Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"

Course Contents / Lesson Plan
Course Title: Documentary and Film Making
Duration: 6 Months

Revised Edition

Trainer Name	
Course Title	**Documentary and Film Making**
Objectives and Expectations	**Employable skills and hands-on practice for Documentary and Film Making** The purpose of this training is to develop a range of skills and techniques, personal skills, and attributes essential for successful performance in the media sector in accordance with industry requirements. It also enables the student to pursue a media developer career path with greater employment and entrepreneurial skills progress to related general and/or vocational qualifications Teaching staff will provide the technical knowledge and abilities required to solve tasks and problems that are goal-oriented. They will use participant-centered, practically oriented methods. They will also develop a program of practical assessment that reflects the learning outcomes stated in the curriculum. Trainees of the Documentary and Film making curriculum will also develop their willingness and ability as individuals to clarify issues, as well as think through and assess development opportunities. Teaching staff will also support trainees in developing characteristics such as self-reliance, reliability, responsibility, a sense of duty, and a willingness and ability to criticize and accept criticism well and to adapt their future behavior accordingly. After completion of vocational training, the graduates of the training program will have a good balance of knowledge, skills, attitude, and work experiences, which are the essential elements of employability. This course shall be facilitating the trainees to: • Enhance their knowledge and skills to understand various aspects of the Documentary and short film making, Videography. • Comprehend core values essential to work effectively on processes of project management, the composition of videography, setting lights & equipment for videography, shooting video. • To work as a Videographer, Documentary, and short filmmaker. **Main Expectations:** In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion. This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training. i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all

tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.

ii.   To materialize the main expectations, a special module on **Job Search & Entrepreneurial Skills** has been included in the latter part of this course (5th & 6th month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard.   It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.

iii.   A module on **Work Place Ethics** has also been included to highlight the importance of good and positive behavior in the workplace in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of the Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

To maintain interest and motivation of the trainees throughout the course, modern techniques such as:

•   Motivational Lectures
•   Success Stories
•   Case Studies

These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).

Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and a proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem-solving abilities of the trainees.

(i)   Motivational Lectures

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

• Clear Purpose to convey the message to trainees effectively.

- Personal Story to quote as an example to follow.
- Trainees Fit so that the situation is actionable by trainees and not represent a just idealism.
- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity, and spark the desire needed for trainees to want to learn more.

The impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for a longer time without boredom and loss of interest because they can see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.

* Course-related motivational lectures online link is available in **Annexure-II**.

(ii)   Success Stories

Another effective way of motivating the trainees is by means of Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation or by means of a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehendible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. The optimum impact is created when the story is revealed in the form of:-

- Directly in person (At least 2-3 cases must be arranged by the training institute)
- Through an audio/ videotaped message (2-3 high-quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high-quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

The suggestive structure and sequence of a sample success story and its various shapes can be seen in **Annexure III.**

(iii)   Case Studies

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real-life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain

	theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes the classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.
	
	 Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies be presented to the trainees. The trainer may adopt a PowerPoint presentation or video format for such case studies whichever is deemed suitable but only those cases must be selected that are relevant and of a learning value.
	
	 The Trainees should be required and supervised to carefully analyze the cases.
	
	 For this purpose, they must be encouraged to inquire and collect specific information/data, actively participate in the discussions, and intended solutions to the problem/situation.
	
	 Case studies can be implemented in the following ways: -
	
	     i. A good quality trade-specific documentary (At least 2-3 documentaries must be arranged by the training institute)
	
	     ii. Health &Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)
	
	     iii. Field visits(At least one visit to a trade-specific major industry/ site must be arranged by the training institute)

Entry-level of trainees	Intermediate
Learning Outcomes of the course	By the end of this course, the trainees should gain the following competencies: • Able to Manage Videography Project • Able to Develop Storyboard • Able to Set up light, equipment & accessories for videography • Able to set Videography Composition • Able to Shoot Video • Able to perform Post Production (Video Editing) • Able to use advanced techniques for videography • Able to operate JIB and Quad Copter • Able to operate special camera gadgets • Able to operate camera mount

Course Execution Plan	Total Duration of Course: **6 Months (26 Weeks)** Class Hours: **4 Hours per day** Theory: **20%** Practical: **80%** Weekly Hours: **20 Hours Per week** Total Contact Hours: **520 Hours**
Companies offering jobs in the respective trade	1. TV Channels 2. News Channels 3. Entertainment Channels 4. Production Houses 5. Editing Department 6. Drama & Film Productions 7. News Agencies 8. Web TV's 9. Wedding and Fashion Industry 10. Freelancing
Job Opportunities	The trainer can work as the following, after completing this course: • Assistant Cameraman • Cameraman • Mobile Cameraman • Videographer • Lightman • Light technician • Light Engineer • Documentary Cameraman • OB Operator • Assistant ENG • Chief Cameraman • DOP • Archive In-charge • Assistant Producer • Audio Engineer • Compositor • V-Logger
No of Students	25
Learning Place	Classroom / Lab
Instructional Resources	https://id.iit.edu/courses/research-photography/ https://www.questionpro.com/blog/what-is-research/ https://www.wikihow.com/Come-Up-with-a-Photographic-Concept

https://www.mbaskool.com/business-concepts/marketing-and-strategy-terms/16223-concept-development.html

https://blog.ganttpro.com/en/timeline-maker-a-way-of-visual-displaying/

https://blog.pond5.com/4839-a-step-by-step-guide-to-pre-production-for-film-and-video/

https://www.videomaker.com/article/c15/15953-9-copyright-laws-every-video-producer-should-know

https://valoso.com/ultimate-guide-to-video-marketing/chapter-8.html

https://elearnhub.org/what-is-a-storyboard/

https://www.davemorrowphotography.com/color-theory-photography

https://designrshub.com/2012/06/learning-control-natural-light-sources-photography.html

https://www.videomaker.com/videonews/2014/03/lighting-video-five-important-aspects-of-any-lighting-setup

https://www.premiumbeat.com/blog/basic-light-placements/

https://biteable.com/blog/tips/best-video-lighting-kits/

https://sproutvideo.com/blog/best-practices-for-perfect-studio-lighting.html#close

https://www.premiumbeat.com/blog/how-to-create-great-production-design-for-film-video-production/

https://www.bhphotovideo.com/explora/video/tips-and-solutions/filmmaking-101-camera-shot-types

Scheduled Week	Module Title	Learning Units	Remarks
Week 1	**Introduction**	**Motivational Lecture(** *For further detail please see Page No: 3& 4)* • Course Introduction • Success stories • Job market • Course Applications • Institute/work ethics	• **Task 1** • **Task 2** *Details may be seen at Annexure-I*
Week 2	**Manage Videography Project**	**Success stories (***For further detail please see Page No: 3& 4)* • Perform Research • Develop the Project Concept • Prepare Project Timeline	• **Task 3** *Details may be seen at Annexure-I*
Week 3	**Manage Videography Project-I**	**Generate Script Idea** • Perform Mind mapping • Practice Brainstorming • Exercise Synaptic **Motivational Lecture(** *For further detail please see Page No: 3& 4)* **Demonstrate storytelling** • Describe storytelling and various tools of story writing	• Task 4 • Task 5 *Details may be seen at Annexure-I*

		• Explain observation and listening techniques in storytelling. **Develop the plot of the story** • Develop Exposition, Rising Action, Climax, Falling Action, Resolution in a story	
Week 4	**Manage Videography Project-II**	**Develop a Screenplay** • Write screenplay basics • Apply Principles of Screenplay writing and six principles of Drama **Develop a storyboard** • Develop Characters, Scene, Plot and • Narrative • Develop Visualization of Story Boarding • Demonstrate visual road map **Success stories (***For further detail please see Page No: 3& 4)*	• **Task 6** • **Task 7** *Details may be seen at Annexure-I*
Week 5	**Set up light, equipment & accessories for videography-I**	**Use lighting techniques** • Use Three-Point lighting • Light a single person • Light two or more persons in a studio setting	• **Task 8** *Details may be seen at Annexure-I*

		• Resolve light and shadow by using a camera • Use light to create shadow Eliminate shadows **Motivational Lecture(** *For further detail please see Page No: 3& 4)* **Demonstrate lighting sources** • Use hot and cool lights • Use lighting equipment • Control lighting intensity • Give directions to light • Use atmospheric light • Use diffusers and screens	
Week 6	**Set up light, equipment** **& accessories for videography-II**	**Plan lighting for a production** • Plan foreground, Mid, and Background light • Use lighting grid • Arrange special effects • Use dimmers • Use reflectors **Plan Studio lighting** • Install lights • Perform a task in natural light	• **Task 9** *Details may be seen at Annexure-I*

		• Use tungsten lamp • Use halogen lamp • Use internal reflector lamp/ PAR Lamp • Use HMI Lights • Plan light using fixtures • Plan light for on-location and interviews **Success stories (**_For further detail please see Page No: 3& 4)_	
Week 7 **Week 8**	**Set Videography** **Composition**	**Use Video Cameras** • Use Digital single-lens reflex (DSLR) camera • Use Compact camera • Use mirrorless camera • Use electronic newsgathering (ENG) Camera • Use electronic field production (EFP) Camera • Use a digital professional video camera • Demonstrate Safety measures of camera • Prepare Camera for operation **Demonstrate camera moves**	• **Task 10** • **Task 11** _Details may be seen at Annexure-I_

Week 9	**Shoot Video**	- Perform panning - Perform tilting - Perform tracking/tracking - Use camera pedestal - Use Camera dolly **Use Camera Angles** - Demonstrate headroom - Demonstrate look room - Demonstrate walking room. - Make close shot (CU) - Make big close up (BCU) - Make medium shot - Make medium close-up. - Make long shot - Make wide shot - Make establishing shot - Make low angle and - Make a high angle shot - Make bird's eye view angle - Make canted shot - Make the worm's eye view. - Demonstrate differential focus **Motivational Lecture(** *For further detail please see Page No: 3& 4)*	
Week 9 **Week 10** **Week 11**	**Shoot Video**	**Use creative camera angles** - Use focus shift - Make Mirror shots - Make Parallel movement	**Task 12** **Task 13** **Task 14** **Task 15** **Task 16** **Task 17** **Task 17A**

Week 12		• Add movements to still objects. • Demonstrate wall shadow	*Details may be seen at Annexure-I*
Week 13		• Demonstrate reflections • Activity	
Week 14		**Make shot composition** • Make basic shot composition. • Apply simplicity • Apply the rule of third. • Apply rules of natural lines. • Apply 360-degree rule • Demonstrate white balance. • Demonstrate positive and negative spaces. • Activity **Use camera lenses** • Attach camera lenses. • Detach camera lenses • Demonstrate iris • Demonstrate F-stop. • Demonstrate focal length • Demonstrate depth of field • Use zoom lens. • Use telephoto lens • Use wide-angle lenses. • Use narrow angle lens • Clean lenses • Demonstrate lens safety • Understanding polarizing and colored filters	

		• Understanding neutral density filters and special effects filters. **Use Filters** • Use polarizing filters. • Use color filters • Use neutral density filters • Use special effects filters. • Use ND filters • Use CP filters **Use Manual JIB** • Install Manual Jib • Demonstrate safety Measures for JIB • operator • Mount camera on JIB • Attach Preview Screen • Demonstrate Use of manual JIB • Uninstall Jib • Pack Jib **Use Motorized JIB** • Demonstrate safety protocols • Install JIB • Install servo kit • Set control panel • Mount camera and • Patch cables • Install preview screen • Demonstrate camera settings for JIB • Demonstrate JIB shots and angles • Demonstrate camera moves for JIB	

		• Capture 360-degree shot • Uninstall Jib • Pack Jib **Use Quad-copter** • Demonstrate safety and security protocols of Quad-Copter • Install Quad Copter • Patch cables with the preview screen • Calibrate the quad-copter • set quad-copter for manual operation • Set quad-copter for auto operation • Use remote to operate quad-copter • Set altitude, weather, and light • Upgrade firmware • Upgrade software • Capture 360-degree shot • Uninstall quad-copter • Pack Quad Copter **Operate Osmo** • Prepare Osmo • Demonstrate safety measures • Unlock gamble • Attach Osmo with the preview screen • Demonstrate Osmo operations • uninstall Osmo • Pack Osmo **Use Go Pro** • Prepare Go pro	

		• Demonstrate safety measures • Attach with the preview screen • Mount as per demand • Demonstrate Go pro operations • Take underwater shot • Make time-lapse with go pro • Pack go pro **Use Ronen** • Prepare Ronen • Demonstrate safety measures • Balance Ronen • Attach with the preview screen • Demonstrate shot • Uninstall Ronen • Pack Ronen **Use motorized crane** • Prepare crane • Demonstrate safety measures • Balance crane • Attach with the preview screen • Demonstrate shot • Uninstall crane • Pack Crane **Mount Camera on Tripod** Prepare Tripod Demonstrate safety measures Fix camera on the tripod	

		Balance bubblehead	
		Demonstrate panning on the tripod	
		Demonstrate tilting on the tripod	
		Uninstall Camera	
		Pack Tripod	
		Mount Camera on Monopod	
		Prepare monopod	
		Demonstrate safety measures	
		Fix camera on the monopod	
		Balance bubblehead	
		Demonstrate panning on the tripod	
		Demonstrate tilting on the tripod	
		Uninstall monopod	
		Pack monopod	
		Mount Camera on Dolly	
		Prepare Dolly	
		Demonstrate safety measures	
		Fix camera on Dolly	
		Balance bubblehead	
		Demonstrate panning on Dolly	
		Demonstrate tilting on the dolly	
		Uninstall Camera	

		Use Manual Slider	
		Prepare Slider	
		Demonstrate safety measures	
		Fix camera on Slider	
		Balance Slider	
		Demonstrate moving shot	
		Uninstall Camera	
		Pack Slider	
		Use motorized slider	
		Lay Slider	
		Demonstrate safety measures	
		Fix camera on Slider	
		Balance Slider	
		Demonstrate remote operation of the slider	
		Demonstrate moving shot	
		Uninstall Camera	
		Pack Slider	
		Use car suction mount	
		Prepare Car suction mount	
		Demonstrate safety measures	
		Fix camera on Car suction mount	

		Balance Car suction mount	
		Demonstrate trucking shot	
		Uninstall Car suction mount	
		Use Stead cam	
		Prepare Stead cam	
		Demonstrate safety measures	
		Balance Steady cam	
		Fix camera on Stead cam	
		Take walking shot	
		Uninstall Stead cam	
		Use Track	
		Lay track	
		Place dolly	
		Demonstrate safety measures	
		Fix camera mount on a track dolly	
		Demonstrate track operations	
		Use shoulder Harness	
		Prepare Shoulder harness	
		Demonstrate safety measures	
		Balance Shoulder harness	
		Fix camera on Shoulder harness	
		Take walking shot	

		Uninstall Shoulder harness **Motivational Lecture(** *For further detail please see Page No: 3& 4)* **Success stories (***For further detail please see Page No: 3& 4)*	
Week 15	Mid-Term Assignment/Exam		
Week 16	**Post Production** **(Video Editing)**	• Maintain Computer System • Install an operating system • Install peripheral devices • Configure peripheral devices • Install software applications • Update/upgrade software application • un-install software application • Troubleshoot basic software errors • Troubleshoot basic hardware faults	• **Task 17B** *Details may be seen at Annexure-I* **Practical Activity** **Home Assignment** • **Task 18A** *Details may be seen at Annexure-I*
Week 17	**Post Production** **(Video Editing)**	• Develop Library • Collect Storyboard/Script • Collect Stock Footage • Grab Video • Grab Audio **Motivational Lecture(** *For further detail please see Page No: 3& 4)*	
Week 18	**Post Production** **(Video Editing)**	• Set project properties • Import Data • Set Sequence • Balance Audio	

		• Perform Color Balancing/ Grading • Prepare Roughcut • Make Revisions • Prepare Final Cut • Generate Output **Success stories (***For further detail please see Page No: 3& 4)*	
Week 19	**Post Production (Video Editing)**	• Set project properties • Import Data • Set Sequence • Balance Audio • Perform Color Balancing/ Grading • Prepare Roughcut • Make Revisions • Prepare Final Cut • Generate Output • **Motivational Lecture(** *For further detail please see Page No: 3& 4)*	
Week 20	**Post Production (Video Editing)**	• Set project properties • Import Data • Set Sequence • Balance Audio • Perform Color Balancing/ Grading • Prepare Roughcut • Make Revisions • Prepare Final Cut • Generate Output **Success stories (***For further detail please*	

		see Page No: 3& 4)	
Week 21	Employable Project/Assignment (6 weeks (i.e 21-26) besides of regular classes.	• Guidelines to the Trainees for selection of students employable project like final year project (FYP) • Assign Independent project to each Trainee • A project-based on trainee's aptitude and acquired skills. • Designed by keeping in view the emerging trends in the local market as well as across the globe. • The project idea may be based on entrepreneurs. • Leading to successful employment. • The duration of the project will be 6 weeks • Ideas may be generated via different sites such as: https://1000projects.org/ https://nevonprojects.com/ https://www.freestudentprojects.com/ https://technofizi.net/best-computer-science-and-engineering-cse-project-topics-ideas-for-students/ • Final viva/assessment will be conducted on project assignments. • At the end of the session, the project	• **Task 18B** *Details may be seen at Annexure-I*

		- will be presented in a skills competition - The skill competition will be conducted on the zonal, regional, and National levels. - The project will be presented in front of Industrialists for commercialization	
Week 22	**Advanced techniques for videography**	- Chroma Techniques - Camera Stabilizer - Camera Track Slider Video Stabilizer Rail - Shoulder Mount Rig - Gimbal - Tripod Dolly **Motivational Lecture(** *For further detail please see Page No: 3& 4)*	**Practical Activity**
Week 23	**Animation-Beginner**	**Use workspaces for 3D modeling** - Ensure overview of the workspace - Perform 3D modeling for the rendering process - Perform 3D geometry - Ensure 3D projections **Perform subdivision modeling** - Use basic tools as per requirements	**Task 19** *Details may be seen at Annexure-I*

		(Selection, move, rotate, scale, grouping, trimming, and parenting)	
		• Handle vertex	
		• Handle edges	
		• Handle vertex faces	
		Perform Polygon Modeling	
		• Use line for modeling	
		• Perform reunion	
		• Use split tool	
		Perform in the organic model	
		• Use Mesh tools	
		• Use covers	
		• Use subdivision modeling	
		Apply shades and textures	
		• Apply hyper shades	
		• Use texture maps as per requirements	
		• Apply UV mapping	
		• Unwrap UV mapping	
		• Use UV projections	
		Perform lighting techniques	
		• Apply lightening techniques as per requirement	
		• Use standards lights	
		• Use V ray lights	
		• Apply light effects	
		Apply Rigging	
		• Create a skeleton for a 3D model	

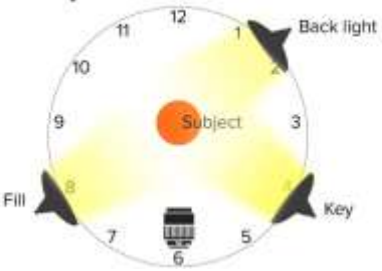|			
		• Move parts of objects within the model • Create controllers • Apply Inverse Kinematics (IK) • Apply Forward Kinematics (FK) **Success stories (***For further detail please see Page No: 3& 4)*	
Week 24-25	**Animation-Advance level**	**Use workspaces for organics modeling** • Ensure overview of the workspace • Perform 3D modeling for the rendering process • Perform 3D geometry • Ensure 3D projections • Use workspaces/ interfaces **Make character modeling** • Use nerves modeling • Use curve modeling • Use Polygon modeling • Use Mesh tools • Use subdivision modeling **Use shades and textures for organic** • Use photoshop for making textures • Set up V ray material • Set up standards material • Use hyper shades • Use U V Mapping • Use unwrapping UV	• **Task 19** • **Task 20** *Details may be seen at Annexure-I*

		Set lighting for organics • Use standard light • Use V ray light • Use light effects **Perform Rigging in organic** • Create skeletons • Create controllers • Use IK and FK • Use a facial rig **Motivational Lecture(** *For further detail please see Page No: 3& 4)*	
Week 26	**Entrepreneurship and Final Assessment in project**	**Success stories (***For further detail please see Page No: 3& 4)* • Job Market Searching • Self-employment • Freelancing sites • Introduction • Fundamentals of Business Development • Entrepreneurship • Startup Funding • Business Incubation and Acceleration • Business Value Statement • Business Model Canvas • Sales and Marketing Strategies • How to Reach Customers and Engage CxOs • Stakeholders Power Grid • RACI Model, SWOT Analysis, PEST Analysis • SMART Objectives	

		- OKRs - Cost Management (OPEX, CAPEX, ROCE, etc.) - Final Assessment	

Annexure-I:

Tasks For Certificate in Documentary and Film Making

Task No.	Task	Description	Week
1	**Search Job Market**	• Search videography jobs available in Pakistan • Enlist at least five videography job titles	**Week 1**
2	**Learn Ethics**	Prepare a list of your values and prioritize the top 10 values	
3	**Research exercise**	Enlist at least ten videography niche	**Week 2**
4	**Prepare Project Timeline**	• Write video project objective • Identify the target audience • Establish a budget • Prepare a schedule for the project	**Week 3**
5	**Brainstorm ideas**	• Brainstorm creative ideas in the group • Select the niche • Enlist at least three ideas	
6	**Story Telling**	Google at least five videography stories. Create a video story in a group of 5 students, covering the following themes: • Exposition • Rising action • Climax • Falling action • Resolution	**Week 4**
7	**Develop a Screenplay**	Create a group of 5 students and develop a screenplay consisting of: • At least three basics of screenplay • Six principles of a screenplay	

8	**Set up lighting equipment**	• Prepare for the shoot • Pick up your lighting options type • Set up three-point lightning Light Set-up	**Week 5**
9	**Identify lighting sources**	**Setup lighting production for Classroom:** • Use hot and cool lights • Use lighting equipment • Control lighting intensity • Give directions to light • Use atmospheric light • Use diffusers and screens **Setup lighting for the studio:** • Install lights • Perform a task in natural light • Use tungsten lamp • Use halogen lamp • Use internal reflector lamp/ PAR Lamp • Use HMI Lights • Plan light using fixtures	**Week 6**

		• Plan light for on-location and interviews	
10	**Capture Photos**	**Make a group of 5 students and choose a niche for the shoot:** • Make close shot (CU) • Make big close up (BCU) • Make medium shot • Make medium close-up. • Make long shot • Make wide shot • Make establishing shot • Make low angle and • Make a high angle shot • Make bird's eye view angle • Make canted shot • Make a worm's eye view.	**Week 7-8**

11	**Video Angles**	**Make a group of 4 students and shoot the following video angles:** • The Professional Selfie • Extra Wide shot • Medium Shot • Close shot • The Hero shot	**Week 7-8**
12	**Video Composition**	**Make a group of 6 students and shoot according to the following video composition:** • Rule of third • Light and dark • Angle of perspective	**Week 9-14**
13	**Camera Lens**	**Make a group of 5 students and use video lenses:** • Attach camera lenses. • Detach camera lenses • Demonstrate iris • Demonstrate F-stop. • Demonstrate focal length • Demonstrate depth of field • Use a zoom lens. • Use telephoto lens • Use wide-angle lenses. • Use narrow-angle lens • Clean lenses • Demonstrate lens safety • Understanding polarizing and colored filters • Understanding neutral density filters and	**Week 9-14**

		special effects filters. • Shoot one-minute video with at least three lenses	
14	**Videography Filters**	**Make a group of 5 students and create a short video using different filters:** • Use polarizing filters. • Use color filters • Use neutral density filters • Use special effects filters. • Use ND filters • Use CP filters	**Week 9-14**
15	**Use Jib** 	**Shoot short video/photos using Jib(Manual or Motorized)** • Demonstrate safety protocols • Adjust the equipment as directed by the instructor • Broadcast/capture equipment within the assigned area • Operate studio Jib camera to convey images • Pack Jib	**Week 9-14**
16	**Use Quadcopter** 	**Take aerial shots of your institute using a quadcopter:** • Demonstrate safety and security protocols of Quad-Copter • Install Quad Copter • Patch cables with the preview screen • Calibrate the quad-copter	**Week 9-14**

		• set quad-copter for manual operation • Set quad-copter for auto operation • Use remote to operate quad-copter • Set altitude, weather, and light • Upgrade firmware • Upgrade software • Capture 360-degree shot • Uninstall quad-copter • Pack Quad Copter	
17	**Different Cameras**	**Google different videos of the following cameras:** • Osmo • GoPro • Ronen	**Week 9-14**
17A	**Build your CV**	Download professional CV template from any good site (https://www.coolfreecv.com or relevant) • Add Personal Information • Add Educational details • Add Experience/Portfolio Add contact details/profile links	**Week 13-14**
17B	**Create an account profile on Fiverr (at least two gigs) and Upwork**	Create an account by following these steps: **Step 1:** Personal Info **Step 2:** Professional Info **Step 3:** Linked Accounts **Step 4:** Account Security	**Week 16 onwards**
18	**Video Editing Software**	• Install video editing software • Explore different tools using video editing software • Create a voice over video	**Week 16-20**

18B	**How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)**	• Browse the following website and create an account on each website
		  ▪ Bayt.com – The Middle East Leading Job Site
		  ▪ Monster Gulf – The International Job Portal
			Week 21 Onwards

		▪ Gulf Talent – Jobs in Dubai and the Middle East - Find the handy 'search' option at the top of your homepage to search for the jobs that best suit your skills. - Select the job type from the first 'Job Type' drop-down menu, next, select the location from the second drop-down menu. - Enter any keywords you want to use to find suitable job vacancies. - On the results page you can search for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search. - Search for jobs by: ▪ Company ▪ Category ▪ Location ▪ All jobs ▪ Agency ▪ Industry	
19	**Create Animations**	- Create a personal narrative - Record interviews (in person or virtually) - Create a whiteboard animation - Present slides with a screencast recording - Record a stop-motion animation in Google Slides - Make a video tour of a significant location - Take your video projects anywhere with a green screen - Create GIF examples of classroom content - Record video self-assessment - Make a video with an app	**Week 23**

20	**Design a character**	**Divide the process into three major part:** - Pre-production - Production - Post-production	

Documentary and Film Making

Emerging Pakistan - Official Documentary

https://www.youtube.com/watch?v=CgSQe64SP6c

Beyond The Oscars — A Conversation with Sharmeen Obaid-Chinoy

https://www.youtube.com/watch?v=_jN8I4LWRts

The power of dreams and curiosity | Adeel Hashmi

https://www.youtube.com/watch?v=VRE6h_1K_HI

What Is the Role of Good Manners in the Workplace? By Qasim Ali Shah | In Urdu

https://www.youtube.com/watch?v=Qi6Xn7yKIIQ

What is freelancing and how you can make money online - BBCURDU

https://www.youtube.com/watch?v=9jCJN3Ff0kA

Hisham Sarwar Motivational Story | Pakistani Freelancer

https://www.youtube.com/watch?v=CHm_BH7xAXk

Annexure-II

SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE.

Mentor

Mentors are provided an observation checklist form to evaluate and share their observational feedback on how students within each team engage and collaborate in a learning environment. The checklist is provided at two different points: Once towards the end of the course. The checklists are an opportunity for mentors to share their unique perspective on group dynamics based on various team activities, gameplay sessions, pitch preparation, and other sessions, giving insights on the nature of communication and teamwork taking place and how both learning outcomes and the student experience can be improved in the future.

Session- 1 (Communication):

Please find below an overview of the activities taking place Session plan that will support your delivery and an overview of this session's activity.

Session- 1 OVERVIEW
Aims and Objectives:
- To introduce the communication skills and how it will work   - Get to know mentor and team - build rapport and develop a strong sense of a team   - Provide an introduction to communication skills   - Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving   - Gain an understanding of participants' own communication skills rating at the start of the program

Activity:	Participant Time	Teacher Time	Mentor Time
Intro Attend and contribute to the scheduled.			
Understand good communication skills and how it works.			
Understand what good communication skills mean			
Understand what skills are important for good communication skills			
Key learning outcomes:	**Resources:**		**Enterprise skills developed:**
• Understand the	• Podium		•Communication

	Projector	• Self Confidence
communication skills and how it works.	• Projector	• Self Confidence
• Understand what communication skills mean	• Computer	• Teamwork
• Understand what skills are important for communication skills	• Flip Chart • Marker	

Schedule	Mentor Should do
Welcome: **5 min**	Short welcome and ask the **Mentor** to introduce him/herself. Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.
Icebreaker: **10 min**	Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead. The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.
Introduction & Onboarding: **20mins**	Provide a brief introduction of the qualification to the class and play the "Onboarding Video or Presentation". In your introduction cover the following: 1. Explanation of the program and structure. (Kamyab jawan Program) 2. How you will use your communication skills in your professional life. 3. Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and "contact us" section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm) 4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.
Team Activity Planning: **30 minutes**	MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until

	the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how. "IDENTIFY ENTREPRENEURS" TEAM ACTIVITY "BRAINSTORMING SOCIAL PROBLEMS" TEAM ACTIVITY" *As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.* Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to communicate, the role of the project manager, etc. Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this. Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.
Session Close: **5 minutes**	**MENTOR:** Close the session with the opportunity for anyone to ask any remaining questions. **Instructor:** Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.

MOTIVATIONAL LECTURES LINKS.

TOPIC	SPEAKER	LINK
How to Face Problems In Life	Qasim Ali Shah	https://www.youtube.com/watch?v=OrQte08MI90
Just Control Your Emotions	Qasim Ali Shah	https://www.youtube.com/watch?v=JzFs__yJt-w
How to Communicate Effectively	Qasim Ali Shah	https://www.youtube.com/watch?v=PhHAQEGehKc
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	https://www.youtube.com/watch?v=5fS3rj6eIFg
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	https://www.youtube.com/watch?v=chn86sH0O5U
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	https://www.youtube.com/watch?v=s10dzfbozd4
Wisdom of the Eagle	Learn Kurooji	https://www.youtube.com/watch?v=bEU7V5rJTtw
The Power of ATTITUDE	Titan Man	https://www.youtube.com/watch?v=r8LJ5X2ejqU
STOP WASTING TIME	Arnold Schwarzenegger	https://www.youtube.com/watch?v=kzSBrJmXqdg
Risk of Success	Denzel Washington	https://www.youtube.com/watch?v=tbnzAVRZ9Xc

SUCCESS STORY

S. No	Key Information	Detail/Description
1.	**Self & Family background**	**Danyal Saleem,** who lives in Mirpur (AJK), is an example of how hard work and perseverance can reap rich rewards when bidding for projects online. The graphic designer and editor works exclusively on an online freelancing platform and has earned, on average, **US$20,000** per month for the past several months. But this isn't a story of overnight success – Danyal has had to work hard to differentiate himself and stay true to his goal. It was a full year later, in May 2017, when Danyal finally decided to jump in. He signed up for one of the numerous sites that connect designers or coders with people or companies that have small projects, like designing a logo or building a website. He had already started a small business to help pay for his college education, so he was nervous and apprehensive about the decision. "I gave myself two or three months at most. If I didn't succeed, then I would go back to running the business as it was showing potential," he says. **If at first, you don't succeed, try try again**
2.	**How he came on board NAVTTC Training/ or got trained through any other source**	Certification from STEPS(NAVTTC partner institute)
3.	**Post-training activities**	In his first month using Fiverr, he pitched mostly for projects centered around logo designing. But it wasn't so simple. In the first few weeks, he didn't hear back from even a single client, despite pitching for dozens of projects. "I needed to understand what worked, so I read blogs, participated in forums, and analyzed profiles of successful freelancers. It was an uphill struggle, but I didn't want to give up," he explains. Danyal says he understands why clients would be apprehensive giving projects to untested freelancers. They have hundreds of options to choose from, he explains, and to give a project to someone with no experience requires a strong leap of faith.

		A slow stream of projects started to come Danyal's way. Within a few months, he was landing an average of a hundred projects every month, with a large number of repeat clients. He also expanded the range of his professional services, branching out from logo design to business cards, banners, Facebook cover pages, letterheads, and stationery. But he's had to face his fair share of challenges too. The shoddy state of internet infrastructure in his city, Mirpur, threatened to derail his freelancing career. "Sometimes I haven't had connectivity for two days straight," he explains. "That's unthinkable for someone who makes his livelihood on the internet."
4.	**Message to others** **(under training)**	Take the training opportunity seriously Impose self-discipline and ensure regularity Make Hard work pays in the end so be always ready for the same.

Note: Success story is a source of motivation for the trainees and can be presented in several ways/forms in a NAVTTC skill development course as under: -

1. To call a passed out successful trainee of the institute. He will narrate his success story to the trainees in his own words and meet trainees as well.
2. To see and listen to a recorded video/clip (5 to 7 minutes) showing a successful trainee Audio-video recording that has to cover the above-mentioned points.
3. The teacher displays the picture of a successful trainee (name, trade, institute, organization, job, earning, etc) and narrates his/her story in the teacher's own motivational words.

*The online success stories of renowned professional can also be obtained from **Annex-II***

Workplace/Institute Ethics Guide

Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies. Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue, or value to strengthen character and individual abilities. It is a set of values-centered on the importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

1. **Attendance:**

   Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.

2. **Character:**

   Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.

3. **Team Work:**

   The ability to get along with others including those you don't necessarily like. The ability to carry your weight and help others who are struggling. Recognize when to speak up with any ideas and when to compromise by blend ideas together.

4. **Appearance:**

   Dress for success set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a lifetime

5. **Attitude:**

   Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks. Willing to learn new processes, systems, and procedures in light of changing responsibilities.

6. **Productivity:**

   Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being asked. Take pride in your work, do things the best you know-how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

7. **Organizational Skills:**

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Take an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

8. **Communication:**

Written communication, being able to correctly write reports and memos. Verbal communications, being able to communicate one on one or to a group.

9. **Cooperation:**

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing work situations and the application of new or different skills.

10. **Respect:**

Work hard, work to the best of your ability. Carry out orders, do what's asked the first time. Show respect, accept, and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.