Participant Handbook

Sector
Media and Entertainment

Sub-Sector
Animation, Gaming

Occupation
Sound Editor

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NSQF level: 4

Sound Editor

1. Introduction and Orientation

Unit 1.1 - Introduction to Media and Entertainment Sector

Unit 1.2 - Key Words

1.1.6 Career Progression of a Sound Editor

Fig.1.1.6: Career Progression Path of an Editor

2. Sound Editing

Unit 2.1 - Basic Terminologies used for Sound Editing

Unit 2.2 - Softwares used in Sound Editing

Unit 2.3 - Editing with Audacity

UNIT 2.1: Basic Terminologies used for Sound Editing

Unit Objectives

Upon culmination of this unit, reader would be able to:

1. Know about the Sound Editor
2. Describe the role of sound editor in Industry
3. Elaborate about the Sound editing with computers
4. Digitizing sound files

2.1.1 What do Sound Editors do?

A Sound Editor makes the soundtrack by cutting and coordinating sound components, like dialogue tracks, foley, production wild tracks, library material etc. in either analog or digital form to the picture and sends them to a re-recording mixer for the last audio balance. Based on tasks & complexity, hiring a dialogue and/or foley editor maybe needed. They work closely with a rerecording mixer, the sound designer as well as the director to decide what sound effects are needed during the production and to make sure that these effects are accessible from sound effect databanks, or can be created to production needs within tight time schedules.
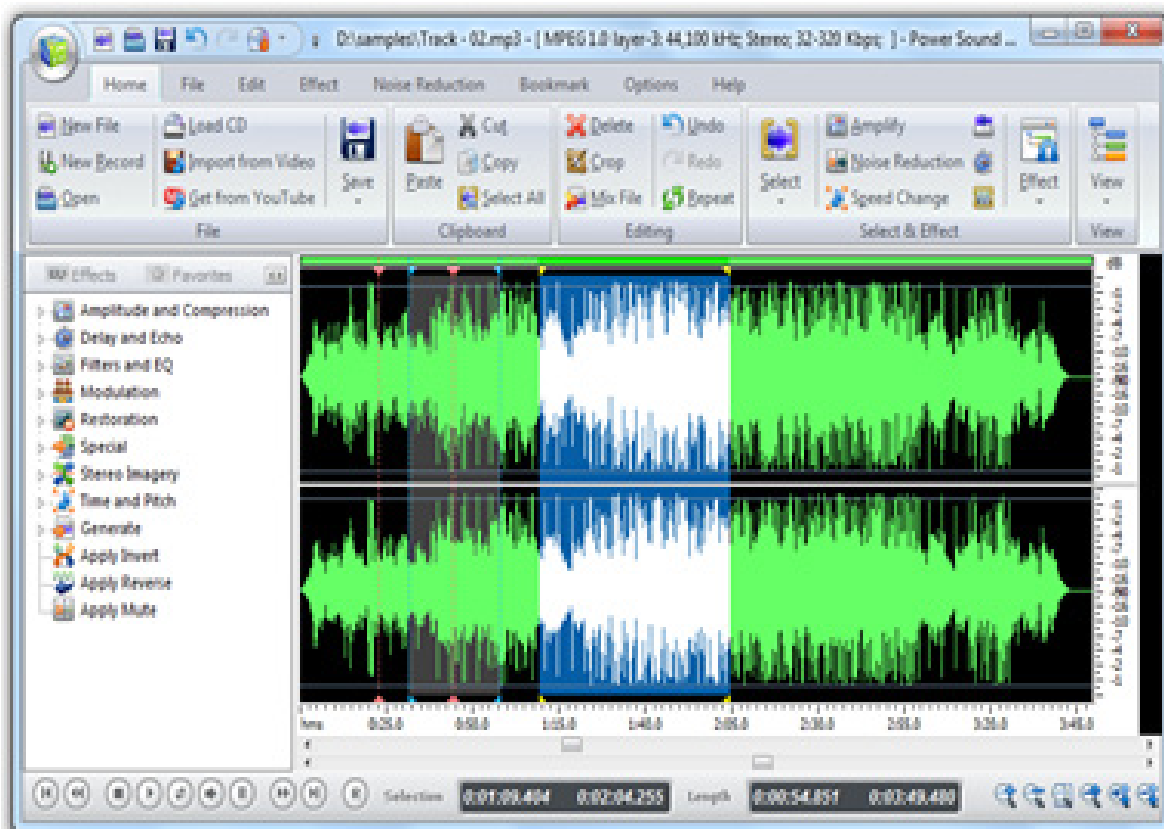

Fig.2.1.1: A Sound Editor Window

2.1.4 Mechanical Sound Editing

Before computers appear into vast use for sound editing in the 1990s, everything was done with magnetic tape. To create edits utilizing magnetic tape, you exactly had to cut the tape, remove the piece of audio that you won't want and splice the tape back together again.

The reel-to-reel tape recorder was the machine of choice for mechanical sound editing. With this component of equipment, you could record and playback audio from circular reels of magnetic audiotape. You also required many components of specialized editing equipment: a razor blade, an editing block and editing tape.

2.1.5 Sound Editing with Computers

Now-a-days almost every sound editors use computerized editing systems knows as digital audio workstations (DAW). Digital audio workstations (DAW) are multi-track systems that greatly simplify and increase the sound editing process for all types of professional audio production (film audio, studio recording, DJs, et cetera).

Digital audio workstations differ greatly in size, price and complicacy. The simply software applications are the most primary systems that can be loaded onto a standard personal computer. More professional systems such as DigiDesign's Pro Tools, requires a special sound card and are usually used in conjunction with large digital mixing boards and are compatible with hundreds of effects and virtual instrument plug-ins. The benefit of all of these systems is that an editor can function with all types of audio files- voices, Foley clips, analog and MIDI music - from the same interface.
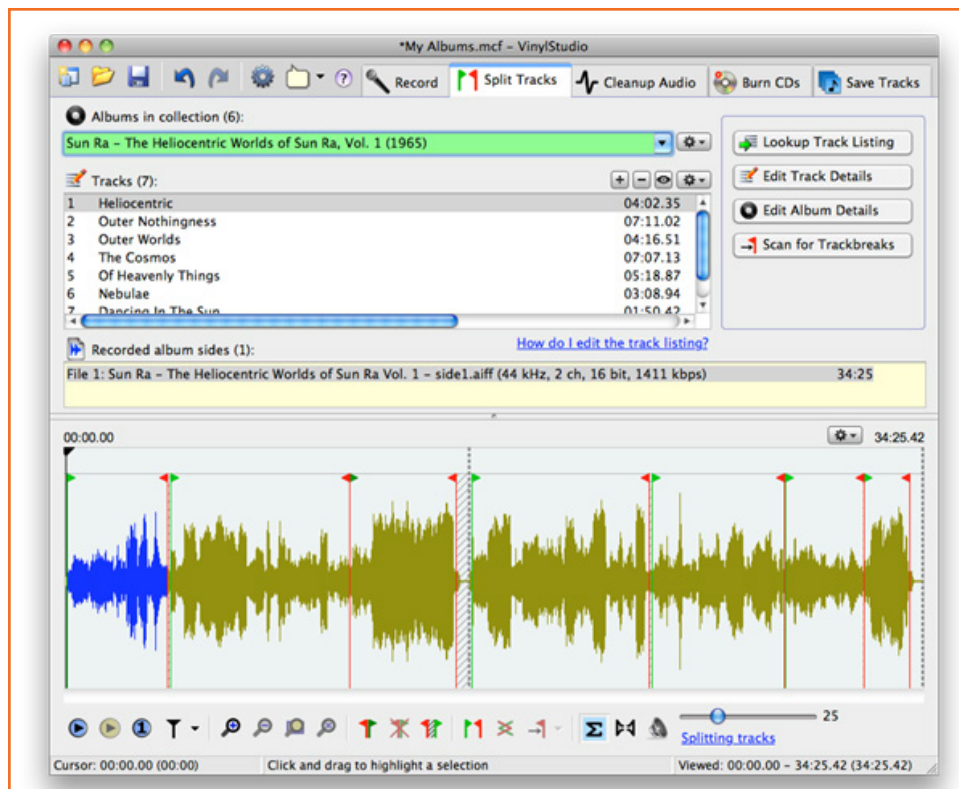
2.1.6 Digitizing Sound Files

Fig.2.1.2: My Albums Windows

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.
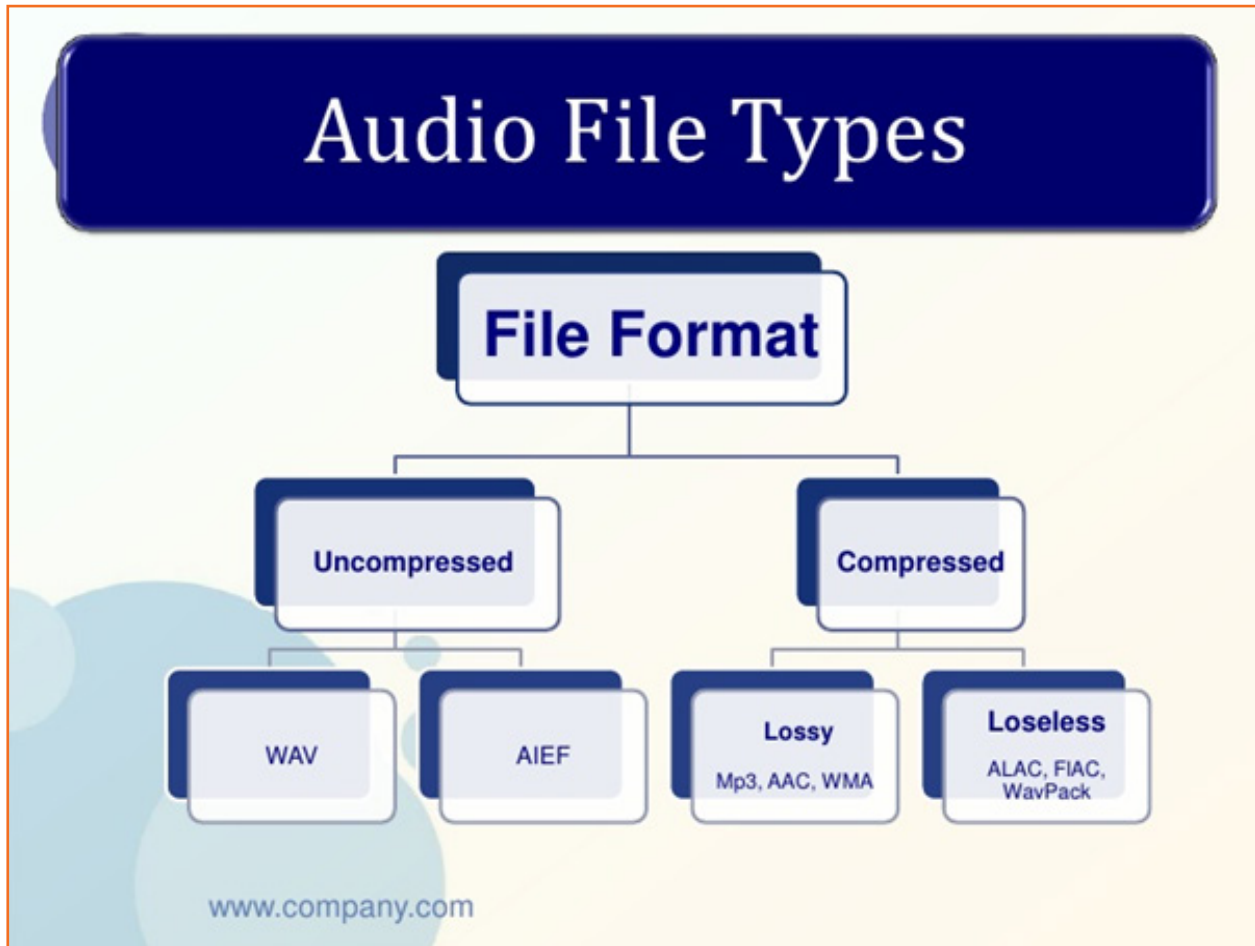

Fig.3.1.3: Types of Audio Files

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

4. Sound Mixing

Unit 4.1 - Mixing

Unit 4.2 - Mixing and Export Audio

Unit 4.3 - Interact and Communicate Effectively with Colleagues

UNIT 4.1: Mixing

Unit Objectives

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

1. Mix perfectly the sound/audio clip.

4.1.1 Mixing

If you have successfully done your editing work to the fine cut stage, it means you will now have a session file here:

- The clips have already been arranged on the timeline in their appropriate tracks (Voice on 1 and 2; Music on 3 & 4; and Sound Effects on 5 & 6 or whatever convention you have decided to follow).

- The audio clips have been trimmed to their appropriate lengths (i.e., we have only retained the portions of the recorded audio that we need in the programme).

- Each clip is in the accurate position on its track, where it is needed with the proper breathing space in the edit for the Mixing sound audio playback to sound natural and well-paced.

Fig.4.1.1: Mixing Sound

- The primary transitions have been executed with fade-outs, fade-ins, cross fades and other transitions already in place.

In this unit, you will now understand three advanced procedures that require to be executed in order to finalize the audio, and make it ready to listen to: audio balancing, panning and levelling. Together, the three processes allow you mix the audio: adjust the audio levels of the varied segments and components, so that we can hear the audio clearly comfortably, with our attention being drawn to the correct portion of the audio as needed. Let us look at each of these processes in turn.

4.1.2 Levelling: The Need to Adjust Clip Levels

The process of lowering or raising the audio levels of individual audio clips in order to make them sound less or more of the same perceived volume is called Audio levelling.

But why do this at all? If we have recorded the audio keeping in mind the audio levels, then surely, we have adequately addressed the issue already?

The answer is not that simple. Recording each individual item at the appropriate recording level may mean the clip itself has been recorded pretty well, but that does not ensure that the clips will sound good when you place them next to each other. Therefore, we have to move further to a second process levelling, in order to adjust the levels of the clips with reference to each other and to our programme level.

We need to do this so that:

- The clips transition smoothly from one to the other as we hear them, making the programme feel like one smooth whole, rather than the segmented composite.

- The clips can all stay within a definite audio level range, which will ensure that the audio does not contort by going outside the range, the equipment can handle (this will also ensure that we are able to combine the audio with the radio carrier wave for broadcast with no quality loss).

Of course, the biggest reason we need to do this is so that our listeners can have an easier time of it, staying at a constant distance from their radio units rather than alternately leaning closer to hear better, and putting their fingers in their ears. If each clip were to play at a different level, it would make for a very awkward listening experience and would not let us concentrate on what was being said at all.

Naturally, it is significant for us to still preserve some sections as relatively softer or louder than others. If people are naturally soft spoken, we require to keep their voices boosted, but still a shade less than the average voice on the programme. Similarly, if someone speaks in a booming, loud voice, we require to keep that slightly higher in level than the rest. Only then will the natural differences between the voices show up clearly. If we have to adjust all the voices mechanically to one level just by looking at the VU meter, this would be very unnatural. So, one must use judgement and subjective hearing to make some of these calls.

Physically, the act of decreasing or increasing the level of a single clip is achieved in most audio editing software by one of two processes (much software permits you to do it both ways). By opening the property attributes of a given clip and decreasing or increasing the levels on a sliding scale, or by generally typing in the desired dB value in a box or by graphic interface. The graphic interface is generally in the form of a level overlay on the clip itself. Dragging the overlay line towards the bottom decreases the level below its current level. (Note that the same overlay generally lets you assign points, change or nodes, and make fade in and fade out. But, what the graphical interface will generally not let you do is boost the levels beyond their current levels).
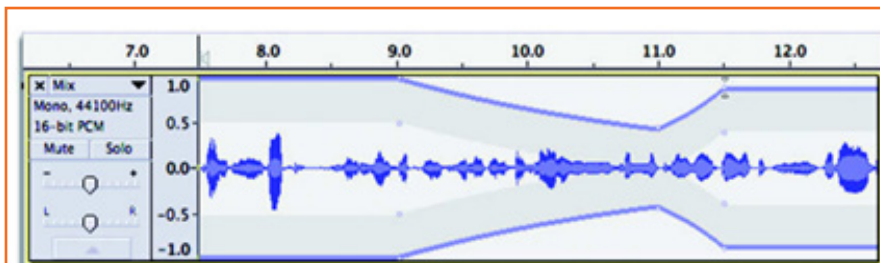

Fig.4.1.2: Sound Wave Generated on Screen

4.1.3 Balancing: The Need to Adjust Track Levels

Though, we will incorporate variety of audio besides spoken words, but we will always favour the spoken word in most programmes in terms of clarity and audibility. Therefore, we require to adjust the level of the music track in such a way that the music is heard, but does not overpower the voice. Similarly, sound effects require to be heard in as natural a way as possible, but without blocking the clarity of the spoken word. A thunderclap may be a significant part of setting the scene in a dramatic production, but must be timed to a gap in the dialogue, with rumble of the thunder extending under the next stretch of dialogue without preventing the listener from hearing the dialogue itself.

The ability to adjust track levels as a whole is especially significant in multitrack music recordings, where the ability to adjust the percussion (table/drum) track against the vocal track and the key instrumental (veena, harmonium,

5. Maintain Workplace Health and Safety

Unit 5.1 - Maintain Workplace Health and Safety

Key Learning Outcomes

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

1. Understand and comply with the organization's current health, safety and security policies and procedures.

2. Understand the safe working practices pertaining to own occupation.

3. Understand, the norms and policies of the government related to health and safety, which also includes some emergency procedures for accidents, fires and illness or others may involve evacuation of the premises

4. Identify the people responsible for health and safety in the workplace, including those to contact in case of an emergency.

5. One should be fully aware about the security measures such as fire alarms, safety exit, medical and first aid availability.

6. Identification of aspects for potential risk at workplace is must for owns and others health and safety.

7. One should ensure health and safety of others and himself at workplace through precautionary measures.

8. Identification of opportunities related to health, security and safety should be done and recommended to the designated person.

9. Identify and correct risks like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority.

6. Soft Skills and Communication Skills

UNIT 6.1: Introduction to the Soft Skills

Unit Objectives ⊚

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

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

2. Understand the importance of work readiness

6.1.1 What is a Soft Skill?

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

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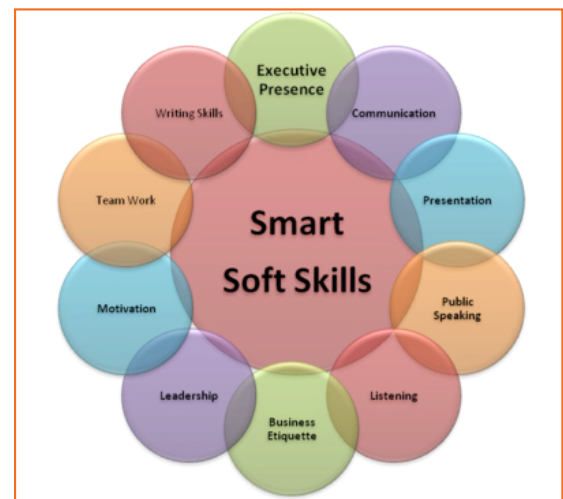

Fig.6.1.1: Soft Skills

6.1.2 Components of Soft Skills

- **Adaptability:** 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.

7. Employability & Entrepreneurship Skills

35. Recall the functions of basic computer keys

36. Discuss the main applications of MS Office

37. Discuss the benefits of Microsoft Outlook

38. Discuss the different types of e-commerce

39. List the benefits of e-commerce for retailers and customers

40. Discuss how the Digital India campaign will help boost e-commerce in India

41. Explain how you will sell a product or service on an e-commerce platform

42. Discuss the importance of saving money

43. Discuss the benefits of saving money

44. Discuss the main types of bank accounts

45. Describe the process of opening a bank account

46. Differentiate between fixed and variable costs

47. Describe the main types of investment options

48. Describe the different types of insurance products

49. Describe the different types of taxes

50. Discuss the uses of online banking

51. Discuss the main types of electronic funds transfers

52. Discuss the steps to prepare for an interview

53. Discuss the steps to create an effective Resume

54. Discuss the most frequently asked interview questions

55. Discuss how to answer the most frequently asked interview questions

56. Discuss basic workplace terminology

57. Discuss the concept of entrepreneurship

58. Discuss the importance of entrepreneurship

59. Describe the characteristics of an entrepreneur

60. Describe the different types of enterprises

61. List the qualities of an effective leader

62. Discuss the benefits of effective leadership

63. List the traits of an effective team

64. Discuss the importance of listening effectively

65. Discuss how to listen effectively

66. Discuss the importance of speaking effectively

67. Discuss how to speak effectively

68. Discuss how to solve problems

69. List important problem solving traits

70. Discuss ways to assess problem solving skills

- Be very, very patient
- Pay attention to the tone that is being used
- Pay attention to the speaker's gestures, facial expressions and eye movements
- Not try and rush the person
- Not let the speaker's mannerisms or habits irritate or distract you

7.5.3.2 Importance of Speaking Effectively

How successfully a message gets conveyed depends entirely on how effectively you are able to get it through. An effective speaker is one who enunciates properly, pronounces words correctly, chooses the right words and speaks at a pace that is easily understandable. Besides this, the words spoken out loud need to match the gestures, tone and body language used.

What you say, and the tone in which you say it, results in numerous perceptions being formed. A person who speaks hesitantly may be perceived as having low self-esteem or lacking in knowledge of the discussed topic. Those with a quiet voice may very well be labelled as shy. And those who speak in commanding tones with high levels of clarity, are usually considered to be extremely confident. This makes speaking a very critical communication skill.

7.5.3.3 How to Speak Effectively?

To speak effectively you should:

- Incorporate body language in your speech like eye contact, smiling, nodding, gesturing etc.
- Build a draft of your speech before actually making your speech.
- Ensure that all your emotions and feelings are under control.
- Pronounce your words distinctly with the correct pitch and intensity. Your speech should be crystal clear at all times.
- Use a pleasant and natural tone when speaking. Your audience should not feel like you are putting on an accent or being unnatural in any way.
- Use precise and specific words to drive your message home. Ambiguity should be avoided at all costs.
- Ensure that your speech has a logical flow.
- Be brief. Don't add any unnecessary information.
- Make a conscious effort to avoid irritating mannerisms like fidgeting, twitching etc.
- Choose your words carefully and use simple words that the majority of the audience will have no difficulty understanding.
- Use visual aids like slides or a whiteboard.
- Speak slowly so that your audience can easily understand what you're saying. However, be careful not to speak too slowly because this can come across as stiff, unprepared or even condescending.
- Remember to pause at the right moments.

7.5.3.4 Tips

- If you're finding it difficult to focus on what someone is saying, try repeating their words in your head.

- Always maintain eye contact with the person that you are communicating with, when speaking as well as listening. This conveys and also encourages interest in the conversation.

7.5.4 Problem Solving & Negotiation Skills

As per The Concise Oxford Dictionary (1995), a problem is, "A doubtful or difficult matter requiring a solution"

All problems contain two elements:

1. Goals

2. Obstacles

The aim of problem solving is to recognize the obstacles and remove them in order to achieve the goals.

7.5.4.1 How to Solve Problems?

Solving a problem requires a level of rational thinking. Here are some logical steps to follow when faced with an issue:

- **Step 1:** Identify the problem

- **Step 2:** Study the problem in detail

- **Step 3:** List all possible solutions

- **Step 4:** Select the best solution

- **Step 5:** Implement the chosen solution

- **Step 6:** Check that the problem has really been solved

7.5.4.2 Important Traits for Problem Solving

Highly developed problem solving skills are critical for both, business owners and their employees. The following personality traits play a big role in how effectively problems are solved:

- Being open minded

- Asking the right questions

- Being proactive

- Not panicking

- Having a positive attitude

- Focusing on the right problem

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