks are the ones that are found in computers. These disks act as main storage device for a computer. Accessing, storing and retrieving data from these disks can be done at astounding speeds. They also have astounding capacities. For instance, toady most computers come with hard disks ranging from 100 GB to even 2 Terra bytes (2000 GB)!

One of the merits of such drives is that they make backing up and storing of files very easy. However, the demerit is that if they occur to crash all the data is likely to be lost forever.

Portable hard disks are removable types and can be carried from one place to another. For storing the data, you need to connect the removable drive to the computer with the help of USB cable or a Firewire cable. They too come in large capacities and can be used to store a variety of data.

One of the major merits with hard disks is that information can be stored on it and it will store the data even when the computer is switched off. When the computer is switched on or when a portable type is connected to a computer, the latter recognizes it and helps us retrieve the files.

Magnetic tape

This type of storage, often called the tertiary storage types are used in large servers when the data is very large in size. Rotation per minute (rpm) is a major factor that determines the performance of a hard disk. The revolution of Hard disk range between 3400 rpm and 7200 rpm. The magnetic tape store all the data on the surface with the help of rigidity and high-speed rotation of the disc. The smaller magnetic charge can be used by the disk that spins rapidly to create current flow to the store data on the surface. The head of the drive can also use a current of lower density to record the data on the disk. drives.

Optical storage disks

An optical storage device is one in which laser technology is used to read and write data from the disk. The most popular storage devices next to the magnetic disk drives are the optical drives. These incorporate DVDs, Bluray disks and CDs.

CD stands for compact disc and is still the most universally compatible format for wide audio distribution. A standard CD-ROM can hold about 700 megabytes of data and can be played back on a computer CD drive and most DVD players.

DVD stands for digital versatile disc. A standard VCD stores video and audio data in MPEG-1 format and MPEG-2 format data is stored by a standard DVD. To play these DVD, we need a DVD player and a computer equipped DVD player. The DVD is made up of a very high-density optical storage. It stores triple the data stored in a VCDs. A movie need 2½ hr playback time which we can store in two VCDs. The storage needed by the same movie is only DVD. You can now understand how much audio a DVD can hold.

The following table will give you an idea of CDs and DVDs available in the market for general use.

Disc	Disc Types	Data Capacity	Mp3 audio
CD	CD-ROM, CD-R, CD-RW	700 MB	80 mins
DVD	DVD-ROM, DVD+R, DVD-R, DVD RW	4.7 GB	72 hours
	Single layer, double sided	9.4 GB	140+hours
	Dual layer, single sided	8.5 GB	120+hours
	Dual layer, double sided	17 GB	240+hours

Fig.3.3.1: Kinds of CDs and DVDs

Although optical disks are greatly available in the market and closely all computers come with optical disk drives and software to write and read data, these are soon losing out to hard disk drives. The main reason for the diminishing popularity of optical disks is that they are extremely delicate and any scratch on the disk means that the data can't be retrieved. On the other hand Hard disks are very durable and can retain data for a much prolonged period of time.

Solid state storages

The solid state storages devices do not have any moving parts like flash memory and pen drives. The flash memory storage is generally found in digital camera, digital camcoders, and mobile phones. To read or write the flash

memory, you will need a suitable drive even pen drive uses the same technology to read and write the data or information. Now a days, the pendrive are able to store the data up to 128 gb. Some pen drive also comes with inbuilt audio player. To connect the pen drive with the computer, you will need a usb drive which may be given in your computer by the manufacturer.

Major merits with pen drives is that they are portable, compact, faster to use, removable, comes with high storage capacities and are more reliable, since they do not have any moving parts.

Other types of solid state storage devices, include memory cards. There are many different kinds of memory cards but for purposes of our study we will study the following:

- **Secure Digital card (SD):** An Secure Digital Card is an small flash memory card which is designed to store large data in a smaller size. Now a days, every electronic storage device uses SD card to store the data like digital video camcorders, digital cameras, mobile phones, handheld computers, and audio players.
- **MiniSD Card with an SD card adapter:** An Micro SD card and Mini SD card are ultra small in size. These storage devices are a type of removable flash memory generally used for read or write the data and information. The Micro SD card are also know as as μ SD or uSD. These cards are mainly used in mobile phones.
- **CompactFlash (CF-I):** CompactFlash (CF) is a flash memory mass storage device used mainly in portable electronic devices. The other formats, like varied Memory Stick formats, SD/MMC, and xD-Picture Card offered good competition.
- **Memory Stick:** It is a digital data storage technology which can store the data with up to 10 times the storage capacity of a 3.5 diskette. The Memory Stick is able to store, share, and transfer music, pictures and other data in between two different device like digital camcorders and cameras. The Memory Sticks are available in different sizes in the market like 4mb, 8mb, 16mb, 32mb and 64mb sizes. The size of a memory stick is like a flat AA battery. The Memory stick is in smaller size as comparison to other storage devices like smart media and compact flash memory.
- **MultiMediaCard (MMC):** The MultiMediaCard (MMC) is a memory card used for storing data which is standardry used for solid-state storage. The MMC is used in many devices which can use Secure Digital (SD) cards. Generally, the MMC is used as a storage means which can be used in many portable device.
- **SmartMedia:** The SmartMedia is a flash memory storage card which is owned by Toshiba. The capacity of the SmarMedia is ranging from 2 MB to 128 MB. Now a days, the SmartMedia storage memory cards are no longer manufactured.
- **xD-Picture Card:** The xD in in the xD-Picture Card termed as eXtreme Digital. These xD-Picture Card is a flash memory card format, generally used by digital cameras made up of Olympus and Fujifilm.

4. Design Characters and Ensuring Consistency



Unit 4.1- Design Characters - Working on Photoshop



MES / N 0502

MES / N 0503

Key Learning Outcomes

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

1. Follow the storyboard for positioning the character towards the background and camera to design the desired animation.
2. Draw/source key frame drawings to establish a reference point for strong poses Incorporate audio/music assets.
3. Ensure that the hook-up/transition from one scene to another is done properly.
4. How to work with layers and get a good perspective view.
5. Work effectively within the team and with other departments, namely, assets, lighting and effects.
6. Critically review animation produced, keeping in mind the creative and design specifications and producer brief.
7. Ensure that the work-products meet quality standards (so that they can be approved with minimum iterations) and are delivered within the requisite timelines.
8. Apply principles of design, 2D animation and film-making to create sequences and scenes/shots.

UNIT 5.1: Working on Photoshop

Unit Objectives

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

1. Prepare a prototype of 2D work product/pre-visualisation for review
2. Work on Photoshop software

5.1.1 Photoshop Tool Bar

You need to click on the Window button from Menu bar at the top of the screen. The drop-down will be displayed. Click on the Tools button from the displayed menu, the Tools bar will be displayed. In Photoshop CS3 software, the Tool bar may be displayed in two types which is shown below:

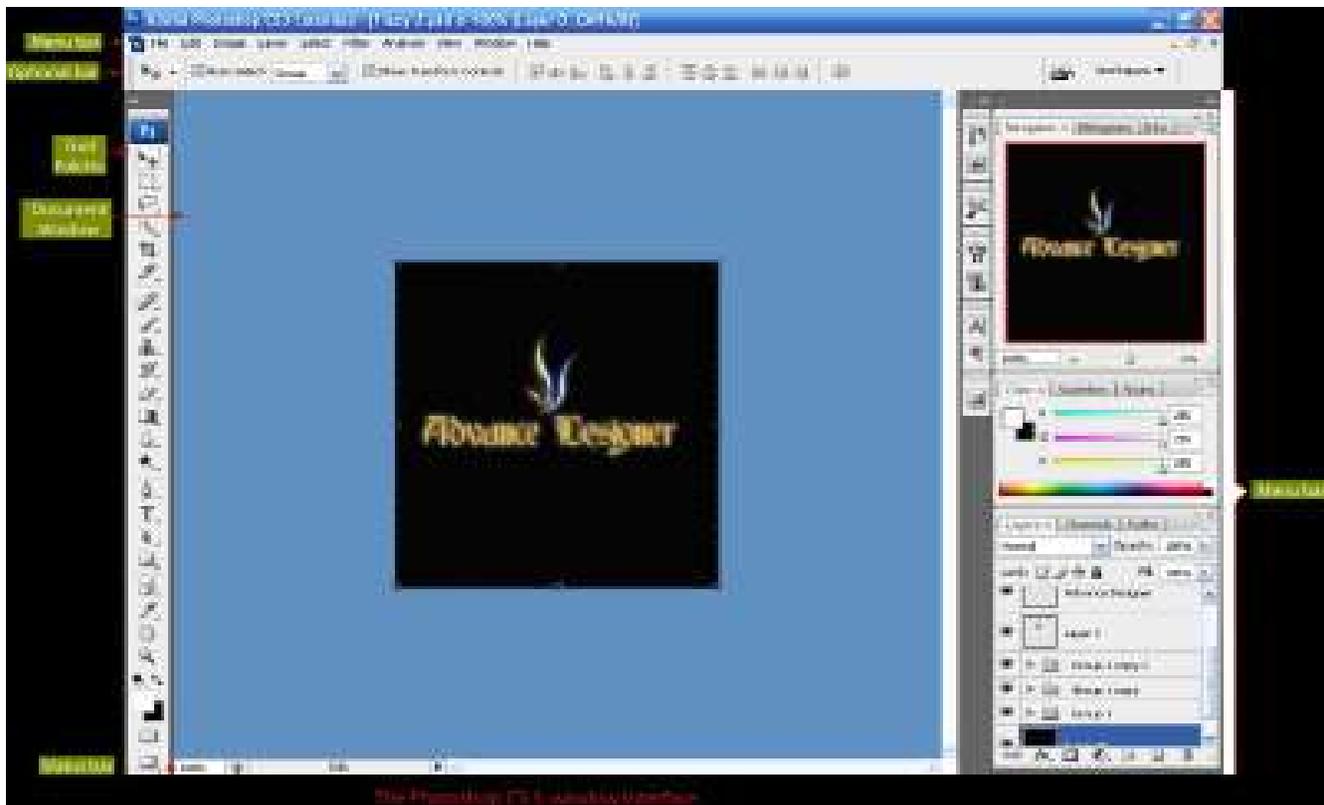


Fig.5.1.1: Photoshop windows

Compact Tool Bar

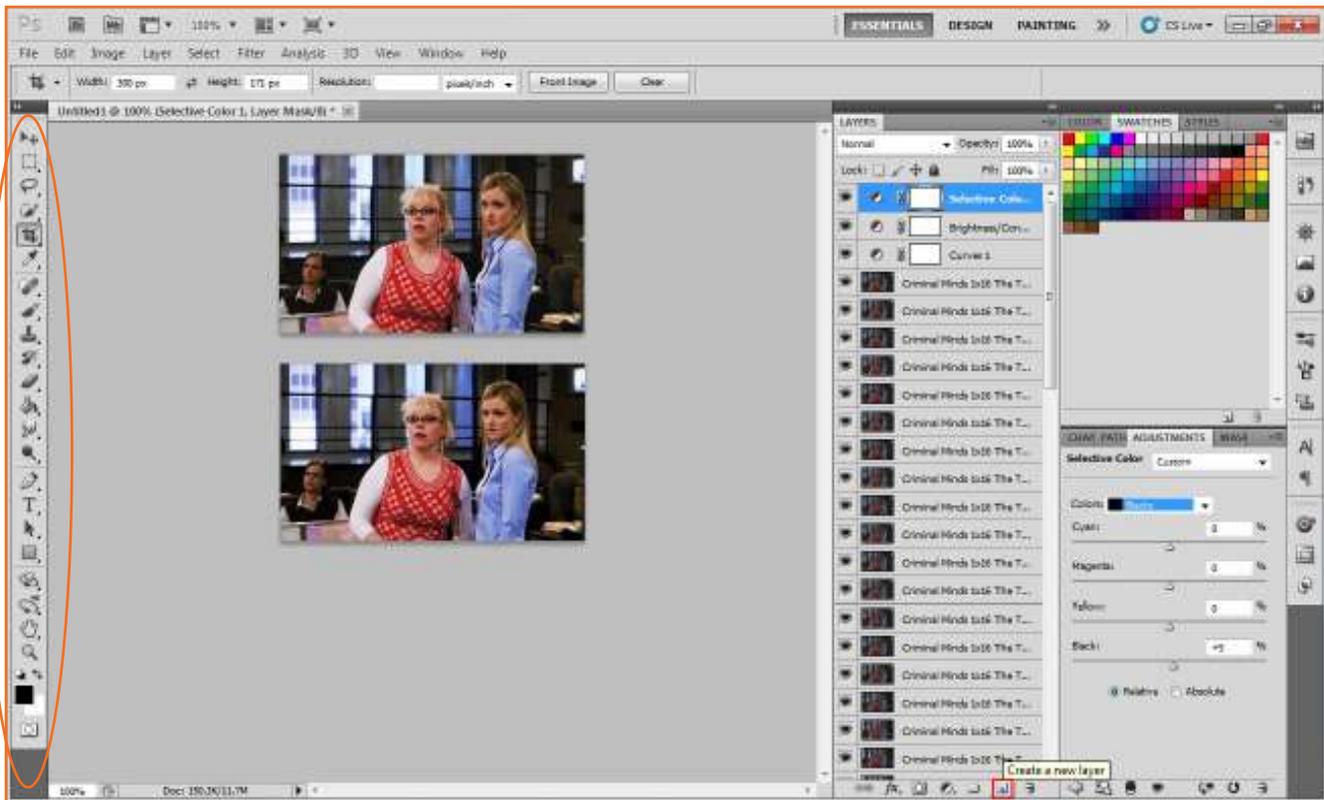


Fig.5.1.2: Compact tool bar

Extended Tool bar

The extended toolbar is displayed on the left of the screen:

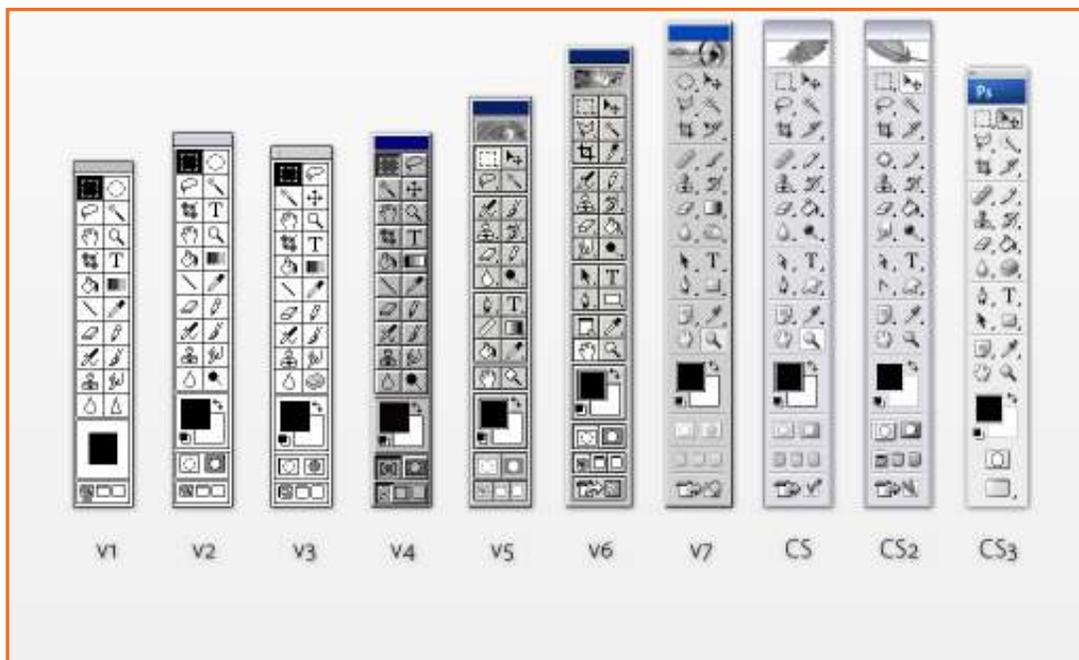


Fig.5.1.3: Extended and compact display

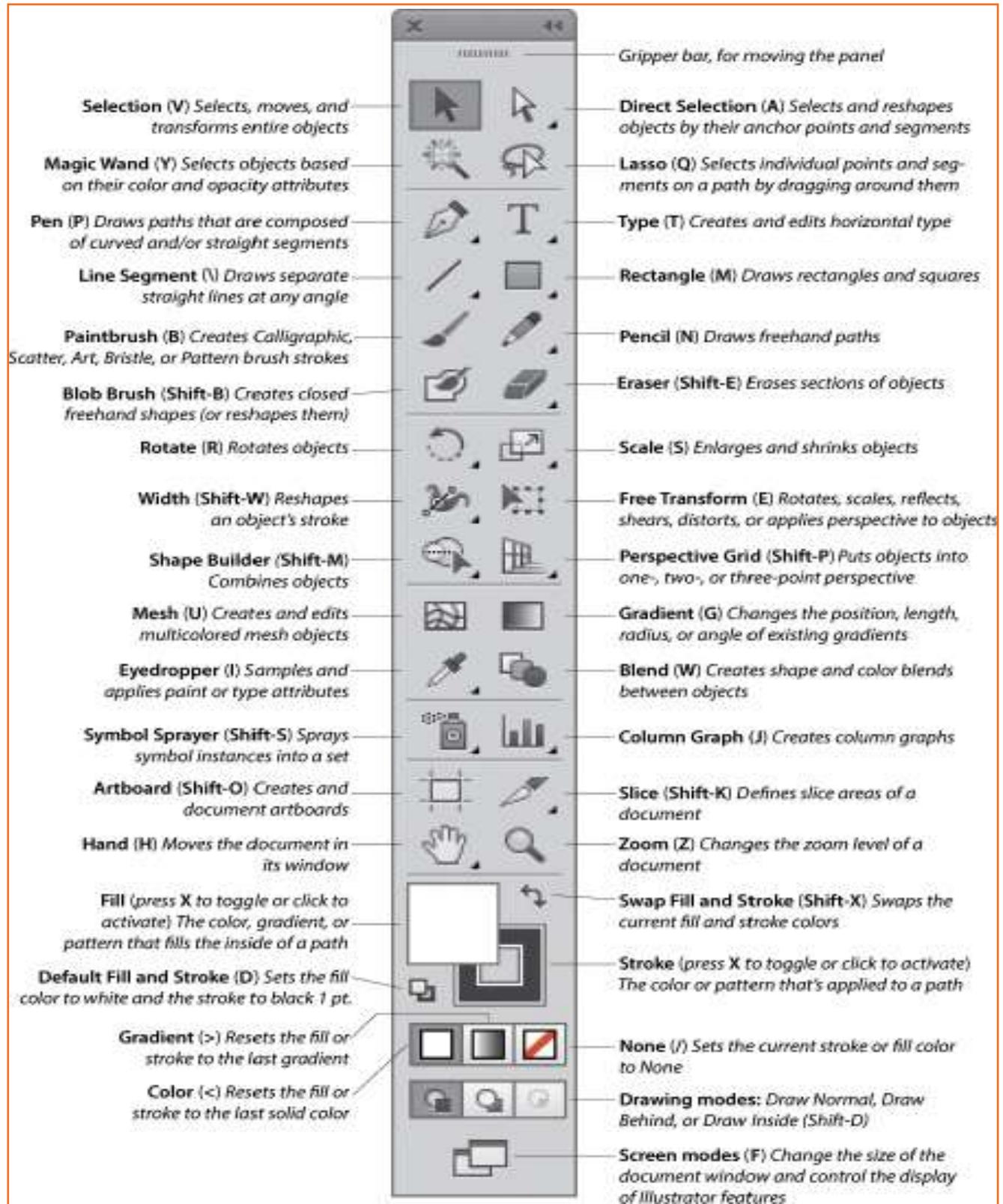


Fig.5.1.4: Tool name

Some buttons in the toolbar include more than one tool or we can say the other type of the same tool. For example, we can apply the Polygonal tool and the Magnetic Lasso tool by clicking on the Lasso as shown below:

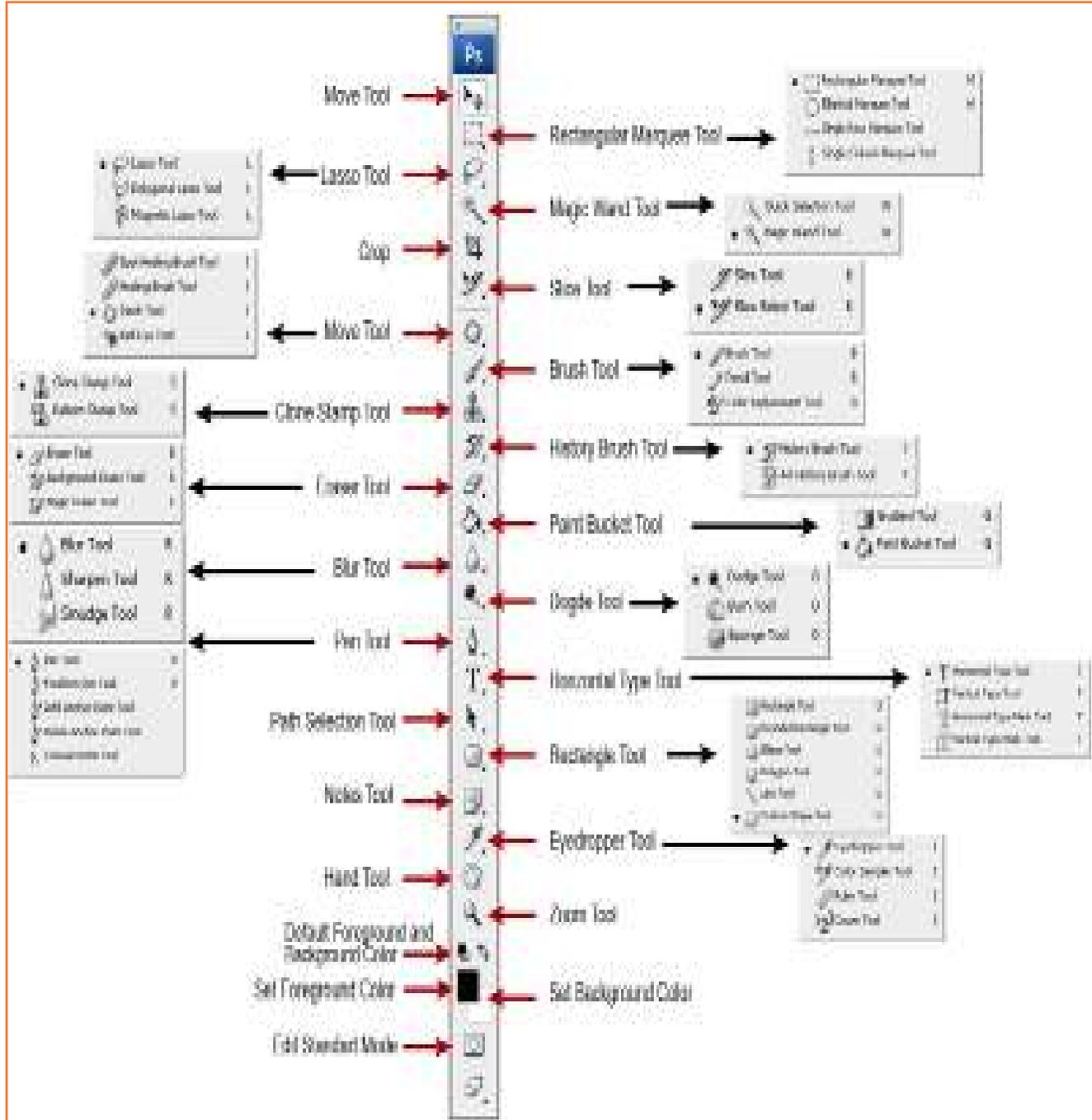


Fig.5.1.5: Additional tools

5.1.1.2 Tool Palettes



Fig.5.1.8: Tool Palettes

1. **Tool information menu:** Click on the tool bar menu and select the size and other options of the selected tool.
2. **History palette:** The History palette is used to undo or redo your your steps by clicking on them. This section holds the memory of around 30 previos steps or action you have done for editing your photo. In this software you are able to change the number of action or steps which are displayed in the History palette from the main option.
3. **Tool presets:** The Tool presets tool is used for denying the information for current tools
4. **Brushes and Clone source:** Click on the Brushes or Clone options to us brushes or clone any area of the drawing.
5. **Character and Paragraph:** The Character and Paragraph option is used to select text size, color, font etc of the text. You can also change the space and other options.
6. **Navigator and Info:** The Navigate option is used to navigate the image on your current screen. It is als used to control the zoom in and zoom out button. The Info button is used to locate the exact locaiton of a color or an object.
7. **Color selection:** The color selection is used to define a color or create a gradient as per need.
8. **Layer palette:** The Layer palette tool is used to apply the layers in the current image. It is the most powerful feature of Photoshop. In the Photoshop software, each layer acts as a separate image, which is able to be edited other than any other layer.

The layers of the image are managed with the use of Layers palette tool. The Layers palette option displays a thumbnail view of each layer on the image to help for identifying.

To enable the layers for an image you need to click on the tool and to disable the layer, click again. With the help of this software, you are able to change the appearance of an image without permanently affecting the single pixel of image. Click on the eye button to show or hide the visibility. One of its layer is hidden revelling the white background beneath.

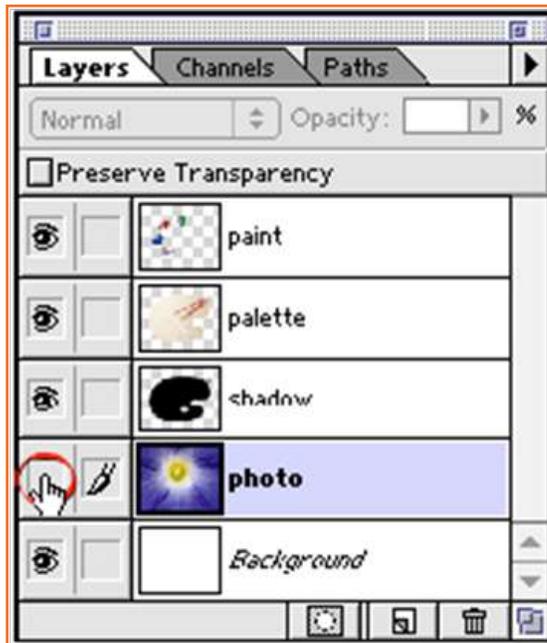


Fig.5.1.3(a): Layers Palette

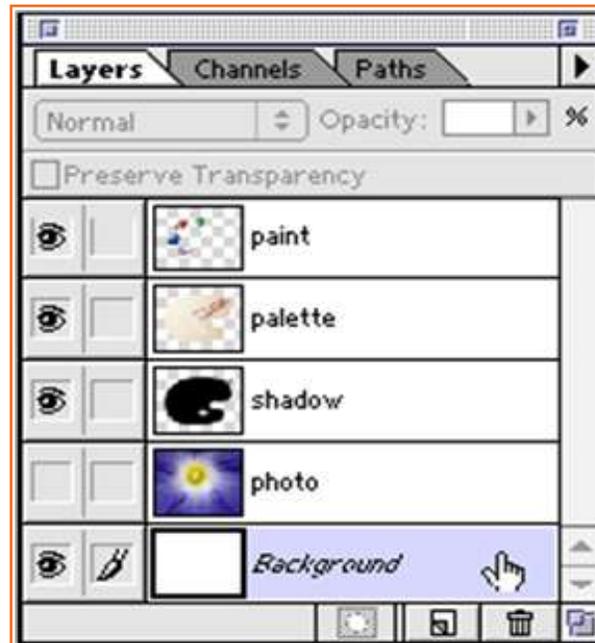


Fig.5.1.3(b): Layers Palette

Note: Click and drag the layer to the trash button in the layer palette to delete a layer. The layer will be deleted.

Note: That there is no change in the appearance of the document window. Look all the time to the Layers palette to see which layer is active, not to the document window.

5.1.1.3 Capturing Images

The photoshop software is also used to manipulate the images. In photoshop, you are able to import the images from mobile phone camera, digital camera, a scanner and Internet.

Digital Camera: To import the image from digital camera to photoshop, you need to connect the digital camera with the help of USB cable or wireless connection. After connecting, copy your images from digital camera to your computer's hard drive in a specific location. You need to remember the location of file storage for future reference. Open the Photoshop software, and click on File button > Open button. The open dialog box will be displayed. Select the required file and click on the Open button. The image will be opened.

NOTE: You need to be sure to rename manipulated image before saving. Because sometimes the original image will be used for future references.

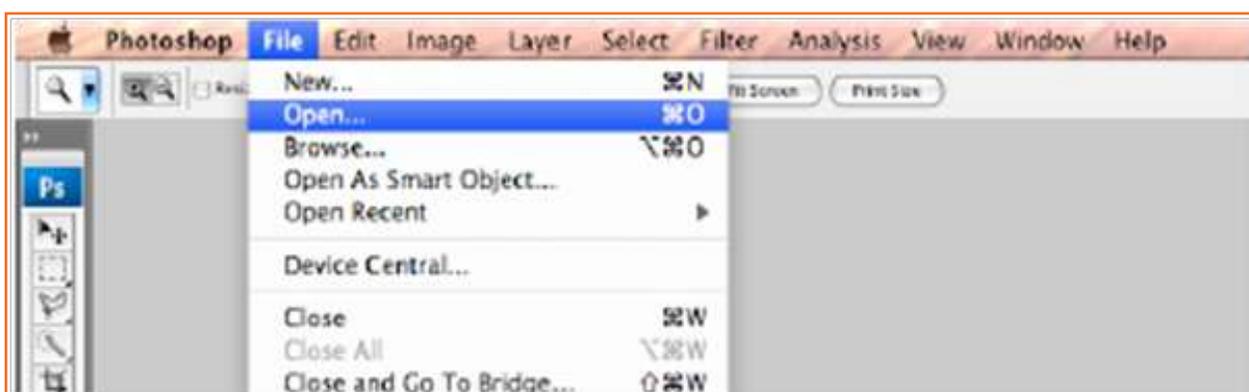


Fig.5.1.4: Open an Image

Mobile Camera: The connection of Mobile Cameras is established as the same way as digital camera.

Internet Images: After searching the required file from the internet, you need to save the downloaded file in a specific location of the computer's hard drive. You need to be sure to remember the folder name for future reference. Later, you will need the file for editing in Photoshop. (Refer to project guidelines)

Scan your images: You will need an image scanner to scan the image. You need to put the image facing down in the scanner glass to scan the image. Then you need to click on File button > Import button > and select the scanner source. In some cases, a notification window will be displayed on the screen for notifying about the scanned image. In that case you will need to adjust the parameters for your image to be scanned.

NOTE: The print quality of the image should be 150-300 dpi. [dot (pixel) per inch] and images used for the screen should be 72 dpi.

The displayed image shows the commands for scanning an image in scanner .

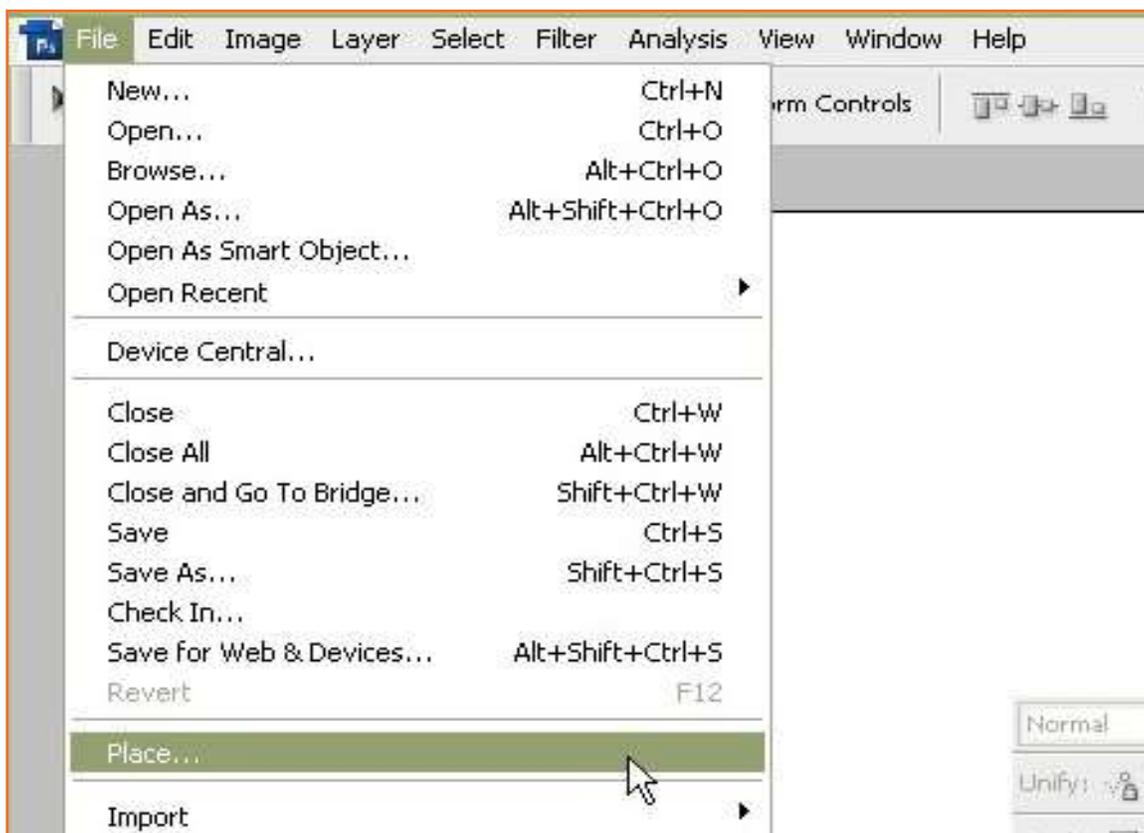


Fig.5.1.4: Importing an Image

5.1.1.4 Saving Images in Different File Types in Photoshop

The Photoshop software is capable of saving the image file in different formats which are listed below:

- **JPEG:** JPEG is the most commonly used format for storing the image file.
- **PSD:** The .PSD (Photoshop Document) format is supported by Photoshop which includes mask layers, color spaces, transparency, text, alpha channels, Clipping paths, ICC profiles, and spot colors, and duotone settings.

This format is similar to other formats of photoshop like .EPS or .GIF which restrict the content of image to be streamlined. The .PSD format of photoshop id widely used among users of photoshop and also this format is used by mostly other softwares.

- **GIF:** GIFs is a format of image files that supports both animated and static images..The GIF favors the flat areas of uniform color with well-defined edges. The format can be used for displaying small animations and film clips of low resolution.

5.1.1.5 Color format

RGB

The RGB system refers to the Red, Green, and Blue colour. It is a system which is used to represent the colors to be used in a computer display. The name of the system is comes from the initial letter of the three additive primary colour. Generally the RGB system is aplicable in devices like color tv, image scanners, video games, and digital camera.

CMYK

The CMYK stands for cyan, magenta, yellow, and key (black) colours. This colour system is generally used in color printing and printing process. This colour system works like a invert version of RGB colour system. The RGB system is generally used in computer displays while CMYK system is generally used in printed colour illustrations (Hard Copy). Though, the intensity of the system is varied by press ans printing service.

5.1.1.6 The Size and Resolution

Organising the files adn folders from the starting of the project is really important.

You need to save the images in a screen resolution of 72 dpi in order to work with the flash project. The flash project will be based on default size 400 x 550 pixels. It will be helpful, if the size of image is 800 x 600 pixels

- You need to change the size and resolution of your current images
- Click on the image size button from the top menu of Photoshop software.

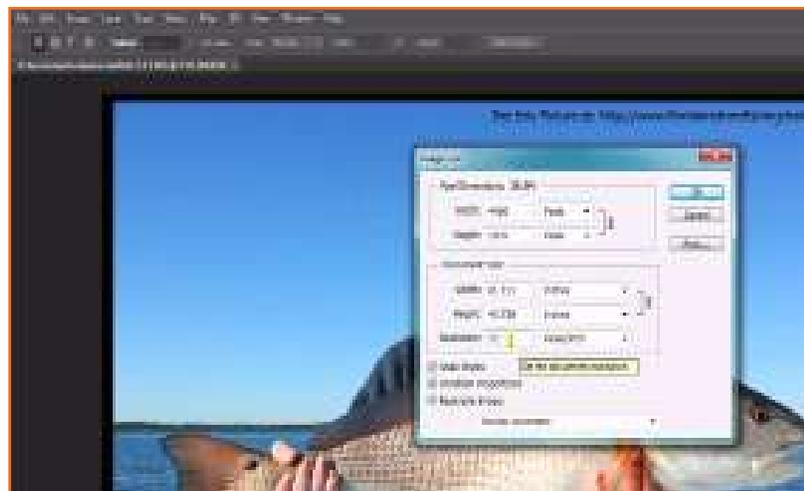


Fig.5.1.5: Change size and resolution

You are able to change the dimensions and resolution of the image from the appeared image. You need to be ensure that the Constrain Proportion boxed is selected.

5.1.1.6 Optimizing your files for Adobe Flash

There are several techniques to optimize and save your the file for adobe flash. Below, the simple method is given.

- When you have done the editing of the image in photoshop, you need to save the current file in .PSD format in order to include the layers etc. But the flash is unable to open the .PSD format file.
- Select the File button from top menu and click on the Save for the web & devises. A new window will be displayed.

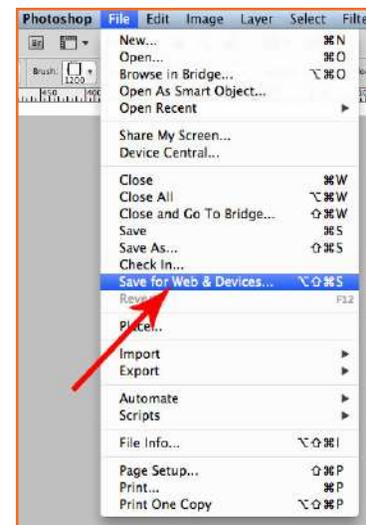


Fig.5.1.6: Save file



Fig.5.1.7: Save file

Click on the desired format to select for image from the right of the dialog box. The two images will be displayed indicating the original image and the new image which will be saved as per color resolution.

Click on the save button after selecting the desired color resolution of the image to the new folder.

NOTE: Click and select the transparency button when the background of the image is transparent. The image will be saved in .GIF format.

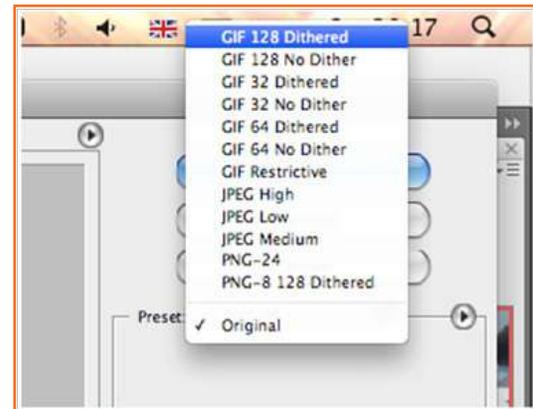


Fig.5.1.8: Save file

Bitmaps

The bitmap is a type of image file format which is used to store the digital images. The meaning of bitmap as per computer programming technology is just a map of bits or a specially mapped array of bits. It is a similar concept as pixmap which can be a mapped array of pixels. The images in general may be referred to as bitmaps or pixmaps, whether synthetic or photographic. Like Photoshop uses bitmaps when importing image files from external sources like digital camera and scanner.

Vector

The Vector option is used to show the graphics of geometrical primitives like lines, points, curves, and shapes or polygon(s), which are based on mathematical equations to show the image in computer graphics. The image in vector graphics is the representation of an array of pixels because it is typically used for showing the photographic images. The use of Vector graphics is efficient and effective. Like Flash and Illustrator can both use bitmaps and vector images.



Fig.5.1.9: Vector

5.1.7 Working on Adobe Illustrator

Convert your bitmaps into vectors

Open the desired format document in Adobe Illustrator. You can also open the recent document or create a new file. You can also change the document specification and after changing, click on the OK button.

In Adobe Illustrator the tools, palettes and layout options are similar to Photoshop software. There are some tools by whom you are not familiar.

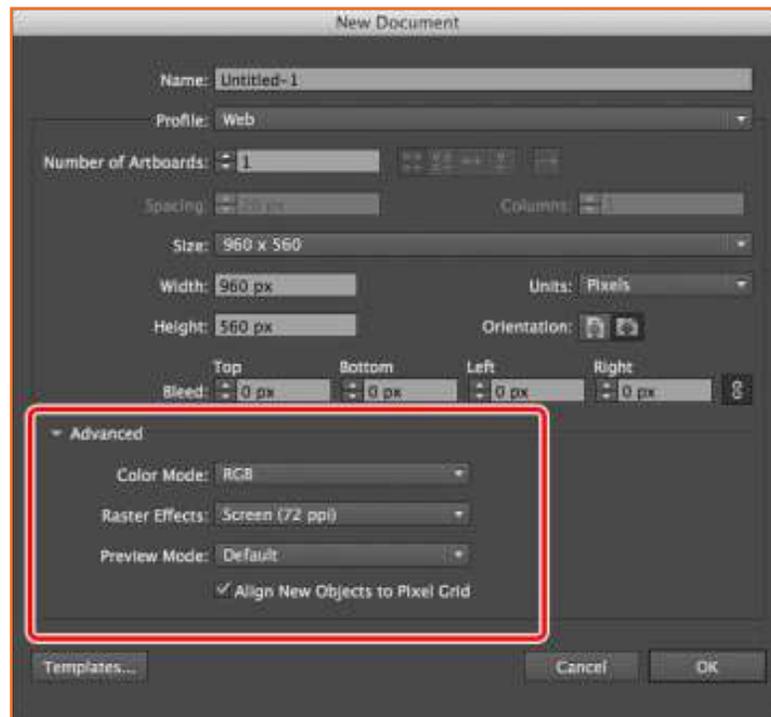


Fig.5.1.10(a): Bitmap into Vector

Click on the Live trace options from the top menu to choose which live trace alternative you would like to select. You can notice the difference on selecting live traces option in the below example:

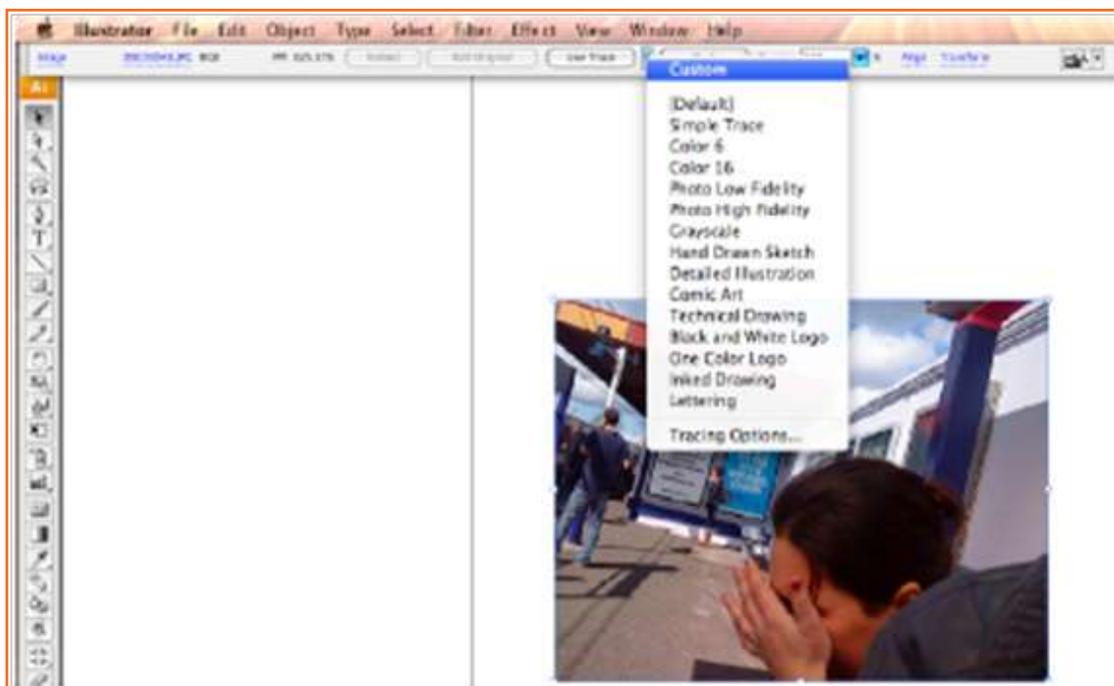


Fig.5.1.10 (b): Bitmap into Vector

There are two images are shown in the above frame in which the above image is of Bitmap and the bottom image

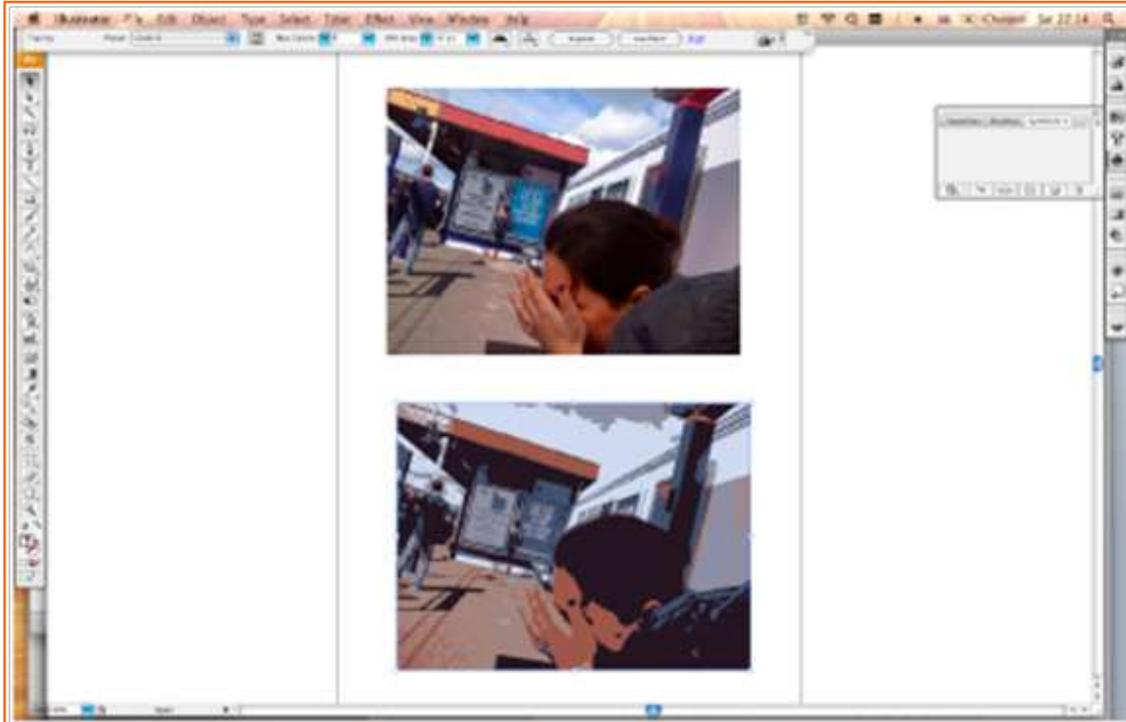


Fig.5.1.11: Live trace

is a vector graphic. If you want to use the bottom image in flash then you need to copy the image from here and then paste it into the flash. You can also export the image as an *.swf file (flash movie) so you can import it to flash later as a flash movie (only one frame).

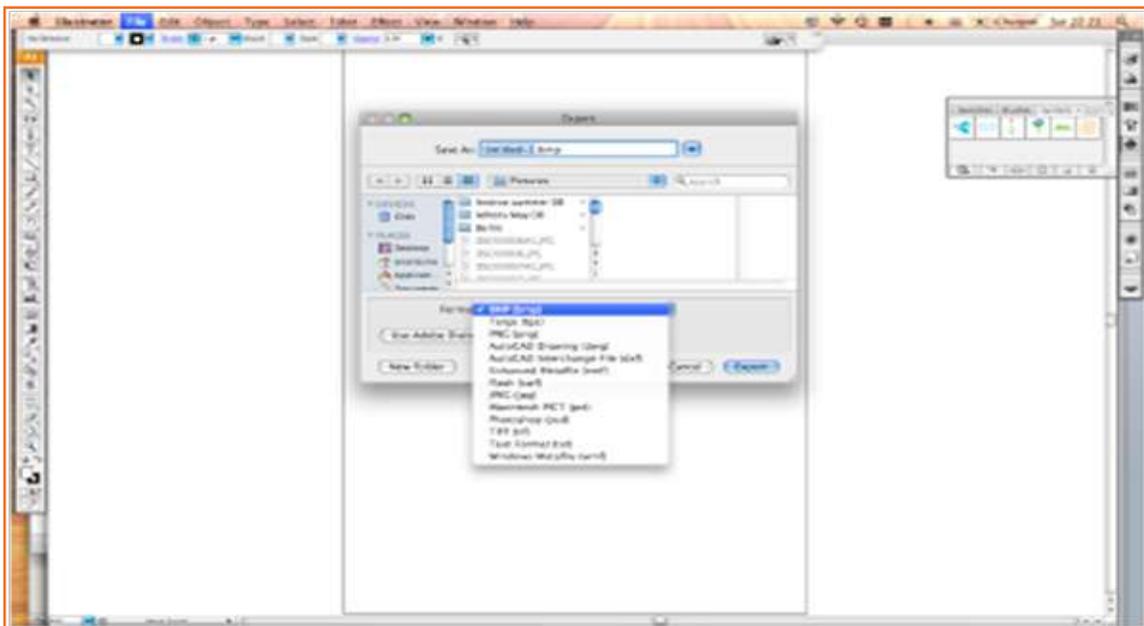


Fig.5.1.12: Importing

5. Maintain Workplace Health and Safety

Unit 5.1 Maintain Workplace Health and Safety



MES/N 0104

Key Learning Outcomes

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

1. Observing and understand the current health, safety, security policies and procedure of organisation.
2. Understand the safe working practices pertaining to own occupation.
3. Understand the government rules and policies related to the health and safety including emergency procedures for accidents, illness, fires or others.
4. Identifying the person responsible for health and safety in the working area, including those person whom to contact in emergency.
5. Identifying the security signals in the workplace fire alarms, staircases, fire warden stations, first aid and medical rooms.
6. Identifying the possible work hazards in the working area which can cause risk to others health and safety.
7. Ensuring own and others health and safety in the workpalce through precautionary measures.
8. Identify and recommend the basic terms and opportunities to the designated person of your workpalce for improving health, safety, and security.
9. Identify and correct the cause of accidents, illness, fires in your working area and within the limits of individual's authority.

UNIT 5.1: Maintain Workplace Health and Safety

Unit Objectives

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

1. Observing and understand the current health, safety, security policies and procedure of organisation.
2. Ensuring own and others health and safety in the workplace through precautionary measures.
3. Identify and recommend the basic terms and opportunities to the designated person of your workplace for improving health, safety, and security.

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 immediate evacuation includes:

- Explosions
- Fires
- Earthquakes
- Hurricanes
- Floods
- Workplace violence
- Toxic material releases
- Tornadoes
- Civil disturbances

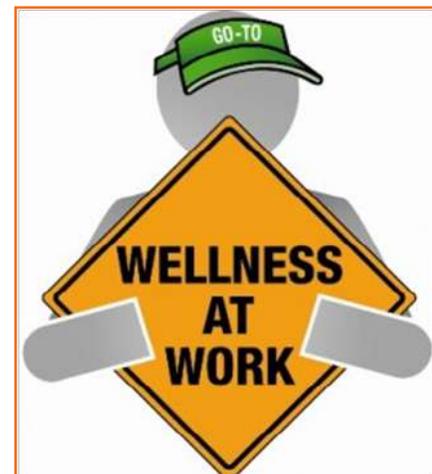


Fig.5.1.1: Conditions for Evacuation

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, ensure that your buddy is safely out of the premises with you.

- **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

The responsibility of the safety of the workers in case of emergency is on the fire safety and evacuation workers. These workers need to go through the training to know the duties and responsibilities. In a workplace the fire drill should be done in every 3 months under simulated fire conditions so that the workers know the techniques of saving their and other life. By practicing in the fire drills, all the workers are able to know the life saving method in case of emergency.

These are the exercises designed to check the staff response as per emergency. It is also a test of the emergency staff, working staff and other members of the fire safety department. Some time the drill is not successful but that's okay because humans learn from previous mistakes. But it is important for all the members that they correct their mistakes on time. Sometimes all the mistakes were not done by the members of staff, the mistake is done by the faulty equipment and safety plans. But, there is a need for staff training periodically.

There are two vital components for preparing the fire safety plan which are written below:

1. An emergency action plan, which tells the procedure to be optimized in case of emergency.
2. A fire prevention plan, which tells the methods to be optimized to control the fire as soon as possible.

You need to participate 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 fire.

Fire safety and evacuation plans sketch staff duties and accountabilities in time of emergency. Continuing training is required to help safeguard that the employees are conscious of those duties and responsibilities. Fire fighting trainings serve as an opportunity for staff members to validate, under replicated fire conditions, that they can perform those duties and responsibilities safely and efficiently. It's also a time for the workers or employee to demonstrate about the defend-in-place strategies and also the workers are able to take advantage of facility's fire protection features and exit facilities to protect the people in their care.

These are excellent exercises designed to evaluate staff response to a replicated emergency. They are also a test of facility's fire safety/evacuation strategies and staff training programs. It is not essential that all run smoothly. That's okay, so long as staff and the organization learn from them and correct mistakes made. It's vital, therefore, that there be an analysis of each drill so that any problems met can be addressed. Perhaps the problems are due to unfinished or out-dated fire safety/emergency plans. Perhaps there's a need for further training of staff.

The two essential components of a fire preparedness plan are the following:

1. An emergency action plan, which details what to do when a fire occurs.
2. A fire prevention plan, which describes what to do to prevent a fire from occurring.



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 these crucial movements. Pay attention during these sessions. You might be able to save your own and your friend lives.

5.1.3.1 In case of Medical Emergency

A medical emergency is a situation in which a worker met in accident and needs medical help. The medical injury may be severe or life threatening. Some situation where:

- Person is not inhaling
- Heart attack or stroke
- Heavy or severe bleeding
- Electric Shock
- In case of Poisoning
- Person get some body Burns

In case of medical emergency, the person or victim requires the immediate help. Sometime the person need attention before the you call the emergency helpline.

It is important to know or remember the number of emergency helpline or Emergency Medical Service (EMS) for the safety of self and other workers.

DON'T

- Let the victim to eat or drink anything.
- Confine the victim
- splash any fluid on victim face or on injury.
- shift the victim to another area or place unless it is the only way to protect the victim.

Bleeding

- Apply any type of pressure on the wound of victim with the help of bandage or any other means.
- Elevate the wound to slow the bleeding.
- When necessary, apply the pressure on pressure points near wound to block excess bleeding.

Fainting

- Fainting is a loss of consciousness which is due to temporary reduction flow of blood in the victim's brain.
- The unconsciousness of the victim may led to more injury in the workplace.
- Slow pulse of the victim.
- The pale, cold skin and sweating of the victim.

Causes of fainting:

- Eating or drinking lack of fluids which is also known as dehydration.
- The low blood pressure of the victim.

- Due to lack of sleep.
- Over exhaustion of the worker.

First Aid for Fainting:

- Lie down the victim on the back and raise the legs above his heart level.
- Ensure the clearance of victim's nose.
- Check for indication of coughing, or breathing problem.
- Loose the tight cloths like neck ties, collars, and belts.
- If the victim remains unconscious from the 1 minute, call the EMS as soon as possible.

Shock

The shock occurs in the human body on the failure of circulatory system. When insufficient amount of oxygen is reached in the body tissue, the shock also occurs. This condition is treated as soon as possible if not, it may lead to organ failure, and may cause death. Shock becomes more worse by fear and pain of victim.

First Aid for shock:

- If possible, keep the victims in lying down position.
- Raise the legs 10-12 inches from the ground level unless you suspect a injury in back and bone.
- If the victim is feeling cold then cover him. If the victim is feeling hot then don't make suffocation by covering him.
- If the victim starts vomiting then move the victim to the suitable place.
- Loosen the tight clothing.

Muscle Cramps

- Stretch out the affected muscle of the victim to counterbalance the cramp part of the body.
- Firmly massage the cramped muscle.
- Apply some kind of moist heat on the affected area.
- If the cramp remains in the muscle, get medical help as soon as possible.
- Rest- avoids movements and activities that cause pain.
- Apply the ice on the cramped muscle it may reduce the pain and swelling of the muscle.
- Applying the light compression like elastic bandage on the affected area may reduce the swelling.
- Raising the affected area above the heart level may reduce the swelling as well as pain.

Fractures

As we all know about the fracture that is the crack or break in the bone.

Dislocation

A dislocation occurs when the bone slips out from the specified location. It generally occurs in the shoulders, thumb, elbow, fingers, lower jaw and other movable joints.

First Aid for Dislocations & Fractures:

- Immobilise the effected part.
- Stabilise 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 is the assistance given to any person suffering a sudden illness or injury with care provided to preserve life, prevent the condition from worsening, or promote recovery.

Kits vary in contents but most kits have the following items:

- Band-aids / Adhesive bandages
- Gauze pads and tape
- Scissors, cold pack
- Wound bandage / compress
- Eye pads / eye wash solution
- First aid / burn cream
- Antibiotic ointment
- Face shield or barrier mask for providing CPR
- Forceps / tweezers
- Disposable thermometers
- First aid instruction booklet



Fig.5.1.3: First Aid Box

5.1.5 Personal Protective Equipments (PPE)

Personal protective equipment (PPE) refers to protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection. The safety by protective equipment include electrical, heat, physical, biohazards, chemicals, and airborne particulate matter.



In the workplace, there are many situations which require immediate first aid to the victim and many countries have made some regulation, legislation, and guidance which specify the minimum level of first aid to be given to the victim. For this, the worker needs the special training and area for achieving the immediate first aid. Gor

achieve this, the training should be given by specialist first aid officer and necessary training given by learning institute. The training of first aid does not need any type of specific tools and equipment but may involve the improvisation with material offered at the time of training.

Vital Signs	Good	Poor
Heart Rate	60-100 beats per minute	Less than 60 or greater than 100 beats per minute
Respirations	14-16 breaths per minute	Less than 14 breaths per minute
Fig. 5.1.2: Vital Signs Skin	Warm, pink and dry	Cool, pale and moist
Consciousness	Alert and orientated	Drowsy or unconscious



Fig.5.1.1: First aid Pyramid

While delivering First Aid always remember:

- to prevent from degradation.
- Act deliberately and confidently with the victim.
- The timings of Golden Hour should be first 60 minutes from an accident .
- The timings of Platinum Period should be first 15 minutes following an accident.
- Prevent the body shock and choking .
- Stop bleeding from the wound.
- Loosen the clothes of victim.
- Regulate the respiratory system of the victim.
- Avoid crowding near the victim.
- Take the victim to safe place or hospital near the workplace.
- Attend the emergencies situation with ease and without fear.
- Always remember to not overdo. Beacuse the person giving the first aid is not doctor.

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 unit, you will be able to:

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

UNIT 6.1: Introduction to the Soft Skills

Unit Objectives

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

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

6.1.1 What is a Soft Skill?

These are personal characteristics that describe an individual's ability to interact with people and situations around. Soft skills can be explained as a group which comprises personality traits, social graces, language, habits, sociability and optimism that characterise relationship with other people. Soft Skills complement hard skills which are occupational requirements of a job and many other activities. They are related to feelings, emotions, insight. Soft skills has to do with who we are than what we know.

For instance – the soft skills required for doctor would be empathy, understanding, active listening and a good bedside manner.

Soft skills also determine how satisfied and happy one remains in professional and personal situations.



Fig.6.1.1: Soft skills

6.1.2 Components of Soft Skills

- **Adaptability:** It is the ability of an individual to manage change. It's about how fast and smoothly a person is able to blend in and be productive in an changed environment.
- **Emotional Strength:** This involves managing mood and having control over it. An emotionally strong person succeeds in directing his moods and emotions such as anger frustration and excitement.
- **Leadership Quality:** How one manages conflict in personal and professional situation and convinces people reflects upon his leadership quality.
- **Team Playing Ability:** It is the ability to manage different types of people and make them work harmoniously with each other.
- **Decision Making:** This reflects upon how one manages his time and other resources in efficient and productive manner.

- **Interpersonal Communication:** This is an individual’s ability to effective communication with other and in the process creating a positive image of him.
- **Negotiation Skills:** This is how one negotiates with others and reduces the level of stress in work, professional and personal environment.

6.1.3 Benefits of Soft Skills

Some of the benefits of Soft Skills are as:

- Increased credibility with customers.
- Increased customer satisfaction.
- More productive employees.
- Out service the competition.
- Recognition from the industry, employer and peers.
- New employment opportunities.
- Increased ability to perform on the job.

6.1.4 Work Readiness

Work readiness involves you having what employers call “the right attitude”. At the most basic level you should have:

- A positive attitude to spend some days at workplace
- The capacity to function in a mature environment without the support of other co-workers
- An allegro attitude to the owner
- A clear interest at work to be done
- Expectations of the work that a fresher will be able to do at a workplace with commercial goals to achieve
- The willingness to be supervised, follow instructions and wear safety gear as directed
- The confidence to ask questions to clarify instructions
- Pride in appropriate personal presentation
- The ability to communicate appropriately in an adult working environment
- The capacity to acknowledge customers and provide the assistance recommended by the employer
- A commitment to maintaining their reliability and punctuality for the whole of the period spent in the workplace
- Completed a preparation for workplace learning program which includes OH&S practices, acceptable behaviour in the workplace (including child protection issues) and emergency contact procedures.



Fig.6.1.2: Work readiness

UNIT 6.2: Effective Communication

Unit Objectives

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

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

6.2.1 Introduction

We are living in an information age where communication is an integral part of our lives. We have to send, receive and process huge number of messages everyday. But effective communication is more than just passing information to each other. An effective communication is nothing but understanding the emotion behind the information. Effective communication helps us develop relationship at home, work, and in social situations by excavating our connections to others and improving teamwork, problem solving and decision making.

Effective communication skill is a learned skill, it is more effective when it's spontaneous than formula.

6.2.2 The Communication Process

The process of conveying information through the exchange of thoughts, ideas, feelings, intentions, attitude by speech, gesture, writing etc. is known as communication. It is the meaningful exchange of information between two or more participants.

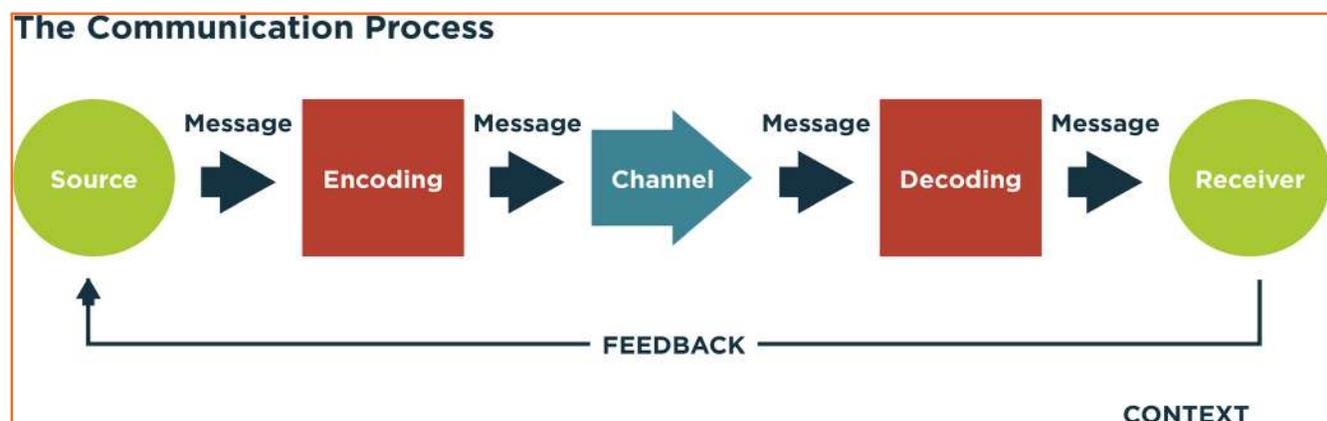


Fig.6.2.2: The Communication Process

Communication requires a sender, a message, a medium and a recipient. Communication process is not complete if a receiver does not understand the sender's message.

Communication with other involves three steps:

1. **Message:** First of all the information exists in sender's mind. It could be a concept, an idea, a formation or a feeling.
2. **Encoding:** A message is sent to the receiver in encoded language/format.
3. **Decoding:** Lastly the receiver translates the words or symbols into a concept or information that a person can understand.

6.2.3 Verbal and Non-Verbal Communication

There are three main types of communication. These are:

1. **Verbal Communication:** It means you listen to a person to understand what message the person is trying to convey. The speaker have the advantage of immediate feedback. This type of communication is best for conveying emotions and can involve storytelling and critical conversations.
2. **Written Communication:** Letters, books, newspapers are few of the examples of written communication. Printed media, emails can also be categorised into this communication. They are asynchronous, can reach many readers and are best for conveying information.
3. **Nonverbal Communication:** A nonverbal communication can also be called Body language because this communication does not involvedany 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.

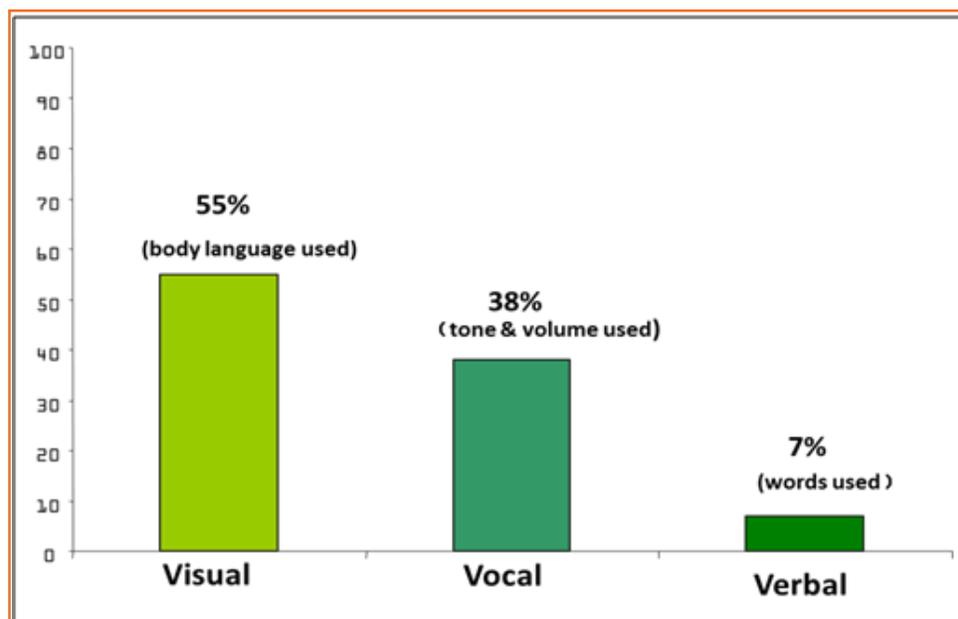


Fig.6.2.3: Categorization and ratio of Verbal and Non-Verbal Communication

According to a study only seven-membered of a receiver's comprehension of a message relies on sender's actual words, 38th relies on paralinguistic communication (tone, pace and volume of speech) and 55th relies on nonverbal cues.

Research shows that once people are lying they're more doubtless to blink more frequently, shift their weight and shrug.

6.2.4 Communicating Effectively Identifying Barriers

There are various reasons why communication is not effective and successful. These failures are because of the barriers in communication which occurs at any stage in the communication process. Barriers may lead to one's message becoming misleading and therefore at risk of wasting both time and money by causing confusion and misunderstanding. Effective communication involves overcoming these barriers and conveying a flawless and concise message.

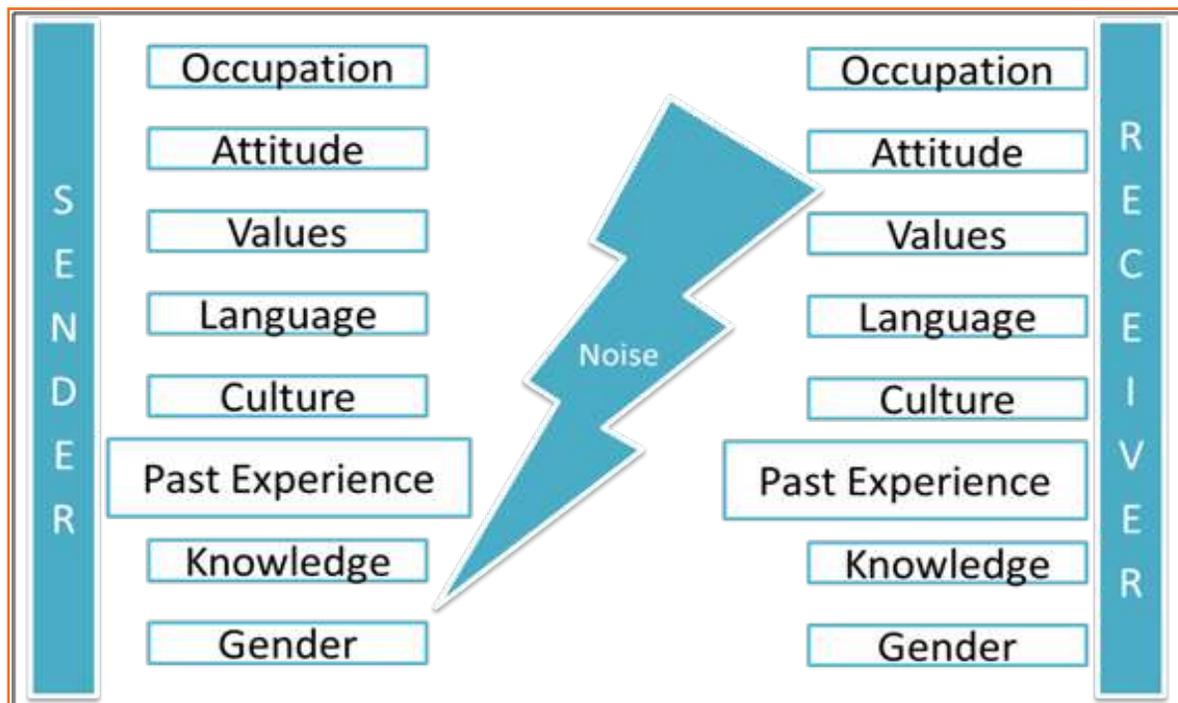


Fig.6.2.3: Barriers in Communication

A skilled person should remember these barriers and try to reduce their impact by regularly checking understanding or by giving correct feedback.

Dealing with Barriers

- Use simple, easily understood word. Over complicating makes things confusing
- While speaking in other language always prepare beforehand
- Always give or take feedback to ensure the effectiveness of communication
- Be alert to cues
- Listen, listen, listen ...
- Test your understanding
- Share opinions, perceptions

6.2.5 Effective Communication-Practice

Active Listening

Listening is one of the most significant skills one can have. To become a better listener it is important that you practice active listening at all time of verbal communication.

6.2.5.1 Some tips for active listening

- **STEP 1:** Concentrate what the person is talking about and not on noise or other external distractions.
- **STEP 2:** Understand his emotions and you get it all right. Is the speaker angry, happy or plainly inquisitive?
- **STEP 3:** When the speaker is saying or telling something, don't break the chain of his thoughts.
- **STEP 4:** Don't avoid completing sentences of the speaker. Let them speak and speak only after they finish.
- **STEP 5:** It's alright if you haven't understood at first chance. Request to repeat the information.
- **STEP 6:** Practice makes a man perfect. Listen intently, focus and ignore other noises. Listen more and talk when required.

It takes lots of concentration and determination to be active listener. Previous habits are arduous to break and if your listening habits are not good then you have to break those. Start listening deliberately and prompt yourself frequently that your goal is to hear truly what the other person is saying.

UNIT 6.3: Grooming and Hygiene

Unit Objectives

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

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

6.3.1 Personal Grooming

An art of keeping your body and mind clean is Personal Grooming. It is very important that everyone should take care of their hygiene n cleanliness. Due to this, one would not just look good but feel healthy to. Taking care of your body appearance is imperative. Once you enter your store/department you need to be dressed in full uniform as per company standards, and also properly groom yourself as per the service ethics.

Personal grooming not only makes us presentable but also makes us feel confident about ourselves. Good personal hygiene is essential for good health. Habits that are considered personal grooming include, bathing, dressing, applying makeup, hair removal and taking care of one's teeth, nails and skin.

Appearance

- The front line person/team is the brand ambassador of the company, just like the face is to your body. The customers visiting the stores are greeted by this team and lend their assistance. Hence they are expected to present a neat & clean looks.
- When in store premises, even during off-duty hours, a well-dressed appearance needs to be maintained. They are expected to be in uniforms (including shirt, trousers, shoes & socks) which must be worn clean & ironed.
- We should take care about no stains, broken buttons, or loose thread present on the uniform.
- You should always clean & polish your shoes. Sandals/slippers/sports shoes and white socks should not to be worn during on duty.
- Nails must be trimmed and clean.
- Hair should be neatly combed before commencing duty. For female members hair should be tied up if longer than shoulder length. Display ID cards when on duty is a must since accountability is important for the customers.



Fig.6.3.1: Personal Grooming

6.3.2 Specific Uniform Guidelines

Sr. No.	Specifically for Men	Specifically for Women
1	Uniform prescribed should be clean and pressed.	Women having long hair should tie it with rubber band or hair clips and not keep it loose. She should apply much oil in hair.
2	Shoes should be clean and polished.	They should avoid bright color nail polish and long nails as they'll be a cause to distract customers or harm the merchandise on display.
3	Hair must be short, clean & tidy.	Minimum, non-flashy jewellery should be worn.
4	One is expected to have a clean shaven look.	Dangling earrings, noisy anklets & bangles must not be worn on the floor
5	In case of beards/moustaches, must be trimmed, neat & tidy.	Only very light make-up to be applied (lip- stick of very light shades only)
6	Nails should be cut or trimmed neatly at regular intervals.	Any type of earrings studs & bracelets are not to be worn on the floor during official hours.

Fig.6.3.2: Specific Uniform Guidelines

6.3.3 Body Posture

- Staff needs to keep their hands clean at all times as they mostly will be handling merchandise or in contact with customers.
- Avoid biting nails on the floor.
- Manage body odour & bad breath to be under control as they are offensive to the customer.
- Maintain straight & upright posture on the shop floor.
- Slouching on the floor, hands in pockets, hands on the hips are not courteous to the customer & hence should be avoided.

It just takes a few seconds for people to assess others when they meet for the first time. The other person creates an opinion based on appearance, body language, mannerisms and how one is dressed. 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.6.3.4: Take bath

Why to take bath?

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

Why to wear clean clothes?

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



Fig.6.3.5: Clean clothes



Fig.6.3.6: Cut nails

Why cut nails?

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

Why wash hands?

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



Fig.6.3.7: 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.6.3.8: 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.6.3.9: To eat



Fig.6.3.10: 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

It's the tendency during which one consumes alcohol to manage difficulties or to avoid feeling unhealthy.

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.

It's effects:

- Health increase risk of heart diseases, cancer, impaired immune system, liver infection (Cirrhosis) etc.
- Reduced work focus and drop in performance
- Degradation in social and economic status
- Withdrawal symptoms like anxiety, trembling, fatigue, headache and depression etc.



Fig.6.3.11: Effects of alcohol

Tobacco

Tobacco is 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. According to a report every year 4.9 million people die worldwide as a result of smoking. Smoking is prime cause of lung cancer. According to a study male smoker lose an average of 13.2 years of life while a female smoker lose 14.5 years of their life. Smoking increases 50 % chances of heart diseases than a non smoker.

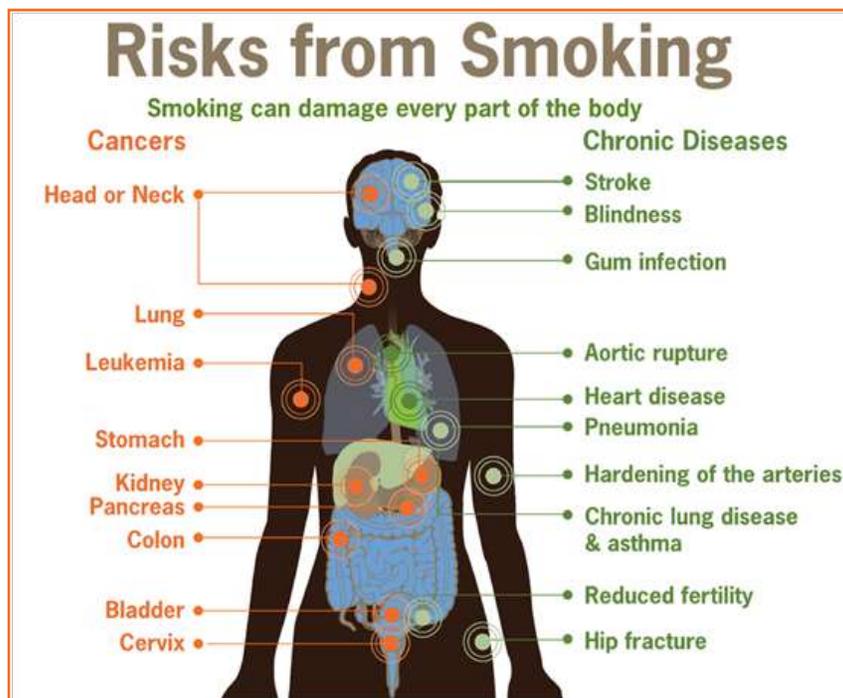


Fig.6.3.11: Risks from smoking

Chewing tobacco is a product consumed by placing a portion of it between the cheek and upper gum or upper lip teeth and chewing. Having tobacco increases the risk of oral 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 loss of appetite; promote uncommon sleeping pattern and loss of concentration beside different tobacco related issues. A gutkha user may be simply illustrious by prominently stained teeth ranging from dirty yellow orange to scarlet black. The stains are powerful to remove by normal brushing sometimes want the attention of dentist. According to a world adult tobacco survey 53.5% of Indians use tobacco products. Gutkha's each sachet contains 4000 chemicals, including 50 that cause cancer, Betel nut, Tobacco, Flavouring.

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.6.3.12: Oral Cancer

6.3.7 AIDS/HIV Awareness

The full form of AIDS is Acquired Immunodeficiency Syndrome. AIDS is caused by HIV (Human immunodeficiency Virus). It is the last stage of the HIV infection, if a person is HIV positive, he/she is suffering from AIDS.

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. About 86 % HIV incidents in the country is from 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. People between 18-29 age groups accounts for 31 % of AIDS burden.



Fig.6.3.13: NACO Logo

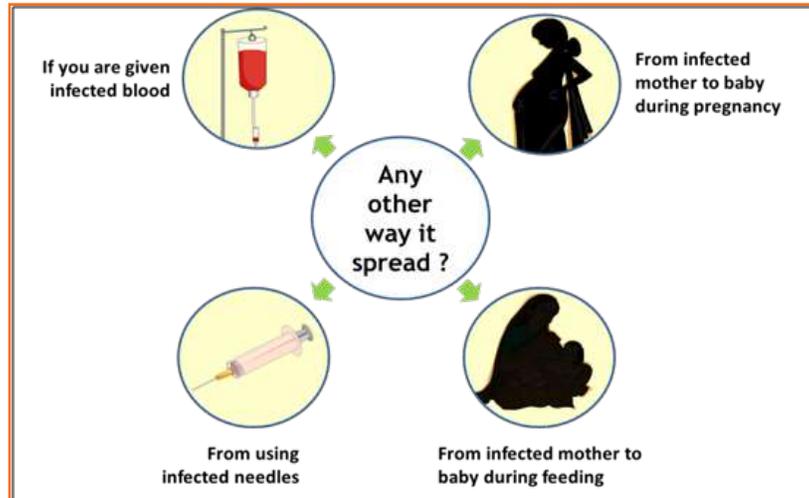


Fig.6.3.13: AIDS transmission

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.

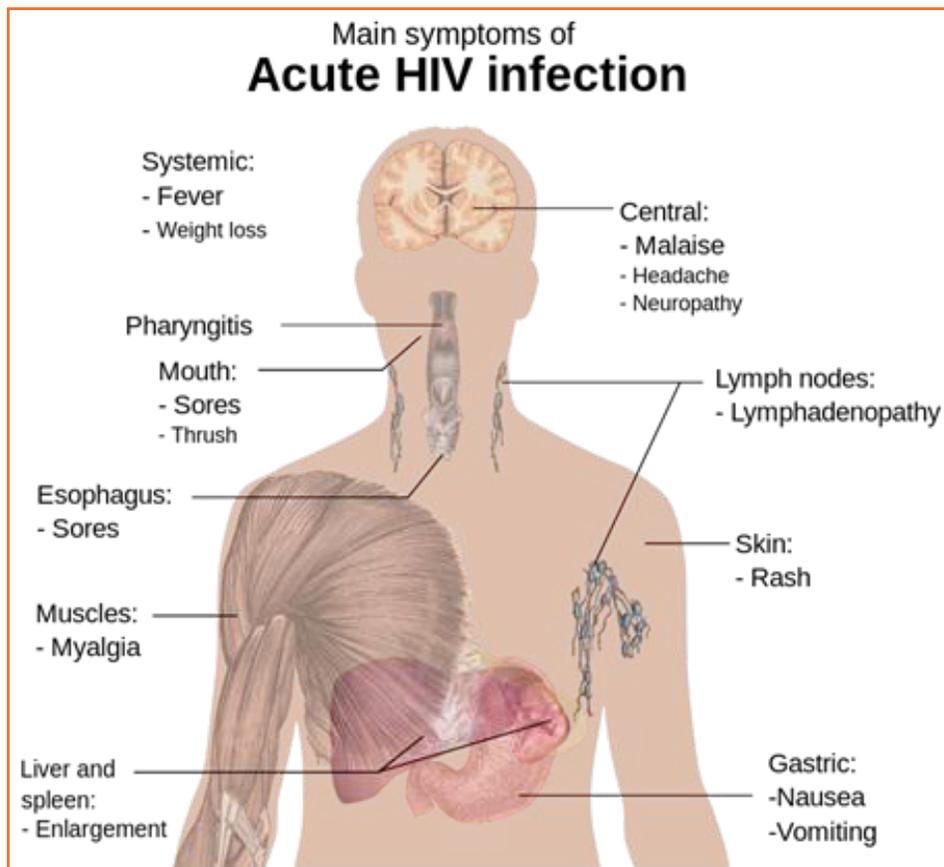


Fig.6.3.14: Acute HIV Infection

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.

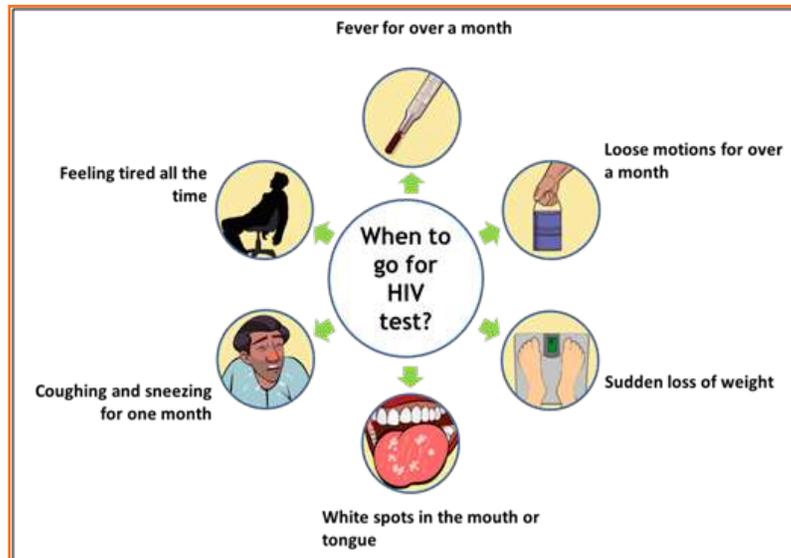


Fig.6.3.15: AIDS non-nispersing Diseases

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.6.3.16: 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

6.3.6.1 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

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

1. Develop a positive attitude and behaviour.
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
- Don't wait for things to happen make them happen
- Stay away from negative influences
- Start your day with something positive
- Learn to like the things that need to be done

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 attitude results in happiness as well as success. Positivity not only affects you and the way you look at the world, but it also affects work environment and people around you.



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



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

same degree of heat, but 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?

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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.

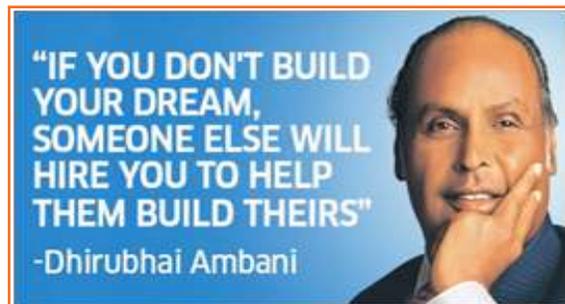


Fig.6.4.3: Dirubhai Ambani - Founder of Reliance

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.

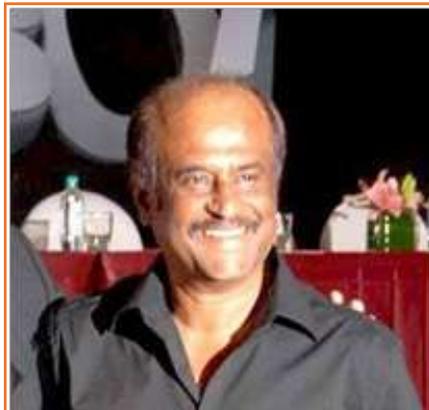


Fig.6.4.4: Rajnikanth: Super star of Tamil cinema

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?

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6.4.3 Goal Setting

Goal setting is a powerful method for considering your ideal future. The method of setting goals helps you to decide on where you wish to go in life.

Goal setting consists of establishment of specific, measurable, achievable, realistic and time targeted aim. Goal setting helps individuals work towards their own objectives. Goals are a kind of motivation that sets the standard for self-satisfaction with performance. Achieving the goal one has for oneself is a measure of success and having the ability to satisfy job challenges is a way one measures success in the workplace. Set SMART goals:

- S : Specific
- M: Measurable
- A: Attainment
- R: Relevant
- T: 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)

- Identify the large-scale goals that you just wish to achieve.
- Then break these down into the smaller targets that you simply should hit to succeed in your life goals.
- Once you have your plan, you begin working on it to achieve these goals.

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

To give a broad balanced coverage of all important areas in your life set goals in all the important categories of your life such as:

- **Career:** What level do you want to reach in your career or where you want to reach?

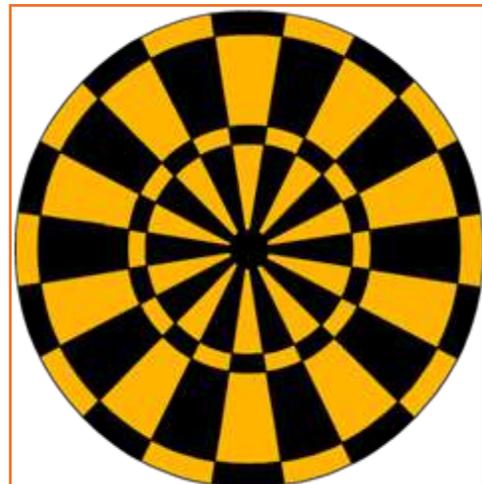


Fig.6.4.5: Goal setting

- **Financial:** How much you want to earn, by what stage? How it is related to your career goals?
- **Education:** Is there any specific knowledge you want to acquire in life? What information and skills you need to acquire in order to achieve your goals?
- **Family:** How you want to be seen by your spouse and family members?
- **Health:** Do you want to stay healthy in your old age? What are you planning to achieve this?
- **Public Service:** If you want to make the world a better place, what will you do?

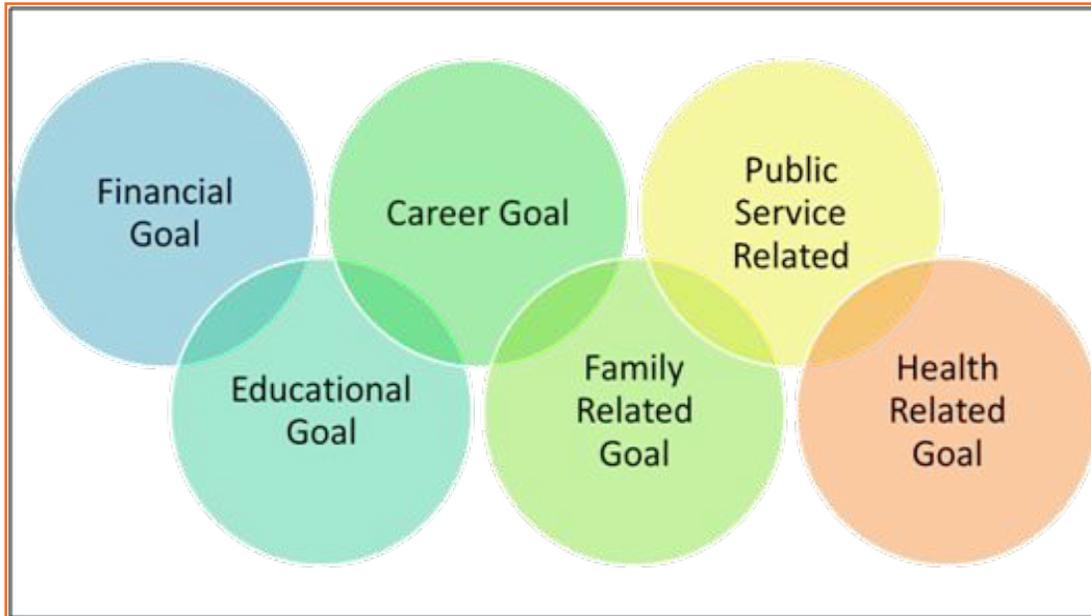


Fig.6.4.6: Categorization of Goals

Write down your two financial goals.

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Write down your two career goals.

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Write down your two educational goals.

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Write down your family related two goals.

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Write down your health related two goals.

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Write down your public service related two goals.

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6.4.4 Team Dynamics

A team is made up of a group of people associated to a common purpose. Teams are especially made to conduct complex works. A team is an example where a people share a goal. This creates a dynamic bond amongst the team members as they are dependent on one another for success. For example a sports team wins or loses as a whole.



Fig.6.4.7: A teamwork

Team members need to learn:

- How to assist each other
- Realize their true potential
- 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.
- Divide the task and share the burden.
- Help and accept 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.

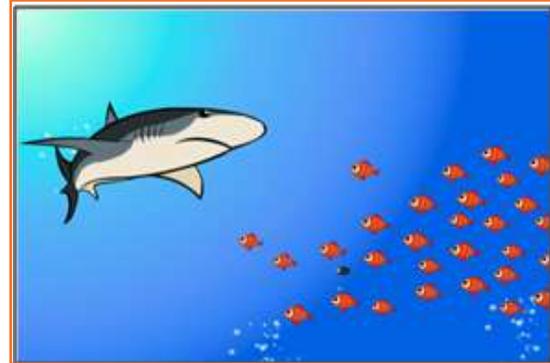


Fig.6.4.8(a): Small Fishes and Big Fish

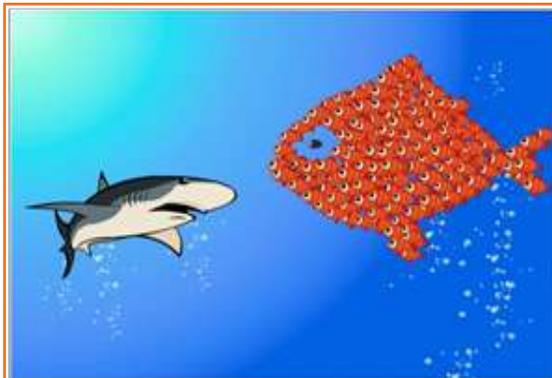


Fig.6.4.8(b): Small Fishes and Big Fish

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 realised 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?

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6.4.5 Managing Relations

We all have different personalities, different desires and wishes, and different ways of showing our emotions 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 effective communicators, more productive and trustworthy 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 before you know all the facts.



Fig.6.4.9: Managing Relations

- Look honestly how you think and interact with other people.
- Look at work environment. Do you seek attention for accomplishments or give chance to others.
- Accept your weaknesses courageously and work on them.
- Take responsibility for your actions.
- If you think someone is hurt by you, apologise directly.

6.4.6 Etiquette

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

Making Positive Impression

- Stand straight, make eye contact and turn towards people when they are speaking and genuinely smile at people.
- Follow 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 etiquette tells the individual a way to behave when handling situations in an exceedingly working environment however the trivial situation is. It also applies to co-worker interaction and communication with colleagues.

Work Ethics

Work ethics is a value based on hard work and attentiveness. Work ethics include:

- **Discipline:** It takes a certain level of commitment to finish your tasks every day. 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 and the amount of work he does. When a worker is committed to work he turns up on time, puts in his best efforts and completes the projects to the best of his ability.
- **Punctuality:** It shows that you are dedicated to your work, interested in the work and capable of handling responsibility. Being punctual shows your professionalism and commitment to work.

- **Ownership and responsibility:** Ownership and responsibility stretches in all aspects of an employee's job. Co-workers value the employees' ability to give honest feedback. 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.

Workers exhibiting a good work ethic are usually selected for higher positions, increased responsibility as well as promotion. Workers who do not exhibit good work ethic can be regarded as incompetent and failing to provide a fair value to the employer for the salary.

6.4.7 Stress and Anger Management

Anger is a normal and a healthy emotion. Anger management may be critical for people who find it difficult to keep it under control. There are many health issues related to a 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.

Always remember:

- Avoid unnecessary stress, learn to say no and take control of your environment.
- Express your feelings instead of boiling them up.
- Accept the things you can't change.
- Learn to forgive.
- ANGER is only one letter away from DANGER.
- 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.

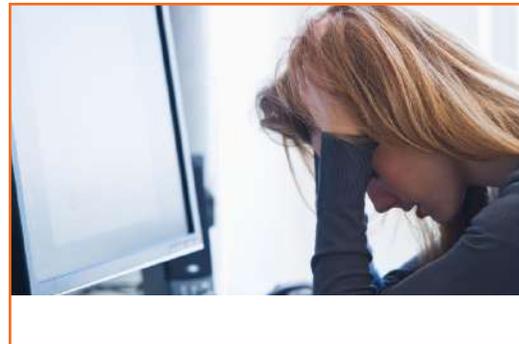


Fig.6.4.11: Stress Management



Fig.6.4.12: Anger Management

6.4.8 Conflict Resolution

What is a Conflict?

A problem or a situation that may be difficult to understand or to deal with.

Why do we need to resolve conflicts?

- If a problem is not solved or addressed at the right time it may blow out of proportion
- An unsolved problem can be like Cancer which spreads and translates itself into all other areas in life
- Unsolved problems may lead to increased levels of bitterness and frustration
- It may foster bad habits like back-biting, gossiping, etc.
- Persons involved in conflict may lose focus and target each other's character instead of the specific behavior to be modified.

How to work out Conflicts?

1. STOP . . .

before you loose your temper and make the conflict worse.

2. SAY . . .

what you feel is the issue. What is the reason of disagreement? What do you like?

3. LISTEN . . .

to others ideas and feelings.

4. THINK . . .

of solutions that satisfy both the parties.

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

6.4.9 Leadership Skills

The ability to lead effectively depends on variety of key skills. These skills are extremely sought after by employers as they involve managing a number of individuals in such a way on inspire, enthuse and build respect. Some of the qualities that every good leader should possess are:

- **Honesty:** If you make honest and ethical behaviour a key value your team will follow the suit.
- **Ability to delegate:** delegating task to one of the appropriate person is the one of the most important skills that needs to be developed. The key to delegation is to identify the core strengths of the team and capitalizing on them.
- **Good communications skills:** Beingable to communicate clearly is quite important.
- **Confidence:** Keeps morale of the team high even in the tough times.
- **Commitment:** If you expectyour team to work hard and produce quality content then you should lead by example.
- **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.
- **Be decisive:** Plan for the unexpected and nothing will surprize you. If you have thought of things go wrong in a particular task you will be able to make confident decisions on corrective actions when necessary.
- **Focus on the big picture:** Plan future strategies for your department and communicate them to supervisors and staff members. Set realistic and measurable individual and team goals and communicate your expectations within the context of massive picture.

How to become a leader:

- Use initiative to act on opportunities. Become a frontrunner before other people view you together.
- Take responsibility of own objectives, set priorities.
- Attempt to solve the matter instead of to pass on to others.
- Go the extra mile when asked to do tasks. go beyond your job description.
- Show enthusiasm.
- Take ownership of the issues. Anticipate potential issues, take pre-emptive action and act quickly to resolve the issues.
- Introduce enhancements to the ways in which things are done.
- Develop innovative practices. Value innovative thinking.
- Learn new skills that may enhance capability.

UNIT 6.5: Social Interaction

Unit Objectives

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

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

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 behaviour 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 can not 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 favourites, 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:** Analyse 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 endeavour 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 considerable 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.

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.



Fig.6.6.1: Group Interaction

6.6.2 Importance of Group Interactions

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 behaviour.

As a moderator a group interaction helps in:

- Understanding a member interpersonal skills.
- Identifying if a member is able to work in a team.
- Understanding ones behaviour.
- 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 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.6.6.1: 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.7.6.2: 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

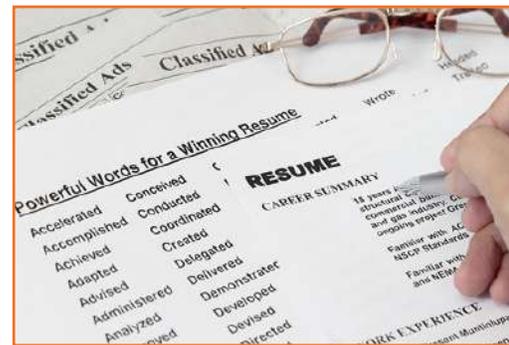


Fig.6.8.1: A resume

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 employers requirement in mind. The objective is not what you desire from the company, it's about company's need.

6.8.1.3 Education

The next session 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/organisation 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 occupational skills:** Optional include if you possess any core skills. These are skills you possess relevant to the role you are applying for.
- **IT Skills:** Optional, suggestive to include if you are applying for IT/software related roles.

Remember:

- List your skill and add a point which supports your skill the best.
- Make specific points. Add numbers and facts wherever possible.
- Pick only three to four soft skills that describes you the best.
- Dig your past to discover the best of these skills you possess and the best example you can quote to support it.

6.8.1.6 Interests

In this section of your resume carefully choose which of interests you want to showcase on your resume so that they can make your life seem meaningful.

The interests you showcase talk about your character. These interests frequently come up as a subject of discussions during the interviews, therefore sagely choose what to show.

Remember:

- List interests which are meaningful and display some learning.
- Support the interest you have listed
- Make points specific and add supporting fact to it.
- Do not just list random cluster of interests like: adventure, guitar, reading, environment
- Never include interests like partying, watching movies etc. they create wrong impression.

6.8.1.7 References

Give References

The very last thing on your resume ought to be a list of 2-4 professional references. These are all those who you're not related to, but whom you have handled in a professional manner. you would possibly think about previous leader, faculty member or volunteer coordinator to include on your reference page.

- Include the name of the reference, their relationship to you, mailing address, e mail and telephone number.
- The place you're applying to could contact these people, therefore always call them in advance to allow them to understand that you are using them for a reference and are presently applying for a job.

6.8.1.8 Points to Remember

- Make sure that the length of your resume doesn't exceed a pair of pages.
- Do a thorough recheck and confirm there are fully no errors in your resume. No grammatical errors, no spelling mistakes, no punctuation errors.
- Run through your resume time and again for to create enhancements and phrasing sentences better.
- Choose a professional font in a size eleven or twelve. You can use multiple fonts for different elements of resume, but try to limit it most of two fonts. Instead changing between fonts, strive creating specific sections bold or italicized instead.
- The font size of your header and the introduction to a part may be a size fourteen or sixteen.
- Your text should be printed in solid black ink. Ensure to deactivate any hyperlinks so that they don't print in blue or other contrastive colour.
- Your page ought to have one inch margin all the way around with 1.5 or 2 point line spacing. The body of your resume ought to align left and your header should be centred at the top of the page.

UNIT 6.9: Interview Preparation

Unit Objectives

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

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

6.9.1 Interview

An interview is a conversation between two or more individuals (the interviewer(s) and the interviewee) wherever queries are asked by the interviewer to get information from the interviewee. An interview is the first and last hurdle you need to cross in order to get employment.



Fig.6.9.1: Interview

Common Types of Interview

1. **Traditional HR Interview:** Most of the interviews are face to face interviews. The most traditional is a one-to-one conversation with the Human Resources Executive where the candidate's focus should be on the person asking question. 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 may conduct this part of the selection process. This is an ideal chance for you to display group management and group presentation skills.
3. **Technical interview:** The objective of this interview is to basically evaluate technical knowledge. Majority of the questions will be based on the skills sets mentioned in the candidate's resume.
4. **Telephonic Interview:** Telephonic interviews are used for initial screening of candidates who live far away from the job site.

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
- Before, during and after the interview, it is important for you to be 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 behaviour. Read the sentences given and mark them as do's or don'ts, in relation to an interview:

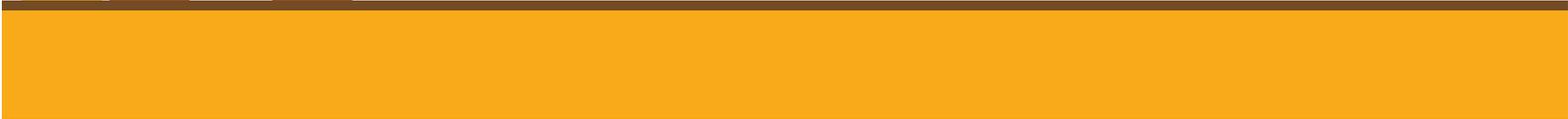
Sentence	Do's	Don'ts
Be yourself		
Burp while talking!!!		
Just out from a 'powder factory' (worn too much make-up)		
Reach just about the right time for the interview		
Just barge in the cabin/ office		
Forget to greet the receptionist/ don't respond		
Think before you speak		
Do your homework- Visit 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.

It isn't sufficient to have ideas. They have to be expressed effectively in the 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.





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