

Government of Pakistan

**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents / Lesson Plan**

**Course Title:** Computer Application & Office Management

**Duration:** 6 Months

**Revised Edition**

Trainer Name	
Course Title	Computer Application & Office Management
Objectives and Expectations	<p><b>Employable skills and hands-on practice for Graphic Designing and video editing</b></p> <p>This course offers a broad, cross-disciplinary learning experience for students looking to pursue careers in Computer Application and Office Management, to name a few — all disciplines that focus on effective office management with fine interpersonal skills in the daily office work.</p> <p>In this course, students are introduced to key aspects of the design process, from research/strategy, creative brief development, and campaign development to teamwork and presentation and content creation so that they can enter the design market as strong candidates for beginner to intermediate level design jobs.</p> <p><b><u>Main Expectations:</u></b></p> <p>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.</p> <p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>ii. To materialize the main expectations, a special module on <b><u>Job Search &amp; Entrepreneurial Skills</u></b> has been included in the latter part of this course (5<sup>th</sup> &amp; 6<sup>th</sup> 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.</li> <li>iii. A module on <b><u>Work Place Ethics</u></b> has also been included to highlight the importance of good and positive behavior at the workplace in the line</li> </ol>

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 the 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.

## **(ii) Success Stories**

Another effective way of motivating the trainees is using 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 using 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 comprehensible 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 the 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)

	Field visits( At least one visit to a trade-specific major industry/ site must be arranged by the training institute)
<b>Entry-level of trainees</b>	<b>Matriculation or equivalent 10-year education with good language proficiency</b>
<b>Learning Outcomes of the course</b>	By the end of this course, students will be able to: <ul style="list-style-type: none"> <li>• Communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes</li> <li>• Demonstrate a verbal-working use of the vocabulary relating to design</li> <li>• Develop an understanding of the properties and the preparation of official documents.</li> <li>• Students will produce a portfolio of office document(s) using a variety of office management tools with effective design techniques, styles, and presentations.</li> </ul>
<b>Course Execution Plan</b>	The total duration of the course: <b>6 months (26 Weeks)</b> Class duration: <b>4 hours per day</b> Theory: <b>20%</b> Practical: <b>80%</b> Weekly hours: <b>20 hours per week (5 days)</b> Total contact hours: <b>520hours</b>
<b>Companies offering jobs in the respective trade</b>	<ol style="list-style-type: none"> <li>1. NGO</li> <li>2. Marketing firms</li> <li>3. Government Offices</li> <li>4. Freelancing</li> <li>5. Book/magazine publishers</li> <li>6. Newspaper publishing</li> <li>7. Social media</li> <li>8. Independent creators</li> </ol>
<b>Job Opportunities</b>	Computer Application & Office Management is a twin fold training thus hold a high rate of employability in various capacities across various industries. As long as social media, marketing visual and communication space, digital design, and interaction landscape are alive and functioning, this training will always have a pivotal role in handling the day to the day management task. The following are some of the roles that are present and or may become available. <ul style="list-style-type: none"> <li>• Hospitals</li> <li>• Factories.</li> <li>• Educational institutes</li> <li>• Academics &amp; Administration</li> <li>• Firms</li> <li>• Traveling Agencies</li> <li>• Construction &amp; Buildings</li> </ul>
<b>No of Students</b>	20
<b>Learning Place</b>	Lab
<b>Instructional Resources</b>	General Office Skill <a href="https://www.pitman-training.pk/course-category/office-skills/">https://www.pitman-training.pk/course-category/office-skills/</a> <a href="https://www.excite.com/education/courses/office-management-courses">https://www.excite.com/education/courses/office-management-courses</a> <a href="http://www.pexels.com">www.pexels.com</a> Free Font Downloads

[www.dafont.com](http://www.dafont.com)  
Free Photoshop Brushes and Patterns

[www.brushing.eu](http://www.brushing.eu)  
[www.brusheezy.com](http://www.brusheezy.com)  
Free Vectors and Assets

[www.freepik.com](http://www.freepik.com)  
Best Examples of Typography Website -  
<http://www.awwards.com/websites/typography/>

Photoshop tutorials  
[https://en.wikipedia.org/wiki/Visual\\_design\\_elements\\_and\\_principles](https://en.wikipedia.org/wiki/Visual_design_elements_and_principles)

Blog (teacher resource) on Cultural Influences in Design -  
<http://www.core77.com/posts/21455/Does-CultureMatter-for-Product-Design>

History of Graphic Design Website - <http://www.designhistory.org/>  
History of Graphic Design Website - <http://www.historygraphicdesign.com>

Blog on Cultural Influences in Graphic Design –  
Photoshop Tutorials - <https://helpx.adobe.com/photoshop/tutorials.html>

PDF from Getty Center (Principles of Design) -  
[https://www.getty.edu/education/teachers/building\\_lessons/principles\\_design.pdf](https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf)

[Social Media Sizing Guidelines](#)  
[File Format Glossary](#)  
<https://helpx.adobe.com/photoshop/tutorials.html>

Digital Portfolio Best Practices resource -  
<https://www.roberthalf.com/blog/writing-a-resume/3-digital-portfolio-best-practices-how-to-make-a-portfolio-that-pops>

Royalty-Free Photos

## MODULES

Scheduled Weeks	Module Title	Learning Units	Remarks
Week 1	Explore Office 2016,	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• Course Introduction</li> <li>• Success stories</li> <li>• Job market</li> <li>• Course Applications</li> <li>• Institute/work ethics</li> <li>• Modern Technology and its importance</li> <li>• Introduction</li> <li>• Computer</li> <li>• Internet</li> <li>• Tele Conferencing</li> <li>• Cellular Phone</li> <li>• E-Business</li> <li>• E-Commerce</li> <li>• E-Marketing</li> <li>• E-Banking</li> <li>• Basics of Computer &amp; Its Applications</li> <li>• Introduction to Computer System</li> <li>• Block Diagram of a Computer System</li> <li>• Devices that can be attached with a Computer</li> <li>• (Key Board, Mouse, CPU &amp; Monitor) &amp; Their Function</li> <li>• Software &amp; Software components of a Computer</li> <li>• System Software &amp; its subtypes</li> <li>• Software &amp; Its types</li> <li>• What is Office Automation?</li> <li>• MS-Word</li> <li>• MS-Excel</li> <li>• MS-PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Home Assignment</b></li> <li>• <b>Task 1</b></li> <li>• <b>Task 2</b></li> <li>• <b>Task 3</b></li> </ul>

<p><b>Week 2</b></p>	<p><b>Attributes of office professional</b></p>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>Students are introduced to:</li> <li>• Work in the Office user interface</li> <li>• Identify app window elements</li> <li>• Sidebar: Tell me what you want to do</li> <li>• Work with the ribbon and status bar</li> <li>• Sidebar: Adapt exercise steps</li> <li>• Change Office and app options</li> <li>• Manage account information</li> <li>• Manage app options</li> <li>• Customize the Quick Access Toolbar</li> <li>• Customize the ribbon</li> <li>• Manage file properties</li> <li>• Skills review</li> <li>• Practice tasks</li> <li>• Create and manage files</li> <li>• Create files.</li> <li>• Open and move around in files</li> <li>• Display different views of files</li> <li>• Display and edit file properties</li> <li>• Sidebar: File types and compatibility with earlier versions of Office apps</li> <li>• Save and close files</li> <li>• Sidebar: Save files to OneDrive</li> <li>• Skills review</li> <li>• Practice tasks</li> <li>• Attributes of a good office professional</li> <li>• Positive Attitude</li> <li>• Desire to think</li> <li>• Adaptability/Flexibility</li> <li>• Honesty and Integrity</li> <li>• Self-Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 4</b></li> <li>• <b>Task 5</b></li> <li>• <b>Task 6</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p> <p><b>Home Assignment</b></p>



		<ul style="list-style-type: none"> <li>• Strong Self-Confidence</li> <li>• Commitment/Loyalty</li> <li>• Cooperative</li> <li>• Dependability/Reliability</li> <li>• Effective Communication Skills</li> <li>• Desire to Learn &amp; Grow</li> </ul>	
<b>Week 3</b>	<b>Part of Speech &amp; MS Word</b>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• MS Word Use of AutoCorrect Find &amp; Replace</li> <li>• Use of Spell &amp; Grammar Check</li> <li>• Alignment of text (Left, Right, Centre &amp; Justify)</li> <li>• Set Line &amp; Paragraph Spacing (Single- &amp; double-spaced line spacing)</li> <li>• Margins</li> <li>• Page Set up Dialog Box</li> <li>• How to Operate Pulldown Drop Down) Menus (Cascading Menus, DoubleArrows0</li> <li>• How to Operate Task Pane?</li> <li>• Difference b/w Save &amp; Save As</li> <li>• Difference b/w Undo &amp; Repeat</li> <li>• Difference b/w Delete &amp; Backspace</li> <li>• Difference b/w Cut, Paste &amp; Copy paste, Drag &amp; Drop</li> <li>• Principles of Organization</li> <li>• Forms of Organization</li> <li>• Office systems and routine procedures and method</li> <li>• Importance of System</li> <li>• Principles of System</li> <li>• Advantages of Office System</li> <li>• Manual and its types</li> <li>• Office Accommodation &amp; Layout</li> <li>• Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task – 7</b></li> <li>• <b>Task – 8</b></li> <li>• <b>Task – 9</b></li> </ul> <p><i>(<u>Details may be seen at Annexure-I</u>)</i></p>

		<ul style="list-style-type: none"> <li>• The Site or Location</li> <li>• Merits and Demerits</li> <li>• Urban and Rural Area Offices and Their Merits &amp; Demerits</li> </ul>	
<b>Week 4</b>	<b>MS Word Advancement And Designing</b>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• Using Ruler</li> <li>• Setting Tabs, indents</li> <li>• Margins using Tabs</li> <li>• Header &amp; Footer (with all options) Toolbar</li> <li>• Formatting Text (Bold, Underline, Italic)</li> <li>• Font Dialog Box (having all font Options)</li> <li>• Bulleted &amp; Numbered Lists</li> <li>• Collaborate on documents</li> <li>• Mark up documents</li> <li>• Insert comments</li> <li>• Track changes</li> <li>• Display and review document markup</li> <li>• Review and respond to comments</li> <li>• Compare and merge documents</li> <li>• Designing letterheads and certificates with MS-Word</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 10</b></li> <li>• <b>Task 11</b></li> <li>• <b>Task 12</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
<b>Week 5</b>	<b>Merging Data Techniques and Developing promotional Materials</b>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• Merge data with documents and labels</li> <li>• Understand the mail merge process</li> <li>• Start the mail merge process</li> <li>• Get started with letters</li> <li>• Get started with labels</li> <li>• Get started with email messages</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 13</b></li> <li>• <b>Task 14</b></li> <li>• <b>Task 15</b></li> <li>• <b>Monthly Test 1</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>

		<ul style="list-style-type: none"> <li>• Choose and refine the data source</li> <li>• Select an existing data source</li> <li>• Create a new data source</li> <li>• Refine the data source records</li> <li>• Sidebar: Refresh data</li> <li>• Inserting Symbols</li> <li>• Text boxes (moving &amp; resizing of textboxes)</li> <li>• Drawing Lines, Shapes, and Objects</li> <li>• Create various types of brochures</li> <li>• Create and design logos</li> </ul>	
<b>Week 6</b>		<ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• The Art of writing and Effective Business Letter</li> <li>• Language of letters</li> <li>• Form and Styles of Letters</li> <li>• Inquiries and Replies to Inquiries</li> <li>• Order Letters</li> <li>• Complaint and Adjustment Letters</li> <li>• The Art of writing and Effective Business Letter</li> <li>• 07 C's of Communication</li> <li>• Channels of Communication</li> <li>• Paragraph Writing</li> <li>• Letter Writing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 16</b></li> <li>• <b>Task 17</b></li> <li>• <b>Task 18</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
<b>Week 7</b>	Intro of MS Excel, creating various templates in excel	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• Introduction to MS Excel 2016</li> <li>• Identifying basic parts of Excel Window</li> <li>• Difference b/w a workbook &amp; Work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 19</b></li> <li>• <b>Task 20</b></li> <li>• <b>Task 21</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>

		<p>Sheet</p> <ul style="list-style-type: none"> <li>• Saving and File Management</li> <li>• Converting and Encrypting Files</li> <li>• File Properties and Digital Signatures</li> <li>• File Accessibility and Compatibility</li> <li>• Introduction Various Operators (Arithmetic, Logical, Comparison), etc.</li> <li>• Basic Excel Functions (Average, Sum, Count, Max, Min), etc.</li> <li>• Working with logical functions IF and Nested IF.</li> <li>• Working with Conditional Formatting</li> <li>• Creating Result Cards, Invoices, Transcripts</li> </ul>	
<b>Week 8</b>	<b>Working with Advanced Functions, Data Analysis, Record Management</b>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• Array Functions (SUMIF &amp; AVERAGEIF)</li> <li>• Formula Auditing</li> <li>• Formulas with Absolute References</li> <li>• Text Functions</li> <li>• Working with name ranges</li> <li>• Creating link sheets</li> <li>• Create inventory/stock reports Records Management</li> <li>• Introduction</li> <li>• The objective of Records Management</li> <li>• Feature of Records Management</li> <li>• Principle of Records Management</li> <li>• Essential of Records Management</li> <li>• Benefits of Records Management</li> <li>• Office Stationery</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 22</b></li> <li>• <b>Task 23</b></li> <li>• <b>Task 24</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

<p><b>Week 9</b></p>	<p>Working with Tables, Filters, and advanced Filters, Data crunching, and consolidation</p>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• Creating Excel Tables</li> <li>• Working with Records and Filters</li> <li>• Advanced Filter</li> <li>• Data Crunching and Analysis</li> <li>• Create automated invoices</li> <li>• Text to Columns</li> <li>• Flash Fill</li> <li>• Remove Duplicates</li> <li>• Data Validation</li> <li>• Consolidate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 25</b></li> <li>• <b>Task 26</b></li> <li>• <b>Task 27</b></li> <li>• <b>Monthly Test 2</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
<p><b>Week 10</b></p>	<p>Pivot Tables, Reports and Dashboards, Charts</p>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• PIVOTTABLES</li> <li>• Getting Started with PivotTables</li> <li>• Displaying Data in a PivotTable</li> <li>• Formatting a PivotTable</li> <li>• Using the Classic PivotTable Layout</li> <li>• Slicers</li> <li>• Create Static and Dynamic Dashboards</li> <li>• Create dynamic charts and reports</li> </ul> <p>Project</p>	<ul style="list-style-type: none"> <li>• <b>Task 28</b></li> <li>• <b>Task 29</b></li> <li>• <b>Task 30</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
<p><b>Week 11</b></p>		<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• introduction to MS-PowerPoint <ul style="list-style-type: none"> <li>○ Preparing a simple presentation</li> </ul> </li> <li>• Identifying basic parts of the PowerPoint window</li> <li>• PowerPoint Presentation</li> <li>• Open a presentation</li> <li>• Insert a new slide</li> <li>• Copy a slide</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 31</b></li> <li>• <b>Task 32</b></li> <li>• <b>Task 33</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>

		<ul style="list-style-type: none"> <li>• Delete a slide</li> <li>• Working with slide views (view slides in slide view show, full view, outline view)</li> <li>• Applying a Design Template</li> <li>• Choose a color scheme</li> <li>• Adding a design to the existing presentation</li> <li>• Recognize slide view</li> <li>• Operate Task pane</li> <li>• Operate Pull-Down Menus</li> <li>• Creating a Blank Presentation</li> <li>• choose &amp; apply a slide layout</li> <li>• Standard Rules for a stronger PowerPoint Presentation</li> <li>• Working with Slides and Slide Layouts</li> <li>• Using belt in templates for Presentation</li> <li>• Working with PowerPoint Themes</li> <li>• Working with Animation and Transitions</li> <li>• Using SmartArt and Shapes in Presentation</li> <li>• Creating videos from slides</li> <li>• Creating storyboards with PowerPoint etc.</li> </ul>	
<b>Week 12</b>		<ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Introduction to database</li> <li>• Types of database</li> <li>• Key elements of a database</li> <li>• Introduction of ERD and DFD</li> <li>• Types of relationship</li> <li>• Creating a simple table through the wizard</li> <li>• Creating Forms from the table through the wizard</li> <li>• Creating reports through the wizard</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 34</b></li> <li>• <b>Task 35</b></li> <li>• <b>Task 36</b></li> <li>• <b>Task 37</b></li> <li>• <b>Task 38</b></li> <li>• <b>Task 39</b></li> </ul> <p><u><i>Details may be seen at Annexure-I</i></u></p>
<b>Week 13</b>	<b>Midterm project</b>		
<b>Week 14</b>	Creating a simple	<ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul>	<b>Home Assignment</b> <ul style="list-style-type: none"> <li>• <b>Task 40</b></li> </ul>

	<p>database for a small retail store</p>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Creating a table in Design Mode</li> <li>• Creating Form in Design Mode</li> <li>• Introduction to queries</li> <li>• Creating Reports through queries and forms</li> <li>• Creating database users (admin &amp; Clients)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 41</b></li> <li>• <b>Task 42</b></li> <li>• <b>Task 42A</b></li> <li>• <b>Midterm Test 3</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
<p><b>Week 15</b></p>	<p>Digital Graphics and Illustrations, Understanding Adobe Illustrator</p>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Understanding Digital Graphics and Illustrations</li> <li>• Understand key terminology related to digital graphics and illustrations.</li> <li>• Demonstrate knowledge of basic design principles and best practices employed in the digital graphics and illustration industry.</li> <li>• Demonstrate knowledge of typography and its use in digital graphics and illustrations.</li> <li>• Demonstrate knowledge of color and its use in digital graphics and illustration.</li> <li>• Demonstrate knowledge of image resolution, image size, and image file format for web, video, and print</li> <li>• Identify elements of the Illustrator user interface and demonstrate knowledge of their functions.</li> <li>• Define the functions of commonly used tools, including selection tools, the Pen tool, and other drawing tools, shape tools, and transformation tools.</li> <li>• Navigate, organize, and customize the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 42B</b></li> <li>• <b>Task 43</b></li> <li>• <b>Task 44</b></li> <li>• <b>Task 45</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

		<p>workspace.</p> <ul style="list-style-type: none"> <li>• Use non-printing design tools in the interface, such as rulers, guides, bleeds, and artboards.</li> <li>• Demonstrate knowledge of layers and masks.</li> <li>• Manage colors, swatches, and gradients.</li> <li>• Manage brushes, symbols, graphic styles, and patterns.</li> <li>• Demonstrate knowledge of how and why illustrators employ different views and modes throughout a project, including vector/outline vs. display/appearance, isolation mode, and various Draw modes.</li> <li>• Demonstrate an understanding of vector drawing tools.</li> </ul>	
<b>Week 16</b>	<b>Creating Digital Graphics and Illustrations Using Adobe Illustrator</b>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Create a new project.</li> <li>• Use vector drawing and shape tools.</li> <li>• Transform graphics and illustrations.</li> <li>• Create and manage layers.</li> <li>• Import assets into a project.</li> <li>• Add and manipulate type using Type tools.</li> <li>• Create digital graphics and illustrations using 3D and perspective tools in Illustrator.</li> <li>• Prepare images for web and print.</li> <li>• Export digital graphics and illustrations to various file formats.</li> <li>• Design corporate brochures, visiting cards, marriage cards, banners, etc.</li> <li>• Create adds for social/print/electronic media promotions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 46</b></li> <li>• <b>Task 47</b></li> <li>• <b>Task 48</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
<b>Week 17</b>	<b>Introduction Adobe</b>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 49</b></li> </ul>



	<p>Photoshop</p>	<p><i>detail please see Page No: 3&amp; 4)</i></p> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>● Adobe Photoshop Work Environment <ul style="list-style-type: none"> <li>○ Looking at the Work Area</li> <li>○ Working in 64 and 32-bit modes</li> <li>○ Customizing Preferences &amp; Keyboard Shortcuts</li> <li>○ Using the tools &amp; Tool Options</li> </ul> </li> <li>● Working with Selections <ul style="list-style-type: none"> <li>○ About selecting &amp; selection tools</li> <li>○ Rectangular &amp; Oval selections</li> <li>○ Lasso tool, Magnetic Lasso Tool, Polygonal Lasso Tool</li> <li>○ Magic Wand</li> <li>○ Quick Selection Tool</li> <li>○ Feathering – softening selection edges</li> <li>○ Selecting by Color</li> </ul> </li> <li>● Understanding Layers <ul style="list-style-type: none"> <li>○ Background layers</li> <li>○ Creating layers</li> <li>○ Rearrange &amp; editing layers</li> <li>○ Opacity &amp; Layer Blending Modes</li> <li>○ Linking Layers</li> <li>○ Applying Layer Styles</li> <li>○ Flattening Layers</li> <li>○ Layer Comps</li> <li>○ Duplicating &amp; Aligning Layers</li> <li>○ Layer Groups</li> </ul> </li> <li>● Transforming <ul style="list-style-type: none"> <li>○ Free Transform</li> <li>○ Mathematical transforms: Flip, Rotate, Arbitrary</li> <li>○ Scale, Skew, Distort, Perspective</li> <li>○ Transform with Warp</li> <li>○ Canvas Rotation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Task 50</b></li> <li>● <b>Task 51</b> <u>Details may be seen at Annexure-I</u></li> </ul>
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		<ul style="list-style-type: none"> <li>● Basic Photo Corrections <ul style="list-style-type: none"> <li>○ Understanding Images: Raster &amp; Vector</li> <li>○ Image Resolution</li> <li>○ Exposure &amp; Balance</li> <li>○ Tonal values &amp; Photography</li> <li>○ Image Adjustments Options</li> <li>○ Working with the Adjustments Panel</li> <li>○ Histogram</li> <li>○ Levels Dialog Box</li> <li>○ Curves Dialog Box</li> <li>○ Straightening &amp; Cropping</li> <li>○ Using Automatic &amp; Manual Adjustments – Contrast, Shadows &amp; Highlights,</li> <li>○ Hue &amp; Saturation</li> <li>○ Replacing colors</li> <li>○ Dodge, Sponge &amp; Burn tools</li> <li>○ Black &amp; White Adjustment Feature</li> </ul> </li> </ul>	
<p><b>Week 18</b></p>	<p><b>Working with Google Suite</b></p>	<ul style="list-style-type: none"> <li>● <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>● Retouching &amp; Repairing <ul style="list-style-type: none"> <li>○ Clone Stamp Tool &amp; Clone Panel Options</li> <li>○ Pattern Tool</li> <li>○ Spot Healing Brush</li> <li>○ Healing Brush &amp; Patch Tools</li> <li>○ Red Eye Removal</li> <li>○ Separate Layer retouching</li> <li>○ Layers – Auto-Align Layers</li> <li>○ Spherical Alignment</li> <li>○ Layers –Auto-Blend Layers</li> <li>○ Content-Aware Healing &amp; Fills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Task 52</b></li> <li>● <b>Task 53</b></li> <li>● <b>Task 54</b> <i><u>Details may be seen at Annexure-I</u></i></li> <li>● <b>Monthly Test 4</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Typography <ul style="list-style-type: none"> <li>○ Adding Type</li> <li>○ Character &amp; Paragraph settings</li> <li>○ Justification &amp; Hyphenation</li> <li>○ Tracking, Kerning &amp; Leading</li> <li>○ Warping Type</li> <li>○ Type on a Path</li> <li>○ Vertical Type</li> </ul> </li> <li>• Designing various promotional and office templates in Photoshop</li> <li>• Introduction to Google Suite <ul style="list-style-type: none"> <li>○ An Intro to G Suite</li> <li>○ The Google Apps</li> </ul> </li> <li>• Get the Office Suite of the Future, Today</li> </ul>	
<b>Week 19</b>	<b>Working with Google Suite</b>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Set Up Your G Suite Team Account</li> <li>• What Is G Suite?</li> <li>• Set Up Your G Suite Account</li> <li>• Manage Your New G Suite Account</li> <li>• Work Together as a Team in G Suite</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 55</b></li> <li>• <b>Task 56</b></li> <li>• <b>Task 57</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
<b>Week 20</b>	<b>Working with Google Suite</b>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Migrate Your Whole Team to G Suite (Admin)</li> <li>• Export All Your Google Apps Data (Anyone)</li> <li>• Import Your Gmail Emails</li> <li>• Import Your Google Contacts</li> <li>• Import Your Google Calendars</li> <li>• Import Your Google Drive files</li> <li>• Automatically Back Up Your Google Data</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 58</b></li> <li>• <b>Task 59</b></li> <li>• <b>Task 60</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

<p><b>Week 21</b></p>	<p>Employable Project/Assignment (6 weeks i.e. 21-26) besides regular classes.</p> <p style="text-align: center;"><b>OR</b></p> <p>On the job training ( 2 weeks</p>	<ul style="list-style-type: none"> <li>● Guidelines to the Trainees for selection of student’s employable project like final year project (FYP)</li> <li>● Assign Independent project to each Trainee</li> <li>● A project-based on trainee’s aptitude and acquired skills.</li> <li>● Designed by keeping in view the emerging trends in the local market as well as across the globe.</li> <li>● The project idea may be based on entrepreneurs.</li> <li>● Leading to successful employment.</li> <li>● The duration of the project will be 6 weeks</li> <li>● Ideas may be generated via different sites such as: <ul style="list-style-type: none"> <li><a href="https://1000projects.org/">https://1000projects.org/</a></li> <li><a href="https://nevonprojects.com/">https://nevonprojects.com/</a></li> <li><a href="https://www.freestudentprojects.com/">https://www.freestudentprojects.com/</a></li> <li><a href="https://technofizi.net/best-computer-science-and-engineering-cse-project-topics-ideas-for-students/">https://technofizi.net/best-computer-science-and-engineering-cse-project-topics-ideas-for-students/</a></li> </ul> </li> <li>● Final viva/assessment will be conducted on project assignments.</li> <li>● At the end of the session, the project will be presented in a skills competition</li> <li>● The skill competition will be conducted on zonal, regional, and National levels.</li> <li>● The project will be presented in front of</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Task 61</b></li> <li>● <b>Task 62</b></li> <li>● <b>Task 63</b></li> <li>● <b>Task 63A</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
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		<p>Industrialists for commercialization</p> <ul style="list-style-type: none"> <li>• The best business idea will be placed in the NAVTTC business incubation center for commercialization.</li> </ul> <hr/> <p style="text-align: center;"><b>OR</b></p> <p><b>On the job training for 2 weeks:</b></p> <ul style="list-style-type: none"> <li>• Aims to provide 2 weeks of industrial training to the Trainees as part of the overall training program</li> <li>• Ideal for the manufacturing trades</li> <li>• As an alternative to the projects that involve expensive equipment</li> </ul> <p style="padding-left: 40px;">Focuses on increasing Trainee's motivation, productivity, efficiency, and quick learning approach.</p>	
<b>Week 22</b>	<b>Working with Google Suite</b>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Build a Team Intranet in Google Sites</li> <li>• What are Google Sites?</li> <li>• Build Your First Google Sites Website</li> </ul> <p style="padding-left: 40px;">Publish and Share Your Google Site.</p>	<ul style="list-style-type: none"> <li>• <b>Task 64</b></li> <li>• <b>Task 65</b></li> <li>• <b>Task 66</b></li> </ul> <p style="text-align: center;"><i><u>Details may be seen at Annexure-I</u></i></p> <p><b>Monthly Test 5</b></p>
<b>Week 23</b>	<b>Working with Google Suite</b>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture (For further detail please see Page No: 3&amp; 4)</b></li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Find Files, Emails, Contact Info, and More in G Suite</li> <li>• Automatically Find Info with Google Cloud Search</li> <li>• Find Any File with Google Drive Advanced Search</li> </ul> <p style="padding-left: 40px;">Use Zapier to Find Google Drive Files from Anywhere</p>	<ul style="list-style-type: none"> <li>• <b>Task 67</b></li> <li>• <b>Task 68</b></li> <li>• <b>Task 69</b></li> </ul> <p style="text-align: center;"><i><u>Details may be seen at Annexure-I</u></i></p>
<b>Week 24</b>	<b>Office Report Writing</b>	<ul style="list-style-type: none"> <li>• <b>Success stories (For further detail please see Page No: 3&amp; 4)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 70</b></li> <li>• <b>Task 71</b></li> </ul>

		<p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Office Report &amp; Precis Writing</li> <li>• Introduction</li> <li>• Meaning</li> <li>• Function</li> <li>• Types</li> <li>• Practices of writing questions</li> <li>• Practices of writing letters, applications, emails, memo, and minutes of meeting</li> <li>• Public speaking practices of the current environment and importance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 72</b> <i><u>Details may be seen at Annexure-I</u></i></li> </ul>
<b>Week 25</b>	<b>Freelancing</b>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3 &amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Introduction to Free Lancing</li> <li>• Developing profile on various freelancing websites</li> <li>• Creating gigs for a various freelancing website</li> <li>• Online earning sources</li> <li>• Developing YouTube Channel</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 73</b></li> <li>• <b>Task 74</b></li> <li>• <b>Task 75</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p> <p style="text-align: center;"><b>Final Assessment</b></p>
<b>Week 26</b>	<b>Entrepreneurship and Final Assessment in project</b>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Job Market Searching</li> <li>• Self-employment</li> <li>• Freelancing sites</li> <li>• Introduction</li> <li>• Fundamentals of Business Development</li> <li>• Entrepreneurship</li> <li>• Startup Funding</li> <li>• Business Incubation and Acceleration</li> <li>• Business Value Statement</li> <li>• Business Model Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 76</b></li> <li>• <b>Task 77</b></li> <li>• <b>Task 78</b> <i><u>Details may be seen at Annexure-I</u></i></li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Sales and Marketing Strategies</li><li>• How to Reach Customers and Engage CxOs</li><li>• Stakeholders Power Grid</li><li>• RACI Model, SWOT Analysis, PEST Analysis</li><li>• SMART Objectives</li><li>• OKRs</li><li>• Cost Management (OPEX, CAPEX, ROCE, etc.)</li><li>• Final Assessment</li></ul> |  |
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## Tasks For Computer Application & Office Management

Task No	Task	Description	Week
1	<b>Search Top Pakistani Freelancers</b>	Search any three freelancing sites(Fiverr, Upwork, Guru, etc.) and list down the top 5 profiles related to your course	Week-1
2	<b>Find the career path</b>	Prepare a career path related to your course and also highlight the emerging trends in the local as well as international market	
3	<b>Work Ethics</b>	Generate a report on Institute work ethics and professionalism related to your course	
4	<b>Use MS Office Software</b>	<ul style="list-style-type: none"> <li>• Download MS Office</li> <li>• Install MS Office</li> <li>• Enable the software using the product key</li> <li>• Create the document and save it with a customized name</li> </ul>	Week-2
5	<b>Use MS Word Application Software Save</b>	<ul style="list-style-type: none"> <li>• Set the related tools on the ribbon</li> <li>• Save the file with the standard file extension.</li> <li>• Save the file with PDF extension</li> </ul>	
6	<b>MS Word View</b>	<ul style="list-style-type: none"> <li>• Explore the different file view modes (read, web/print)</li> <li>• Set the zoom adjustments as per comfortable view</li> <li>• Set the file protection using file properties</li> </ul>	
	<b>File Properties</b>	<ul style="list-style-type: none"> <li>• List the key attribute of a good office professional</li> </ul>	
7	<b>MS Word Editing</b>	<ul style="list-style-type: none"> <li>• Identify the shortcut key for spelling and grammar check</li> </ul>	Week-3
8	<b>Management</b>	<ul style="list-style-type: none"> <li>• Mention the routine procedure of office management</li> </ul>	
9		<ul style="list-style-type: none"> <li>• Define manual management for record-keeping</li> </ul>	
10	<b>Document Handling</b>	<ul style="list-style-type: none"> <li>• List the use of Header and footer in documents</li> </ul>	Week-4
11		<ul style="list-style-type: none"> <li>• Mention the text formation tools uses in the word processing software.</li> </ul>	
12		<ul style="list-style-type: none"> <li>• Define the use of document comparison function</li> </ul>	

13	<b>Label &amp; Mail merge</b>	<ul style="list-style-type: none"> <li>Highlight the importance and use of labels in documents</li> </ul>	<b>Week 5</b>
14		<ul style="list-style-type: none"> <li>Perform the mail merge on the given document</li> </ul>	
15		<ul style="list-style-type: none"> <li>Develop a visiting card/ brochures with a logo using various drawing tools</li> </ul>	
16	<b>Office written communication</b>	<ul style="list-style-type: none"> <li>Highlight the key feature of an effective business/office letter</li> </ul>	<b>Week-6</b>
17		<ul style="list-style-type: none"> <li>List different types of business/office related letters</li> </ul>	
18		<ul style="list-style-type: none"> <li>List the 7 'Cs' of communication with example in written communication</li> </ul>	
19	<b>MS Excel</b>	<ul style="list-style-type: none"> <li>Define the use of digital signature</li> </ul>	<b>Week-7</b>
20		<ul style="list-style-type: none"> <li>Define the logical comparison functions</li> </ul>	
21		<ul style="list-style-type: none"> <li>Define the syntax of the IF function</li> </ul>	
22	<b>Excel Functions</b>	<ul style="list-style-type: none"> <li>Define the IF function with conditional formatting</li> </ul>	<b>Week-8</b>
23		<ul style="list-style-type: none"> <li>Define record management for a payroll</li> </ul>	
24		<ul style="list-style-type: none"> <li>Define the worksheet linkage</li> </ul>	
25		<ul style="list-style-type: none"> <li>Define the filter function for data searching</li> </ul>	<b>Week-9</b>
26		<ul style="list-style-type: none"> <li>Define the process of duplication removal</li> </ul>	
27		<ul style="list-style-type: none"> <li>Define the process of data validation</li> </ul>	
28		<ul style="list-style-type: none"> <li>Define the use of the Pivot table</li> </ul>	<b>Week-10</b>
29		<ul style="list-style-type: none"> <li>Define the term Slicer</li> </ul>	
30		<ul style="list-style-type: none"> <li>Define report generation process</li> </ul>	
31	<b>PowerPoint</b>	<ul style="list-style-type: none"> <li>Define custom animation.</li> </ul>	<b>Week-11</b>
32		<ul style="list-style-type: none"> <li>Define PowerPoint slide high lighter</li> </ul>	
33		<ul style="list-style-type: none"> <li>Define the slide design arrangement</li> </ul>	
34	<b>DataBase</b>	<ul style="list-style-type: none"> <li>Define the purpose of Wizard</li> </ul>	<b>Week-12</b>
35		<ul style="list-style-type: none"> <li>Enright the use of the primary key in the database</li> </ul>	
36		<ul style="list-style-type: none"> <li>Define the importance of Form development in databases</li> </ul>	
37		<ul style="list-style-type: none"> <li>Define queries</li> </ul>	
38		<ul style="list-style-type: none"> <li>Define the database admin and clients</li> </ul>	
39		<ul style="list-style-type: none"> <li>Name different file extensions of Databases</li> </ul>	
40	<b>Design &amp; Graphics</b>	<ul style="list-style-type: none"> <li>Define key attribute of Adobe illustrator</li> </ul>	<b>Week-14</b>
41		<ul style="list-style-type: none"> <li>Define key attribute of Adobe Photoshop</li> </ul>	
42		<ul style="list-style-type: none"> <li>Mention key attributes for a good graphic designer work.</li> </ul>	
42A	<b>Build your CV</b>	Download professional CV template from any good site ( <a href="https://www.coolfreecv.com">https://www.coolfreecv.com</a> or relevant) <ul style="list-style-type: none"> <li>Add Personal Information</li> <li>Add Educational details</li> <li>Add Experience/Portfolio</li> <li>Add contact details/profile links</li> </ul>	
	<b>Term Exam</b>	EXAM week	<b>Week-15</b>

42B	<b>Create an account profile on Fiverr (at least two gigs) and Upwork</b>	Create an account by following these steps: <b>Step 1:</b> Personal Info <b>Step 2:</b> Professional Info <b>Step 3:</b> Linked Accounts <b>Step 4:</b> Account Security	<b>Week 15 onwards</b>
43~46	<b>Illustrator/Photoshop</b>	<ul style="list-style-type: none"> <li>• Differentiate between Photoshop &amp; Illustrator</li> </ul>	<b>Week-16</b>
47		<ul style="list-style-type: none"> <li>• Explain the use of layers in the Adobe Illustrator</li> </ul>	
48		<ul style="list-style-type: none"> <li>• Mention the steps in table creation in Adobe Illustrator</li> </ul>	
49		<ul style="list-style-type: none"> <li>• Name the selection tools used in Photoshop</li> </ul>	<b>Week-17</b>
50		<ul style="list-style-type: none"> <li>• Define the use of Histogram and Hue</li> </ul>	
51		<ul style="list-style-type: none"> <li>• Define the Layer function of Adobe Photoshop</li> </ul>	
52		<ul style="list-style-type: none"> <li>• Define the term Typography</li> </ul>	<b>Week-18</b>
53		<ul style="list-style-type: none"> <li>• Define the templates of Photoshop</li> </ul>	
54		<ul style="list-style-type: none"> <li>• Explain the Red Eye Removal process</li> </ul>	
55		<b>Working with Google suite</b>	<ul style="list-style-type: none"> <li>• How to manage the G Suite Account</li> </ul>
56	<ul style="list-style-type: none"> <li>• Define account creation and management</li> </ul>		
57	<ul style="list-style-type: none"> <li>• Name the application include in G Suite</li> </ul>		
58	<ul style="list-style-type: none"> <li>• Mention the use of Google calendar</li> </ul>		<b>Week-20</b>
59	<ul style="list-style-type: none"> <li>• Describe the use of sharing goggle contact</li> </ul>		
60	<ul style="list-style-type: none"> <li>• Name the feature of Google Meet</li> </ul>		
61	<b>Project Assignment</b>	<ul style="list-style-type: none"> <li>• Employee Project Assignment for 6 weeks(Week 21 till week 26)</li> </ul>	<b>Week-21</b>
62		<ul style="list-style-type: none"> <li>• Perform OJT for 2 weeks</li> </ul>	
63		<ul style="list-style-type: none"> <li>• Project-based on Entrepreneur activity</li> </ul>	
63A	<b>How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)</b>	<ul style="list-style-type: none"> <li>• Browse the following website and create an account on each website <ul style="list-style-type: none"> <li>▪ Bayt.com – The Middle East Leading Job Site</li> <li>▪ Monster Gulf – The International Job Portal</li> <li>▪ Gulf Talent – Jobs in Dubai and the Middle East</li> </ul> </li> <li>• Find the handy ‘search’ option at the top of your homepage to search for the jobs that best suit your skills.</li> <li>• Select the job type from the first ‘Job Type’ drop-down menu, next, select the location from the second drop-down menu.</li> <li>• Enter any keywords you want to use to find suitable job vacancies.</li> <li>• On the results page you can search</li> </ul>	

		<p>for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search.</p> <ul style="list-style-type: none"> <li>• Search for jobs by: <ul style="list-style-type: none"> <li>▪ Company</li> <li>▪ Category</li> <li>▪ Location</li> <li>▪ All jobs</li> <li>▪ Agency</li> <li>▪ Industry</li> </ul> </li> </ul>	
64	<b>G Suit</b>	• Create the Website using google	<b>Week-22</b>
65		• Discuss the web publishing process	
66		• Differentiate between Google One and Google Drive	
67		• Discuss the advantages of using G Suit	<b>Week-23</b>
68		• Discuss the advantage of Cloud computing	
69		• How to use the Google drive	
70	<b>Office Report Writing</b>	• Differentiate between letter, application & office memo and proposal	<b>Week-24</b>
71		• List the types of formal reports	
72		• Mention fey features/attributes of a good office report.	
73	<b>Freelancing</b>	• Define the step for registering freelancing websites.	<b>Week-25</b>
74		• Mention the services offered by a freelancer	
75		• Define the Importance of Portfolio in freelancing	
76	<b>Entrepreneurship</b>	• Mention the key points for market need analysis	<b>Week-26</b>
77		• Discus the business expansion/diversification strategy	
78		• Discuss the key marketing tool for business sustainability	

## Computer Application & Office Management

From A Sweeper To Owing 11 Factories |

<https://www.youtube.com/watch?v=5J6yF3JIE8Q>

From 'No One' to Assistant Commissioner | Success Stories In Pakistan

<https://www.youtube.com/watch?v=SBVx0SanAis>

## 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:
<ul style="list-style-type: none"> <li>• To introduce the communication skills and how it will work</li> <li>• Get to know mentor and team - build rapport and develop a strong sense of a team</li> <li>• Provide an introduction to communication skills</li> <li>• Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving</li> <li>• Gain an understanding of participants' own communication skills rating at the start of the program</li> </ul>

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			
<b>Key learning outcomes:</b>	<b>Resources:</b>		<b>Enterprise skills developed:</b>
<ul style="list-style-type: none"> <li>• Understand the communication skills and how it works.</li> <li>• Understand what communication skills mean</li> <li>• Understand what skills are important for communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Podium</li> <li>• Projector</li> <li>• Computer</li> <li>• Flip Chart</li> <li>• Marker</li> </ul>		<ul style="list-style-type: none"> <li>• Communication</li> <li>• Self Confidence</li> <li>• Teamwork</li> </ul>

<b>Schedule</b>	<b>Mentor Should do</b>
<b>Welcome: 5 min</b>	Short welcome and ask the <b>Mentor</b> 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.
<b>Icebreaker: 10 min</b>	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.
<b>Introduction &amp; Onboarding: 20mins</b>	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

	<p>platform outside of hours. (9am-8pm)</p> <p>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.</p>
<p><b>Team Activity Planning: 30 minutes</b></p>	<p><b>MENTOR:</b> 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.</p> <ul style="list-style-type: none"> <li>• “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY</li> <li>• “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY”</li> </ul> <p><i>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.</i></p> <p>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.</p> <p>Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p><b>Session Close: 5 minutes</b></p>	<p><b>MENTOR:</b> Close the session with the opportunity for anyone to ask any remaining questions.</p> <p><b>Instructor:</b> Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

## MOTIVATIONAL LECTURES LINKS.

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





**SUCCESS STORY**

S. No	Key Information	Detail/Description
1.	<b>Self &amp; Family background</b>	<p><b>Ahmed Khan</b>, who lives in Sialkot, works as a shopkeeper in the market. He lives with his parents and siblings. He has completed his matriculation and plan for higher studies. He is an example of how hard work, determination, and belief in ALLAH's can change the fortune. He starts working with an Estate agency as an office assistant. He is a man of commitment. He worked hard and try to learn things rapidly.</p> <p>Nowadays he is associated with a grad construction firm as office manager. He is earning a handsome salary and enjoying the perks offered by the company.</p> <p><b>Computer Application &amp; Office Management</b> training has refined his skills and groom him to work as an office assistant in a professional career.</p>
2.	<b>How he came on board NAVTTC Training/ or got trained through any other source</b>	<p>Khan's friend asked him to join the training. He selects the NAVTTC accredited Institute for Certification Computer Application &amp; Office Management (NAVTTC partner institute) to receive quality training and learn from the experienced faculty.</p>
3.	<b>Post-training activities</b>	<p>Ahmed's area of expertise is writing technical, business, and correspondence letters. Taking notes and plan the schedule for day to day working.</p> <p>He also develops proposals and EOI letters to communicate with the government and NOGs on behalf of his organization.</p> <p>Initially, it was very difficult for him to work in the office as she was not well-versed with modern office needs. "I needed to understand what worked, so I read blogs, participated in forums, and analyzed profiles of successful office professionals. It was an uphill struggle, but I didn't want to give up," he explains.</p>
4.	<b>Message to others (under training)</b>	<p>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.</p>

**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.

## List of Machinery / Equipment

Sr. No	Name of the item as per curriculum	Quantity physically available at the training location
1	Computers Minimum Core i5 • LCD Display 17" with built-in speakers	25
3	DSL Internet Connection (Minimum 1 MB)	Available on every PC
4	Accessories/Devices • Connectors • Multimedia Projector • Speakers • White/SmartBoard	25 each 1 attached to a projector
5	Wires, data cables, power plugs, power supply	For every PC
6	UPS	Available
7	Generator/Solar Backup	Available
8	Air Conditioner (if in summers)	Available

## Software List

Sr. No	Software Name
1.	MS Office 2016 (Installed on each PC) • MS Word • MS Excel • MS PowerPoint • MS Access
2.	Firewall (each PC)
3.	Security scanning tools including Antivirus (each PC)
4.	• G Suite • Browser (IE, Opera, Chrome)

### 1. Minimum Qualification of Teachers / Instructor

The qualification of teacher/instructor for this course should be minimum **Bachelors in Computer /Software Engineering/ Diploma in Secretarial Sciences** with a minimum of 3 years of relevant work experience in relevant trade.

### 2. Supportive Notes

#### Teaching Learning Material

S No	Books	Author
1	The Best Place to work	Ron Friedman Ph.D
2	WHO TOOK MY PEN . . . AGAIN?	Joan Burge, Jasmine Freeman, and Nancy Frazee
3	Shrah-e- Zandigi Par Kamyabi Ka Safar	M Bashir Jummah
4	MS Office 2016 Step by Step	Joan Lambert & Curtis Frye

5	Adobe After Effects CC Classroom in a Book	Adobe Creative Team
6	Adobe Illustrator CC: Classroom in a Book	Brian Wood
7	Producing Independent 2D Character Animation: Making & Selling A Short Film (Focal Press Visual Effects and Animation)	Mark A. Simon