

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 Graphic and Video Editing

**Duration:** 6 Months

**Revised Edition**

Trainer Name	
Course Title	<b>Graphic Design and Video Editing</b>
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 Advertising Design, Graphic Design, video editing, and Illustration, to name a few — all disciplines that focus on effective and arresting visual communication. The course is designed to span a wide range of visual communication in a digital platform.</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 data-bbox="384 1323 1501 1608">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 data-bbox="384 1615 1501 2016">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> </ol>

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 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.

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: -

	<ul style="list-style-type: none"> <li>i. A good quality trade-specific documentary ( At least 2-3 documentaries must be arranged by the training institute)</li> <li>ii. Health &amp; Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)</li> <li>iii. Field visits( At least one visit to a trade-specific major industry/ site must be arranged by the training institute)</li> </ul>
<b>Entry-level of trainees</b>	Intermediate
<b>Learning Outcomes of the course</b>	<p>By the end of this course, students will be able to:</p> <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 graphic design</li> <li>• Communicate ideas through artworks by selecting and applying the elements of art and principles of design</li> <li>• Respond aesthetically to artworks based upon their personal experience and cultural values</li> <li>• Analyze, interpret, and evaluate the quality of artwork through art criticism</li> <li>• Understand the role and functions of art in history and culture</li> <li>• Students will produce a portfolio of art using a variety of graphic design techniques, styles, and media.</li> </ul>
<b>Course Execution Plan</b>	<p>The total duration of the course: <b>6 months (26 Weeks)</b>  Class hours: <b>4 hours per day</b>  Theory: <b>20%</b>  Practical: <b>80%</b>  Weekly hours: <b>20 hours per week</b>  Total contact hours: <b>520hours</b></p>
<b>Companies offering jobs in the respective trade</b>	<ol style="list-style-type: none"> <li>1. Graphic Design Studios</li> <li>2. Advertising and Marketing firms</li> <li>3. Game Design Studios</li> <li>4. Freelancing Websites</li> <li>5. Book/magazine publishers</li> <li>6. Interior/furniture design houses</li> <li>7. Textile design studios</li> <li>8. Independent creators</li> <li>9. Youtube / instagram / TikTok content creators</li> </ol>
<b>Job Opportunities</b>	<p>Graphic design, also known as Communication and Visual design is recognized across the world as the leader in visual content design. Graphic designers thus hold a high rate of employability in various capacities across various industries. As long as social media, visual and communication space, digital design and interaction landscape is alive and functioning, Graphic Designers will always have a pivotal role in how the digital and communication world appears to everyone. Following are some of the roles that are present and or may become available as trends shift and morph to the Graphic</p>

	<p>Designer:</p> <ul style="list-style-type: none"> <li>• Graphic Designer</li> <li>• Game asset creator</li> <li>• Web designer</li> <li>• Mobile app designer</li> <li>• Video editor</li> <li>• Animator</li> <li>• Illustrator</li> <li>• Logo creator</li> <li>• Social media and marketing specialist</li> </ul>
<b>No of Students</b>	25
<b>Learning Place</b>	Classroom / Lab
<b>Instructional Resources</b>	<p><a href="https://helpx.adobe.com/photoshop/tutorials.html">https://helpx.adobe.com/photoshop/tutorials.html</a>  Photoshop tutorials</p> <p><a href="https://en.wikipedia.org/wiki/Visual_design_elements_and_principles">https://en.wikipedia.org/wiki/Visual_design_elements_and_principles</a>  Blog (teacher resource) on Cultural Influences in Design -</p> <p><a href="http://www.core77.com/posts/21455/Does-CultureMatter-for-Product-Design">http://www.core77.com/posts/21455/Does-CultureMatter-for-Product-Design</a>  History of Graphic Design Website - <a href="http://www.designhistory.org/">http://www.designhistory.org/</a>  History of Graphic Design Website - <a href="http://www.historygraphicdesign.com">http://www.historygraphicdesign.com</a>  Blog on Cultural Influences in Graphic Design -</p> <p><a href="http://boldthinkcreative.com/culturedesign/">http://boldthinkcreative.com/culturedesign/</a>  UK Essays (How Graphic Design Affects Culture) -</p> <p><a href="https://www.ukessays.com/essays/culturalstudies/how-graphicdesign-affects-culturecultural-studies-essay.php">https://www.ukessays.com/essays/culturalstudies/how-graphicdesign-affects-culturecultural-studies-essay.php</a>  World Press.com (article) - <a href="https://www.ukessays.com/essays/cultural-studies/how-graphic-design-affects-culture-cultural-studies-essay.php">https://www.ukessays.com/essays/cultural-studies/how-graphic-design-affects-culture-cultural-studies-essay.php</a>  Best Examples of Typography Website -</p> <p><a href="http://www.awwwards.com/websites/typography/">http://www.awwwards.com/websites/typography/</a>  Creative Blog – 18 Typography resources -</p> <p><a href="http://www.creativeblog.com/typography/top-typographyresources-912816">http://www.creativeblog.com/typography/top-typographyresources-912816</a>  Photoshop Tutorials - <a href="https://helpx.adobe.com/photoshop/tutorials.html">https://helpx.adobe.com/photoshop/tutorials.html</a>  PDF from Getty Center (Principles of Design) -</p> <p><a href="https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf">https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf</a>  PDF from Getty Center (Elements of Art) -</p> <p><a href="https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf">https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf</a>  Wordpress.com – Article on Designing Digital Magazines -</p> <p><a href="http://www.adobepress.com/articles/article.asp?p=1987679">http://www.adobepress.com/articles/article.asp?p=1987679</a>  Digital Layout resource - <a href="http://design.tutsplus.com/articles/15-indesign-tutorials-for-magazine-and-layout-design-vector-5456">http://design.tutsplus.com/articles/15-indesign-tutorials-for-magazine-and-layout-design-vector-5456</a>  Magazine Digest Creating Digital Design - <a href="http://www.magazinedesigning.com/">http://www.magazinedesigning.com/</a>  Trade Show resources - <a href="http://tradeshowresources.com/">http://tradeshowresources.com/</a>  Trade show digest digital magazine - <a href="http://www.tsnn.com/">http://www.tsnn.com/</a>  Ed Tech Digital Portfolio resource - <a href="http://gettingsmart.com/2015/06/every-student-should-have-a-digital-portfolio/">http://gettingsmart.com/2015/06/every-student-should-have-a-digital-portfolio/</a>  Digital Portfolio Best Practices resource -</p> <p><a href="https://www.roberthalf.com/blog/writing-a-resume/3-digital-portfolio-best-practices-how-to-make-a-portfolio-that-pops">https://www.roberthalf.com/blog/writing-a-resume/3-digital-portfolio-best-practices-how-to-make-a-portfolio-that-pops</a>  Royalty-Free Photos</p>

[www.pexels.com](http://www.pexels.com)

Free Font Downloads

[www.dafont.com](http://www.dafont.com)

Free Photoshop Brushes and Patterns

[www.brushking.eu](http://www.brushking.eu)

[www.brusheezy.com](http://www.brusheezy.com)

Free Vectors and Assets

[www.freepik.com](http://www.freepik.com)

[Social Media Sizing Guidelines](#)

[File Format Glossary](#)

## MODULES

Scheduled Weeks	Module Title	Learning Units	Remarks
Week 1	Introduction to graphic design/ Introduction to design software	<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>• <b>Course Introduction</b></li> <li>• <b>Job market</b></li> <li>• <b>Course Applications</b></li> <li>• <b>Institute/work ethics</b></li> <li>• Graphic design and the immense professional opportunities it provides</li> <li>• Survey career opportunities</li> <li>• Survey industry requirements for each career path</li> <li>• Explore great works of past and present iconic graphic designers</li> <li>• View samples of professional graphic design in the industry</li> <li>• Discuss how graphic design impact visual space and visual culture</li> <li>• Various specialties within the industry of graphic design</li> <li>• An understanding of graphic design's role in future industries</li> <li>• Software that is used professionally in the field of design</li> <li>• Vector and raster-based design software</li> <li>• How various software overlap to support and create bridges in various design situations and needs</li> <li>• See real-time examples of how software supports the creation and execution of the design</li> <li>• Explore professional portfolios</li> <li>• Proper terminology associated with the design</li> </ul>	<p style="text-align: center;"><b>Home Assignment</b></p> <ul style="list-style-type: none"> <li>• <b>Task 1</b></li> <li>• <b>Task 2</b></li> <li>• <b>Task 3</b></li> </ul> <p style="text-align: center;"><i><u>Details may be seen at Annexur e-l</u></i></p>
Week 2	Fundamentals of design/ exploring adobe illustrator	<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>• the fundamentals of two-dimensional design</li> <li>• the foundation of art, graphic design, and visual communication</li> <li>• the practice of creation of thumbnail sketches, rough sketches, and comprehensive design, the building</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 4</b></li> </ul> <p style="text-align: center;"><i><u>Details may be seen at Annexur e-l</u></i></p>

		<p>blocks of the design process</p> <ul style="list-style-type: none"> <li>• the process of using a deliberate design process for generating ideas, and solving authentic real-world problems</li> <li>• the following art and design fundamentals: <ul style="list-style-type: none"> <li>▪ line</li> <li>▪ shapes</li> <li>▪ color</li> <li>▪ value</li> <li>▪ rhythm</li> <li>▪ textures</li> <li>▪ balance</li> <li>▪ unity</li> <li>▪ space</li> <li>▪ contrast</li> <li>▪ forms</li> <li>▪ emphasis</li> <li>▪ repetition</li> </ul> </li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Adobe Illustrator and its user interface</li> <li>• the following functions: <ul style="list-style-type: none"> <li>▪ create/open/save/import/export</li> <li>▪ new file using Illustrator as per design requirements</li> <li>▪ the function of the toolbox and various menus</li> </ul> </li> <li>• the concept of layers in Illustrator</li> <li>• the concept of shapes, paths, and other shape building tools</li> <li>• the concept of masking in Illustrator</li> </ul>	
<p><b>Week 3</b></p>	<p><b>Adobe illustrator</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 use the various tool in Toolbar:</p> <ul style="list-style-type: none"> <li>• Selection tool</li> <li>• Direct selection tool</li> <li>• Magic wand tool</li> <li>• Lasso tool</li> <li>• Pen tool</li> <li>• Curvature tool</li> <li>• Type Tool</li> <li>• Line Tool</li> <li>• Shapes Tool</li> <li>• Paint Brush tool</li> <li>• Shaper Tool</li> <li>• Eraser Tool</li> <li>• Gradient Tool</li> </ul>	<ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <li>• <b>Monthly Test 1</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Eyedropper Tool</li> <li>• Slice Tool</li> </ul>	
<b>Week 4</b>		<ul style="list-style-type: none"> <li>• <b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></li> </ul> <p>Students are introduced to learn various functions in Menu Bar:</p> <ul style="list-style-type: none"> <li>• File</li> <li>• Edit</li> <li>• Object</li> <li>• Type</li> <li>• Select</li> <li>• Effect</li> <li>• View</li> <li>• Window</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• the use of color in real life as well as design</li> <li>• the meaning of color and its use in various cultures</li> <li>• color theory</li> <li>• color wheel</li> <li>• the knowledge of different types of color perception</li> <li>• the color vocabulary needed to communicate as a designer</li> <li>ways in which color is created, manipulated and applied using software</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><u>Details may be seen at Annexur e-l</u></p>
<b>Week 5</b>	<b>Introduction to the design process/ introduction to typography</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>• the design process and explore it</li> <li>• how designers practice the design process to find solutions to visual problems they take on</li> <li>• the process of identifying various steps in the design process, understand the importance of each step and implement them</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• the evolution of the alphabet and letter-form design</li> <li>• type families, type anatomy, and type principles</li> <li>• the process of illustrating the basic type of families and apply tools to them</li> <li>• various typographic tools available in</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 10</b></li> </ul> <p><u>Details may be seen at Annexur e-l</u></p>

		<p>Adobe software</p> <ul style="list-style-type: none"> <li>the use of text systematically as per the requirement of work</li> <li>explore typographic design and its impact</li> </ul>	
<b>Week 6</b>	<b>Branding &amp; identity design</b>	<ul style="list-style-type: none"> <li><b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>what branding means</li> <li>various fields of design that fall within branding</li> <li>what is the process of creating branding for a client/project</li> <li>projects created by professionals in the field of identity design</li> </ul>	<ul style="list-style-type: none"> <li><b>Task 11</b></li> </ul> <p><u>Details may be seen at Annexur e-l</u></p>
<b>Week 7</b>	<b>Designing different logotypes</b>	<ul style="list-style-type: none"> <li><b>Motivational Lecture</b>( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>the tools they can use to create logotypes</li> <li>vocabulary associated with logotypes</li> <li>how dynamic logotypes are made</li> <li>the creative process of logo design and will learn how to use it to create, analyze and manage concepts</li> <li>manipulate letterforms to create legible dynamic and meaningful logotypes</li> </ul> <p>Students are required to design:</p> <ul style="list-style-type: none"> <li>Modern Logo</li> <li>Vintage/Retro Logo</li> <li>Texture logo</li> </ul>	<ul style="list-style-type: none"> <li><b>Task 12</b></li> <li><b>Task 13</b></li> <li><b>Task 14</b></li> </ul> <p><u>Details may be seen at Annexur e-l</u></p>
<b>Week 8</b>	<b>Logotypes</b>	<ul style="list-style-type: none"> <li><b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> <li>Minimalist Logo</li> <li>Signature Logo</li> <li>Emblem Logo</li> <li>Mascots Logo</li> <li>Abstract Logo</li> </ul>	<ul style="list-style-type: none"> <li><b>Task 15</b></li> <li><b>Task 16</b></li> <li><b>Task 17</b></li> <li><b>Task 18</b></li> <li><b>Task 19</b></li> </ul> <p><u>Details may be seen at Annexur e-l</u></p>

<p><b>Week 9</b></p>	<p><b>Exploring Adobe Photoshop</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>• Adobe Photoshop and its user interface</li> <li>• The following functions: <ul style="list-style-type: none"> <li>○ create/open/save/import/export</li> <li>○ new file using Photoshop as per design requirements</li> <li>○ the function of the toolbox and various menus</li> </ul> </li> </ul> <p><b>Getting Started with Adobe Photoshop:</b></p> <ul style="list-style-type: none"> <li>• Change the image size</li> <li>• Work with layers</li> <li>• Adjust the image quality</li> <li>• Make Selections</li> <li>• Retouch Images</li> <li>• Use Colors</li> <li>• Add text and shapes</li> <li>• Combine Images</li> <li>• Apply filters</li> </ul> <p><b>Photoshop on your system:</b></p> <ul style="list-style-type: none"> <li>• Use the touch shortcut for quick access</li> <li>• Open images and work with cloud documents in Photoshop</li> <li>• Make a composite with layers</li> <li>• Use selections to make a composite</li> <li>• Create a composite with a layer mask</li> <li>• Edit with adjustment layers</li> </ul> <p><b>Remove objects from photos:</b></p> <ul style="list-style-type: none"> <li>• Remove objects with content-aware fill</li> <li>• clean up imperfections with the Spot healing</li> <li>• Retouch photos with the healing brush tool</li> <li>• Remove object with the clone stamp tool</li> <li>• Hide unwanted content with the patch tool</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 20</b></li> <li>• <b>Task 21</b></li> </ul> <p><u>Details may be seen at Annexur e-1</u></p>
<p><b>Week 10</b></p>	<p><b>Exploring Adobe Photoshop</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><b>Perform Photo editing:</b></p> <p>Crop and straighten a photo to improve composition</p> <p>Correct an unwanted color cast</p>	<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</u></p>

		<p>Improve contrast and brightness in a photo with levels  Adjust the intensity of colors in a photo  Sharpen the photo to bring out the detail  save the photo in the best format you need</p> <p><b>Perform photo composition:</b>  Add photos into a composite  Build a composite with layer masks  Combine images with a smooth transition  Create a composite with blend modes  Match color in a composite</p>	<u>Annexur e-1</u>
<b>Week 11</b>	<b>Photography and photo manipulation</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>• the basic tools for photography</li> <li>• its vocabulary, resolution, and file formats</li> <li>• the impact of various photographic compositions</li> <li>• the process of cropping and manipulate photographs to enhance meaning</li> <li>• layout and advert design/editorial design</li> <li>• professional layout examples and why some are more effective than others</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> </ul> <p><u>Details may be seen at Annexur e-1</u></p>
<b>Week 12</b>	<b>Introduction to Corel draw</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>• understanding of proportion and its application in layout design</li> <li>• the process of creating unified systems out of dissimilar elements</li> <li>• the use of typographic tools to create dynamic layouts</li> <li>• multi-page layout planning, design, and software</li> <li>• multi-page magazine layout in the software</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 28</b></li> </ul> <p><u>Details may be seen at Annexur e-1</u></p>
<b>Week 13</b>	<b>Midterm</b>		
<b>Week 14</b>	<b>Creating simple web layouts</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>• the process of creating website layouts</li> <li>• the process of creating assets for the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Home Assignment</b></li> <li>• <b>Task 29</b></li> </ul>

		<p>web (looking at specific design/layout sizes commonly used in web design)</p> <ul style="list-style-type: none"> <li>• color and how it differs from print space to webspace (discuss both models)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 29A</b></li> </ul> <p><u>Details may be seen at Annexur e-l</u></p>
Week 15	Creating simple mobile app layouts	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b>( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• the process of creating mobile app layouts</li> <li>• the process of creating assets for mobile app design (looking at specific design/layout sizes commonly used in mobile app design)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 30</b></li> </ul> <p><u>Details may be seen at Annexur e-l</u></p>
Week 16	Introduction to adobe xd	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Adobe XD and its user interface</li> <li>• the process of creating assets in Adobe XD</li> <li>• prototypes</li> <li>• professional prototyping layout/projects</li> <li>• the use of Adobe XD in the industry</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 31</b></li> <li>• <b>Task 31A</b></li> </ul> <p><u>Details may be seen at Annexur e-l</u></p>
Week 17	Creating simple prototypes	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b>( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• creating assets</li> <li>• linking assets to create prototypes</li> <li>• exporting prototypes/projects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 32</b></li> </ul> <p><u>Details may be seen at Annexur e-l</u></p>
Week 18	Demonstrate latest video editing software	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> </ul> <p><b>Apply adobe after effects tools</b></p> <ul style="list-style-type: none"> <li>• Create a new project using adobe after effects as per requirements</li> <li>• Perform different tools in toolbar using adobe after effects as per requirements</li> <li>• Create shapes, text, camera, layers, and lights using adobe after effects as per requirements</li> <li>• Import data including videos, images,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 33</b></li> <li>• <b>Task 34</b></li> <li>• <b>Task 35</b></li> </ul> <p><u>Details may be seen at Annexur e-l</u></p> <ul style="list-style-type: none"> <li>• <b>Monthly Test 5</b></li> </ul>

		<p>animations, and audio into project window using adobe after effects as per requirements</p> <ul style="list-style-type: none"> <li>• Perform animations, effects, and presets on layers using adobe after effects as per requirements</li> <li>• Install different plugins to generate effects using Adobe After effects as per requirements</li> </ul> <p><b>Apply Adobe Premiere Pro tools</b></p> <ul style="list-style-type: none"> <li>• Create, open, save, import, and export new project using adobe premiere pro as per requirements</li> <li>• Perform different tools in toolbar using adobe premiere pro as per requirements</li> <li>• Import data including videos, images, animations, and audio into project window using adobe premiere pro as per requirements</li> <li>• Perform video transitions, audio transitions, titles, color correction, grading using adobe after effects as per requirements</li> <li>• Apply visual and audio effects using adobe after effects as per requirements</li> </ul> <p><b>Apply Final Cut Pro tools</b></p> <ul style="list-style-type: none"> <li>• Create, open, save, import, and export new project using final cut pro as per requirements</li> <li>• Perform Final Cut Pro tools, preferences, hotkeys, and timeline as per requirements</li> <li>• Add music, titles, transitions, effects on video using Final Cut Pro as per requirements</li> <li>• Perform color grading, luts, and plug-in installation using Final Cut Pro as per requirements</li> </ul>	
<b>Week 19</b>	<b>Creating simple videos</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>• the process of creating simple videos</li> <li>• adding sound/music to videos</li> <li>• exporting projects into playable videos</li> <li>• <b>Activity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 36</b></li> </ul> <p><u><i>Details may be seen at Annexure-I</i></u></p>
<b>Week 20</b>	<b>Apply video editing &amp; visual</b>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( <i>For further detail</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 37</b></li> </ul>

	effects	<p><i>please see Page No: 3&amp; 4)</i></p> <p><b>Perform tools demonstration for video editing</b></p> <ul style="list-style-type: none"> <li>• Perform create, open, import, export files in project library as per requirements in video editing software</li> <li>• Perform tools selection as per tasks from the toolbar in video editing software</li> <li>• <b>Apply Color Correction and Grading</b></li> <li>• Perform color correction and grading as per video in video editing software</li> <li>• Perform color correction and grading from presets in video editing software</li> <li>• <b>Perform Video and Audio Editing</b></li> <li>• Perform import, the export of videos and audio files as per project in video editing software</li> <li>• Perform video and audio editing from the storyline as per project in video editing software</li> <li>• <b>Apply Visual Effects in Videos</b></li> <li>• Perform visual effect on videos as per requirements in video editing software</li> <li>• Perform visual effect with plugging and presets as per requirements in video editing software</li> </ul>	<p>• <b>Task 38</b></p> <p><u>Details may be seen at Annexure-I</u></p>
Week 21	<p><b>Employable Project/Assignment (6 weeks i.e. 21-26) besides regular classes.</b></p> <p><b>OR</b></p> <p><b>On the job training ( 2 weeks)</b></p>	<ul style="list-style-type: none"> <li>• Guidelines to the Trainees for selection of students 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 Entrepreneur.</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:  <a href="https://1000projects.org/">https://1000projects.org/</a>  <a href="https://nevonprojects.com/">https://nevonprojects.com/</a>  <a href="https://www.freestudentprojects.com/">https://www.freestudentprojects.com/</a> </li> </ul>	

		<p><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></p> <ul style="list-style-type: none"> <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 Industrialists for commercialization</li> <li>• The best business idea will be placed in the NAVTTC business incubation center for commercialization.</li> </ul> <p>----- ----</p> <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> <li>• Focuses on increasing Trainee’s motivation, productivity, efficiency, and quick learning approach.</li> </ul>	
<p><b>Week 22</b></p>	<p><b>Capstone project</b></p>	<p>Students are provided with details regarding a capstone project that they are required to complete to showcase their learning. The project should ideally consist of the following deliverables:</p> <ol style="list-style-type: none"> <li>1. Design brief/description outlining their project</li> <li>2. Research collected during the project</li> <li>3. Rough sketches, either hand-drawn or digitally created that showcase their design process</li> <li>4. Professionally presented a main body of artwork at the end of the course</li> </ol> <p>Notes for the Trainer/Teacher:</p> <ul style="list-style-type: none"> <li>• Each student must receive a separate/independent project based on their strengths and interests. This will reinforce their motivation and determine their aptitude towards specific design fields.</li> </ul>	<p><b>Monthly Test 6</b></p>

		<ul style="list-style-type: none"> <li>• Each project should be designed keeping future design trends as well as current market demands in mind</li> <li>• The duration for the completion of the project is 4 weeks</li> </ul> <p>It's important to reiterate the value of these projects as each student will later be able to showcase their creative effort in the real world market, giving them leverage over others for better employment.</p> <p>Ideas for projects may be generated via different sites such as:  <a href="https://1000projects.org/">https://1000projects.org/</a>  <a href="https://benahce.com/">https://benahce.com/</a>  <a href="https://www.freestudentprojects.com/">https://www.freestudentprojects.com/</a></p>	
<b>Week 23</b>	<b>Introduction to 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>• the concept of freelancing</li> <li>• how to become freelance and create a sustainable income</li> <li>• pros and cons of freelancing</li> <li>• the ethical and professional way of becoming a productive freelancer</li> <li>• resources available for freelancing in the field of design</li> <li>• how to join freelancing sites</li> <li>• the process of creating a freelancing profile</li> </ul>	
<b>Week 24</b>	<b>Professional practice methods&amp; legal side of design</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>• the standards that define the expectations of a professional designer</li> <li>• the principles of integrity that demonstrate respect for the profession, for colleagues, for clients, for audiences or consumers, and society as a whole</li> <li>• the perspectives of the design profession i.e. understanding the profession, the meanings of environmental responsibility, copyright, and ethics</li> <li>• what legalities are involved in professional design projects</li> </ul>	

		<ul style="list-style-type: none"> <li>• how to build strong professional proposals</li> <li>• copyrights, copyright infringement, plagiarism, crediting creators, purchasing online products, downloading 'free' content</li> <li>• the do's and don'ts of how to price their time, effort, and creativity</li> </ul>	
<b>Week 25</b>	<b>Preparing your portfolio</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>• the concept of design portfolios</li> <li>• the concept of present design work/projects in a professional manner</li> <li>• websites that provide free portfolio hosting such as Behance and Dribbble</li> <li>• creating a portfolio</li> <li>• how to select work for presenting in your portfolio</li> </ul>	<b>Final Assessment</b>
<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> <li>• Job Market Searching</li> <li>• Self-employment</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> <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>	

## Tasks For Certificate in Computer Graphics and Video Editing

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	<b>Week 1</b>
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 Illustrator Software</b>	<ul style="list-style-type: none"> <li>• Download Adobe Illustrator</li> <li>• Install Adobe Illustrator</li> <li>• Patch the software</li> <li>• Draw geometric diagram</li> </ul>	<b>Week-2</b>
5.	<b>Draw lines using graphics Adobe Illustrator software.</b>	<ul style="list-style-type: none"> <li>• Draw shapes by using pen and line tool</li> <li>• Draw shapes with brushes</li> <li>• Create and import new brushes</li> </ul>	<b>Week 3</b>
6.	<b>Trace the Spiderman Icon</b> 	<ul style="list-style-type: none"> <li>• Use the Pen tool to trace the spider man icon (For help: <a href="https://www.behance.net/gallery/29099185/Pen-Tool-Exercises">https://www.behance.net/gallery/29099185/Pen-Tool-Exercises</a>)</li> </ul>	
7.	<b>Create a custom tools panel</b>	<ul style="list-style-type: none"> <li>• Choose Window &gt; Tools &gt; <b>New Custom Tools Panel</b>.</li> <li>• In the dialog, enter a name for your tools panel,</li> <li>• To add tools to your custom panel, drag any tool individually from the standard Tools panel into the tools (top) area of your panel (plus sign pointer).</li> </ul>	<b>Week 4</b>

8.	<b>Design a Pattern with the help of stars and rectangle</b>	<ul style="list-style-type: none"> <li>• Use the shape to create patterns</li> <li>• Create text-based patterns</li> </ul>	
9.	<b>Design an emblem with the help of a circle and square or triangle (Digital art)</b>	<ul style="list-style-type: none"> <li>• Create a Design with shapes</li> <li>• Use lines and shapes to create an illustration</li> <li>• Add color from the color library in an illustration</li> </ul>	
10.	<b>Personal Word Cloud</b> 	<p>Choose words that best describe yourself. Use as many words as you like with a minimum of 25 words. Choose them so they make sense concerning each other. You will be working on an interpretive self-portrait limited exclusively to type. Use the font and the scale of the words that convey a message. Try using different weights and/or italic versions of typefaces where you think are appropriate. Consider the meaning behind the words and the fonts selected. Explore the use of different cases (upper/lowercase versions). Start by creating at least 5 thumbnails on tracing paper – actually, trace fonts which can be found in your textbook or on your computer (remember to use fonts that are available in our lab). When a design is finalized (discuss with instructor) you can create the final part of this exercise on the computer.</p> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• To examine letters/words as forms and abstract shapes</li> <li>• To utilize type as a visual element</li> <li>• Recognizing the subtle and obvious differences between fonts</li> <li>• The use of fonts that represent specific feelings and emotions</li> <li>• How to color usage contributes to the overall feel of the piece</li> </ul> <p><b>TECHNICAL NOTE:</b>  Document Size: 8-1/2 x 11 (portrait or landscape)  Image Size: 6-1/2 x 9 (create 1 inch margin on your document.) Mount on 8-1/2 x 11 bristol board.  Media: Work in Adobe Illustrator for this project (4 colors).</p> <p>Considerations: Work must be submitted the correct SIZE, otherwise, it will NOT be accepted!  Most importantly...be creative, be neat, be conceptual!</p> <p><b>TIME FRAME:</b>  1/15 Discuss in class – produce 5 thumbnails for homework  1/22 Create composition in class</p>	<b>Week 5</b>

		1/29 Continue in class 2/5 Due before class	
11.	<b>Coffee Brand Identity Project</b>  	<p>For this assignment, you are asked to design an identity system and packaging for an imaginary coffee house. Think Starbucks, New Moon, or Planet Perk—all here in Oshkosh. Or Colectivo in Milwaukee and Madison. Before you start, have a good look at the existing design for this type of business. What looks good? What doesn't quite work? Beverage packaging and identity are designed to grab consumer attention in a crowded marketplace. _____*_____, with three planned locations around the Fox Cities (Oshkosh, Fond du Lac, &amp; Appleton), wishes to attract the same kind of customers that already frequent the businesses listed above. It is up to you to understand the needs &amp; desires of your target audience, and these findings need to shape your design choices. (If you wish, you may choose to target a subset of coffee shop clientele.) How can you grab their attention? And beyond a good product and a comfortable interior, what will make them come back for more? Begin by designing a strong logo/wordmark for your product. Go through the usual design process: sketch thumbnails, refine, and revise Choose a color scheme. Pick type. What sort of illustrations might you include? Photos, drawings, patterns... or maybe it's all type. I am looking for a comprehensive identity program here, something that can be applied to any number of promotional components, whether 2D, 3D, or digital. Next, apply the identity to these items:</p> <ul style="list-style-type: none"> <li>• Bag for coffee beans</li> <li>• Cup</li> <li>• Sleeve for the cup</li> <li>• Sample of packaging to transport baked good(s)</li> <li>• Reloadable payment card (similar to Starbucks')</li> <li>• One-page Brand Identity Guide listing typefaces, color the scheme, etc.</li> </ul>	Week 6
12.	<b>Modern Logo</b>	Create Modern Logo	Week 7
13.	<b>Vintage/Retro Logo</b>	Create Vintage/Retro Logo	
14.	<b>Texture logo</b>	Create Texture logo	
15.	<b>Minimalist Logo</b>	Create Minimalist Logo	Week 8
16.	<b>Signature Logo</b>	Create a Signature Logo	
17.	<b>Emblem Logo</b>	Create Emblem Logo	
18.	<b>Mascots Logo</b>	Create Mascots Logo	

19.	<b>Abstract Logo</b>	Create Abstract Logo	
20.	<b>Use Adobe Photoshop Software</b>	<ul style="list-style-type: none"> <li>• Download Adobe Photoshop</li> <li>• Install Adobe Photoshop</li> <li>• Patch the software</li> </ul>	<b>Week 9</b>
21.	<b>Draw Shapes using Photoshop software</b>	<ul style="list-style-type: none"> <li>• Create and edit shapes by using shape tools</li> <li>• Import shapes from different files</li> <li>• Perform image tracing to create shapes and art</li> </ul>	
22.	<b>Photomontage: where you see yourself in 10 years.</b>	Make a well-blended digital photomontage (12x8 or 8x12 -150 res) to show where you see yourself in 10 years. Under your photomontage write a 3 paragraph reflection explaining the elements you put in your work	<b>Week 10</b>
23.	<b>Image inside text</b> 	<b>TUTORIALS:</b> <a href="http://www.photoshopessentials.com/photoshop-text/text-effects/image-in-text-photoshop-cs6/">http://www.photoshopessentials.com/photoshop-text/text-effects/image-in-text-photoshop-cs6/</a>  <a href="http://www.instructables.com/id/Image-inside-text-using-photoshop/?ALLSTEPS">http://www.instructables.com/id/Image-inside-text-using-photoshop/?ALLSTEPS</a>	
24.	<b>Scribble Line Portraits using Masks.</b> 	Use a mask in PhotoShop to create crazy scribble line portraits, watch this very <a href="#">short tutorial</a> <b>VIDEO:</b> <a href="https://vimeo.com/33344753">https://vimeo.com/33344753</a>	

25.	<b>Photo editing.</b>	<ul style="list-style-type: none"> <li>• Perform import, organize, and filter photos using photo editing software as per requirements</li> <li>• Fix white balance, crop, and exposure using photo editing software as per requirements</li> <li>• Perform hue, saturation, and luminance adjustments using photo editing software as per requirements</li> <li>• Perform sharpening, noise reduction, grain, and lens correction using photo editing software as per requirements</li> <li>• Perform edits in a raw photo using photo editing software as per requirements</li> </ul>	<b>Week 11</b>
26.	<b>Photo manipulation.</b>	<ul style="list-style-type: none"> <li>• Perform remove, edit and change the background of a photo using photo editing software as per requirements</li> <li>• Blend multiple images and shapes in a single photo using photo editing software as per requirements</li> <li>• Perform shadows, light source, light reflection, and motion in the manipulated photo using photo editing software as per requirements</li> </ul>	
27.	<b>Saving and exporting photos</b>	<ul style="list-style-type: none"> <li>• Add copyrights information and watermarks in photos using photo editing software as per requirements</li> <li>• Export photos in different formats using photo editing software as per requirements</li> <li>• Export Photos in jpeg, png, tiff, and gif format</li> </ul>	
28.	<b>Corel Draw</b>	<ul style="list-style-type: none"> <li>• Create a design of a flower using various tools and color fills in <b>Corel DRAW</b></li> </ul>	<b>Week 12</b>
29.	<b>Create a web layout</b>	<ul style="list-style-type: none"> <li>• Create an e-commerce business platform, targeting young adults and teenagers, where they can come up and discover accessories, apparels, footwear and electronics items, personal and healthcare products</li> </ul>	<b>Week 14</b>
29A	<b>Build your CV</b>	<p>Download professional CV template from any good site (<a href="https://www.coolfreecv.com">https://www.coolfreecv.com</a> or relevant)</p> <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>	

30.	<b>Create a mobile app layout</b>	<ul style="list-style-type: none"> <li>• Create a mobile application layout for a food App</li> </ul>	<b>Week 15</b>
31.	<b>Explore the Adobe XD workspace</b>	<ul style="list-style-type: none"> <li>• Review user experience design principles</li> <li>• Explore different features in Adobe XD</li> <li>• Edit a template</li> </ul>	<b>Week 16</b>
31A	<b>Create an account profile on Fiverr (at least two gigs) and Upwork</b>	<p>Create an account by following these steps:</p> <p><b>Step 1:</b> Personal Info</p> <p><b>Step 2:</b> Professional Info</p> <p><b>Step 3:</b> Linked Accounts</p> <p><b>Step 4:</b> Account Security</p>	<b>Week 16 onwards</b>
32.	<b>Create a layout in the design view of Adobe XD</b>	<ul style="list-style-type: none"> <li>• Create a prototype project</li> <li>• Create a prototype background</li> <li>• Set the header</li> <li>• Create a content area background</li> <li>• Add content</li> <li>• Create a content grid</li> <li>• Create a new page (artboard)</li> <li>• Create more pages</li> <li>• Setting up the project home page</li> <li>• Establish the connection between pages</li> <li>• Preview the prototype</li> <li>• Share the prototype</li> </ul>	<b>Week 17</b>
33.	<b>Apply adobe after effects tools</b>	<ul style="list-style-type: none"> <li>• Create a new project using adobe after effects as per requirements</li> <li>• Perform different tools in toolbar using adobe after effects as per requirements</li> <li>• Create shapes, text, camera, layers, and lights using adobe after effects as per requirements</li> <li>• Import data including videos, images, animations, and audio into project window using adobe after effects as per requirements</li> <li>• Perform animations, effects, and presets on layers using adobe after effects as per requirements</li> <li>• Install different plugins to generate effects using Adobe After effects as per requirements</li> </ul>	<b>Week 18</b>
34.	<b>Apply Adobe Premiere Pro tools</b>	<ul style="list-style-type: none"> <li>• Create, open, save, import, and export new project using adobe premiere pro as per requirements</li> <li>• Perform different tools in toolbar using adobe premiere pro as per requirements</li> </ul>	

		<ul style="list-style-type: none"> <li>• Import data including videos, images, animations, and audio into project window using adobe premiere pro as per requirements</li> <li>• Perform video transitions, audio transitions, titles, color correction, grading using adobe after effects as per requirements</li> <li>• Apply visual and audio effects using adobe after effects as per requirements</li> </ul>	
35.	<b>Apply Final Cut Pro tools</b>	<ul style="list-style-type: none"> <li>• Create, open, save, import, and export new project using final cut pro as per requirements</li> <li>• Perform Final Cut Pro tools, preferences, hotkeys, and timeline as per requirements</li> <li>• Add music, titles, transitions, effects on video using Final Cut Pro as per requirements</li> <li>• Perform color grading, luts, and plug-in installation using Final Cut Pro as per requirements</li> </ul>	
36.	<b>Create a simple short video and add sound to it.</b>	<ul style="list-style-type: none"> <li>• Create a short video on animal/birds and add their sounds</li> </ul>	<b>Week 19</b>
37.	<b>Video Editing</b>	<p>Create a video mashup that includes at least one video resource and a different or additional audio track than what is in the original video. You're free to tell a story, create a music video, add a voice-over track, record your video, create some machinima, or even try something experimental as long as you adhere to the following requirements:</p> <ul style="list-style-type: none"> <li>• Include a title for your video at or near the beginning</li> <li>• Include credits at the end of your video for image, audio, and video resources you use in creating this project. Be sure to adhere to any stipulations of the resource licenses.</li> <li>• Add an audio track other than the original audio in the video</li> <li>• The total length of the video should be about 2-5 minutes</li> <li>• Export your finished project as an MP4 and upload it to Google Drive or Youtube. Submit the URL of your video using the 10 Video Assignment in Blackboard.</li> </ul>	<b>Week 20</b>

38.	<p><b>How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)</b></p>	<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 for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search.</li> <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>	<p><b>Week 21 onwards</b></p>
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## **Computer Graphics and Video Editing**

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

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

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

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

**Hisham Sarwar Motivational Story | Pakistani Freelancer**

[https://www.youtube.com/watch?v=CHm\\_BH7xAXk](https://www.youtube.com/watch?v=CHm_BH7xAXk)

**21 Yr Old Pakistani Fiverr Millionaire | 25-35 Lakhs a Month Income | Interview**

<https://www.youtube.com/watch?v=9WrmYYhr7S0>

**Success Story of a 23 Year - Old SEO Expert | How This Business Works | Urdu Hindi Punjabi**

<https://www.youtube.com/watch?v=tIQ0CWgszl0>

**Failure to Millionaire - How to Make Money Online | Fiverr Superhero Aaliyaan Success Story**

<https://www.youtube.com/watch?v=d1hocXWSpus>

## 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</li> </ul>	<ul style="list-style-type: none"> <li>Podium</li> </ul>		<ul style="list-style-type: none"> <li>Communication</li> </ul>

<p>communication skills and how it works.</p> <ul style="list-style-type: none"> <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>• Projector</li> <li>• Computer</li> <li>• Flip Chart</li> <li>• Marker</li> </ul>	<ul style="list-style-type: none"> <li>• Self Confidence</li> <li>• Teamwork</li> </ul>
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Schedule	Mentor Should do
<p><b>Welcome:</b> 5 min</p>	<p>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.</p>
<p><b>Icebreaker:</b> 10 min</p>	<p>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.</p>
<p><b>Introduction &amp; Onboarding:</b> 20mins</p>	<p>Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following:</p> <ol style="list-style-type: none"> <li>1. Explanation of the program and structure. (Kamyab jawan Program)</li> <li>2. How you will use your communication skills in your professional life.</li> <li>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)</li> <li>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.</li> </ol>
<p><b>Team Activity Planning:</b> 30 minutes</p>	<p>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</p>

	<p>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:</b> <b>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>Danyal Saleem</b>, 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 works exclusively on an online freelancing platform and has earned, on average, <b>US\$20,000</b> 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.</p> <p>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.</p> <p><b>If at first, you don't succeed, try try again</b></p>
2.	<b>How he came on board NAVTTC Training/ or got trained through any other source</b>	Certification in graphic designing from STEPS(NAVTTTC partner institute)
3.	<b>Post-training activities</b>	<p><b>Danyal's</b> area of expertise is in <b>graphic design</b>. 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.</p> <p>“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.</p> <p>Danyal says he understands why clients would be apprehensive giving projects to untested freelancers. They have hundreds of options to choose from, he</p>

		<p>explains, and to give a project to someone with no experience requires a strong leap of faith.</p> <p>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.</p> <p>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."</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.

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

## **Workplace/Institute Ethics Guide**

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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 an idea 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.