

FINAL YEAR PROJECT REPORT
INTERN IN 2D GAME AND ANIMATION TRAINING



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This Report Presented in Partial Fulfillment of the Requirements for the
Degree of Bachelor of Science in Multimedia and Creative Technology

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DHAKA, BANGLADESH

NOVEMBER 2018



DECLARATION

We hereby declare that, this project has been done by us under the supervision of **Shaikh Mohammad Allayear**, associate professor and head, Department of MCT, Daffodil International University and **Apurba Ghosh**, lecturer, Department of MCT, Daffodil International University. We also declare that neither this project nor any part of this project has been submitted elsewhere for award of any degree or diploma.

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ACKNOWLEDGEMENT

First we express our heartiest thanks and gratefulness to almighty God for His divine blessing makes us possible to complete the final year internship successfully.

We really grateful and wish our profound our indebtedness to **Shaikh Muhammad Allayear, associate professor and head**, Department of MCT and **Apurba Ghosh, lecturer**, department of MCT Daffodil International University, Dhaka. Deep Knowledge & keen interest of our supervisor in our internship to carry out this project. Their endless patience ,scholarly guidance ,continual encouragement , constant and energetic supervision, constructive criticism , valuable advice ,reading many inferior draft and correcting them at all stage have made it possible to complete this project.

We would like to express our heartiest gratitude to all teachers of department of MCT, for their kind help and guidance to finish our project and also to the staff of MCT department of Daffodil International University.

We would like to thank our entire course mate in Daffodil International University, who took part in this discuss while completing the course work.

Finally, we must acknowledge with due respect the constant support and patients of our parents.



ABSTRACT

After completion of our 11th semester we were looking for the practical outcome of what we learnt from our all these time of educational year and we got a part time offer from ICT Division of Bangladesh for teaching young people about game making and animation making in 2d.

For that cause we gave undergone some examination and other procedures to prove our eligibility. And which we completed very successfully because all these were previously taught and well evaluated in our department by some very supportive and dedicated teachers.

We could not come up with this much courage of teaching some vital point to other keen students about game and animation if we were not taught well by our honorable teachers and continuous support for our future.



CHAPTER 1

INTRODUCTION

This whole internship directed under the ICT division of People's Republic of Bangladesh government, the project name was "Skill development for mobile game and application." This project was managed by three agencies namely Spinoff studio, Optima IT and Arena BD . Each of them had their own work in this field. Some managed academic, some managed student activity and so on. After we applied for the post of teacher we had to face some examination and training which ended up by giving a viva in the ICT DIVISION OF Bangladesh. We were four people from Multimedia Creative Technology department . Among us Rakibul Islam Shohel started from very early of this project. And we started from 1st September and finished taking class in 22nd November of this year. Umme Rafsani Islam holding the id 151-40-204 and A.S.M. Rehan Uddin Khan bearing the id no 151-40-224 was sent to pabna district as there were a total batch of six and it required two trainers.

CHAPTER 2

WHAT WAS THE TASK

2.1 WHAT WE TEACH AND SOFTWARES

This project is titled as game and animation project. So our first priority is to teach the student about game making and animation making in 2d. Again the side teaching fact was that we had to teach them about digital process and many multimedia application via giving them lecture sheet and question so that the students can learn many new things and make the learning useful. We taught the students two software namely game maker studio version 2 and adobe animate creative cloud. These two software are not that much easy in two month but they had to learn these software and also make their project we told them to pick any meaningful or learning story and make game and animation with that. Some of them were said this is tough and impossible but with the help of many good attentive and intelligent brain we all can reach the goal.

2.1.1 GAME MAKER STUDIO:

A Kind of game making software by YO YO GAMES which supports 2d process. It helps to make game in two different way one is drag and drop (DnD) and the other part is game maker language where one can make game by writing codes. We made game using the process of drag and drop method. But we had to teach the whole process at some point.



2.1.2 ADOBE ANIMATE CC:

This is a 2d animation software from adobe where character making, bone placement, frame by frame animation etc. many types of animation we can do with this software. Previously it was known as adobe flash.





From September 15 to mid-October we taught the game maker studio and after since the animation project is going on. After completion of the project an evaluation examination will be taken by the government and only the student who will pass the test will get the certificate.

We made a simple game and made the game logic clear to the students as they were getting really pained due to less understanding of logic. We also took game story, level design, character design, antagonist, protagonist and many more to complete the game process.

And in animation we taught them character design, animation making including walk cycle, run cycle, jump cycle, motion tween, and shape tween and many more tricks and ways to complete their project.

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CHAPTER 3

STAGE OF AGREEMENT

This project of game making and animation is directly maintained by ICT division of the current government and thus the work is managed by three agencies namely Spinoff Studio, Arena BD and Optimal IT. They hold respective works for respective fields to make this project complete. The first contact was made during the month of August. The tenure was November 30th for completion of this project. And we started our work from September 15th. The agreement was that we were to be sent to our respective place as a trainer and we have to complete the teaching goal within the fixed amount of class of 50. We were provided identity card for conducting our work and for no complexion.



Figure 3.1: Identity card

Another part of the agreement was to hand us the joining letter which we had to receive as a token of understanding between us and the ICT division. And this letter could also be used for any further application of this department.

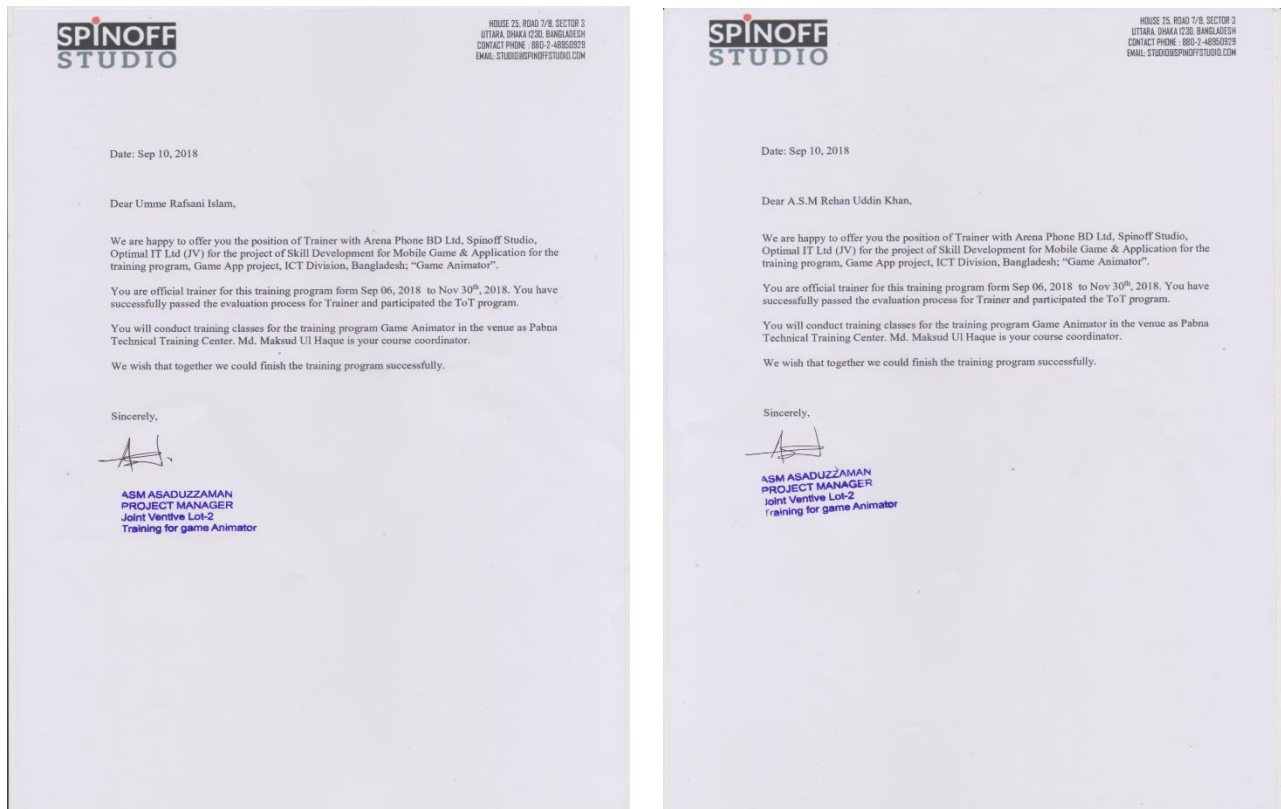


Figure 3.2 letter of joining of Umme Rafsani Islam & A.S.M. Rehan Uddin Khan



CHAPTER 4

STARTING PHASE

4.1. THE JOURNEY

When we applied we had to face some examinations and finally this evaluation ended up by a viva in ICT Ministry Bangladesh. Then we were sent to different location based on the choice given to us and need. When we joined there were 27 along with us. And many more were working on field. Currently there are four people from Multimedia Creative Technology department who are working on this project. Md. Rakibul Islam Sohel id no 151-40-223 and Syed Iman Ali Shah, id no 151-40-212. Rakibul Islam Joined this project earlier but we had our joining from September 01 and started taking class from September 15. We were sent to Pabna district as Pabna required two trainer. So we started our journey to pabna.

4.2. SETTLEMENT:

We had gone to pabna on 12th September and visited the venue. We were told that there were two venue at pabna namely Pabna Polytechnic Institute and Pabna Technical Training Center and later on one venue was fixed where we started taking class. In the beginning there were only three batch and a few day later we had to face total six batch of student each batch contained 40 students who were eager to learn about game and animation.



CHAPTER 5

PHASE OF CONTINUATION

We started taking class from 15th September. We had taken three class that day. And at 17th September another three batch started. Each class was four hours each. And we divided the time schedule in according way:

5.1. BATCH SCHEDULE

Table 5.1: batch division of game and animation project

SL.NO	BATCHES	DAY	TIME
1	L2A09	Saturday, Monday, Wednesday	8am – 12 pm
2	L2A10	Saturday, Monday, Wednesday	2pm – 6pm
3	L2A11	Saturday, Monday, Wednesday	4pm – 8pm
4	L2B30	Sunday, Tuesday, Thursday	8am – 12 pm
5	L2A12	Sunday, Tuesday, Thursday	2pm – 6pm
6	L2C51	Sunday, Tuesday, Thursday	4pm – 8pm

The prime fact was that we had to cover a vast syllabus within a very short period of time and for that we had to take classes on Friday as well. But in Friday we used to take class for no more than two hours and we had to manage all six batch. And we maintain separate attendance sheet for each batch.

5.2. ATTENDANCE SHEETS

These are the attendance sheet that we had to maintain all over the course. Six batch attendance sheets are given below.

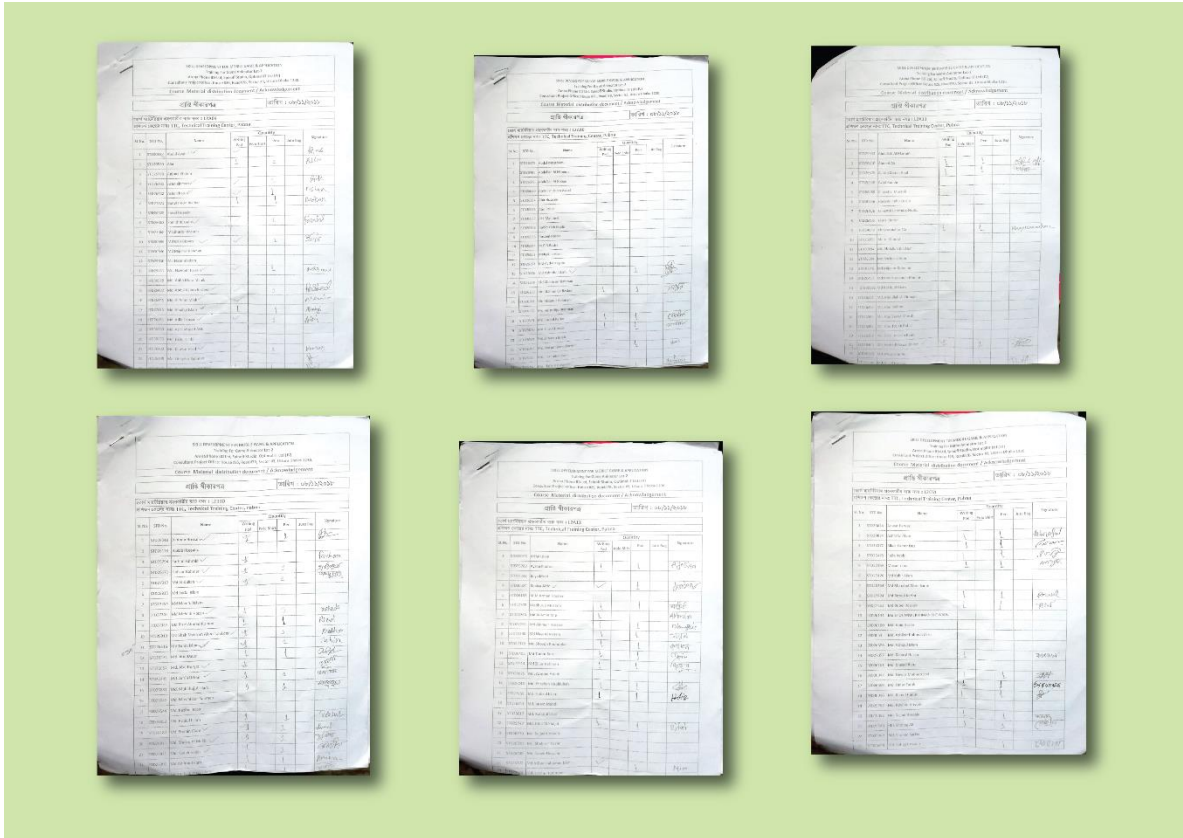


Figure 5.1: list of attendance

5.3. DISTRIBUTION OF CLASS

Each day there were three class and we managed to take the classes according to our work pressure. Each Saturday, Monday, Wednesday Rehan Uddin Khan took two class and Umme Rafsani Islam took one class and during Sunday, Tuesday and Thursday Umme Rafsani Islam took two class and Rehan Uddin khan took one class.

5.4. WHAT WE PROVIDE

We gave the student lecture sheet which were provided by the project office from Dhaka by courier service. The lecture sheet contained about the whole study point that we had to take in a class. But sometime we had to go beyond the lecture sheet so that we can communicate with the students well and also they can understand well. We also had power point presentation slides for teaching the students.

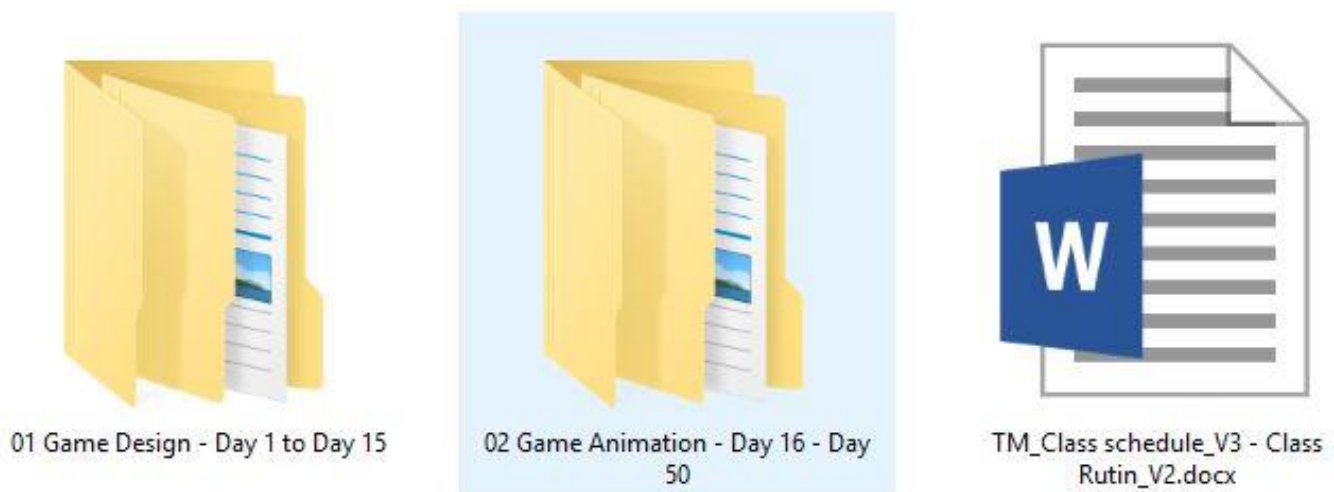


Figure 5.2: folder of lecture slides and schedule



CHAPTER 6

TEACHING METHOD

6.1. INTRODUCTION SESSION

12th September we visited the venue Pabna Technical Training Center. The co-ordination or graphics teacher of the Pabna Technical Training Center named Mr. Anisul Haque Tuheen and the principle of Pabna technical Training center name Engr. S.M Emdadul Hoque welcomed us. They call some students and introduced to us. On the first met we thought Pabna is not that much advanced about graphic design but they broke our misunderstanding. The students were very advance and talented. They want to build their career as a freelancer. The principle and tuheen sir introduce us with the other member of TTC and then we leave after telling them we started our class from 15th September.

6.2. LECTURESHIP

The whole course divided into 2 separate subject, Game and Animation. First we started from game education and then animation education. Both are two dimensional. It is not very easy to make two dimensional game and animation. Good drawing skill is mandatory for these two production. Although not every student had these skill but we tried to develop their drawing skill and also tried to make their own game and own story animation that inspired them very well.

6.2.1. GAME EDUCATION

On the first class, it was the introduction class and also we introduced about the history of game. The students are very interested to make their own game after knowing the history of game. We

Follow the game production pipeline and make them learn about the whole game production pipeline from game design document to post production.

We used the software named game maker studio 2.

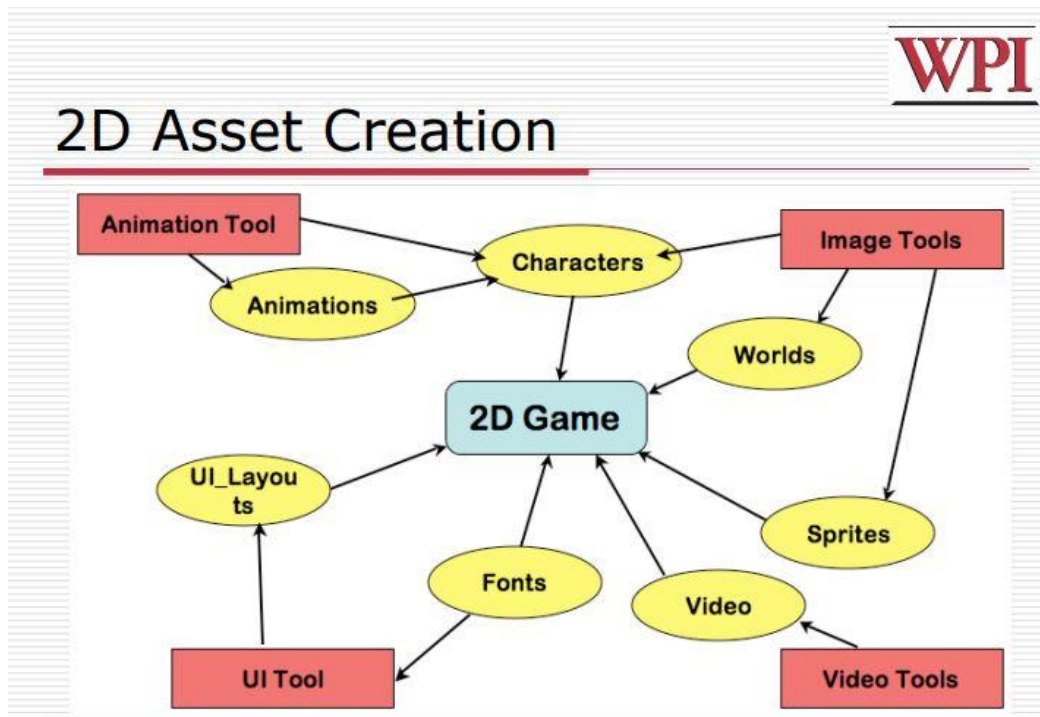


Figure 6.1. Game production pipeline



6.2.2 GAME PRODUCTION SYLLABUS

We are provided game production syllabus and we try to teach them according to that syllabus sometime we need to go out of the box to create creative ideas.

Table 6.1: syllabus for making of the game

Sl no	Class	Lecture	Theme
01	Day 1	Introduction and game history, goal, genres and player element	Game design document
02	Day 2	Story and character development	Game design document
03	Day 3	Story and character development	Game design document
04	Day 4	Story and character development	Game design document
05	Day 5	Gameplay	Game design document
06	Day 6	Gameplay	Game design document
07	Day 7	Level design	Game design document
08	Day 8	Level interface	Game design document
09	Day 9	Team work	Game design document
10	Day 10	Preparation for practical	Making game
11	Day 11	Practical or making game	Making game
12	Day 12	Practical or making game	Making game
13	Day 13	Practical or making game	Making game

14	Day 14	Practical or making game	Making game
15	Day 15	Practical or making game	Making game

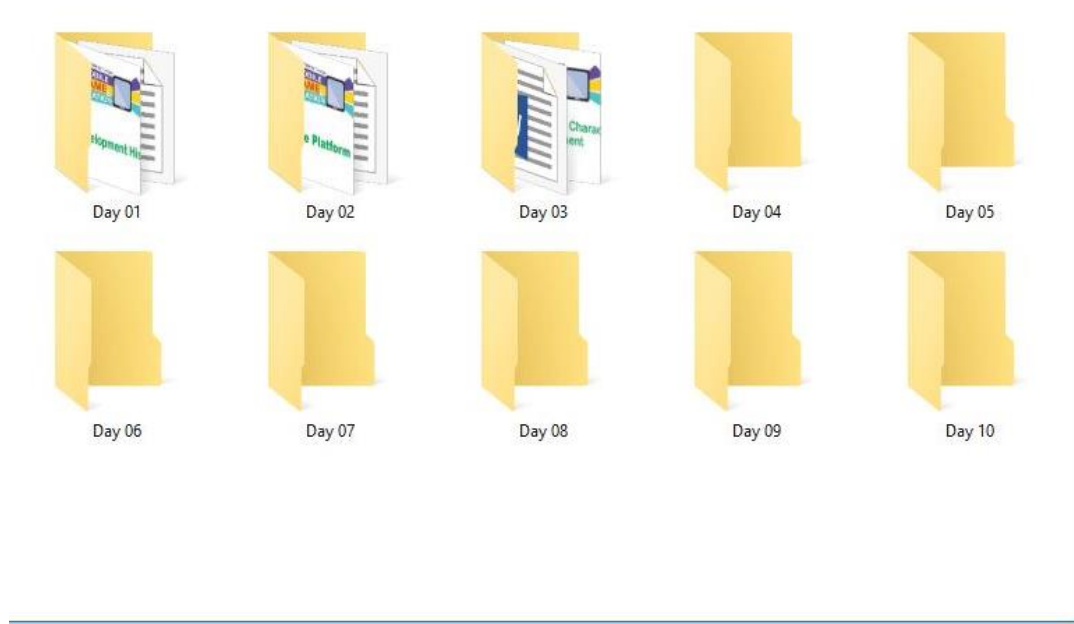


Figure 6.2: Folder of lecture sheets for game making

We are provided essentials lecture sheet and slides for game making classes classes. 1 to 10 classes for the theory of game making. It includes from game maker history to the practical of the game maker projects.

6.2.3. COMPLETION OF GAME PROJECT

When we started practical for making the game the students were very pleased and they were very interested about learning how to make these game. The demo game we make for them is a shooting game. When they can make the bullet through over gun they literally surprised and say “wow”. We were inspired seeing their reaction. Here a game project screen shot that they made.

6.2.4 ANIMATION EDUCATION

In the section of learning animation we got 35 classes. We follow the standard 2d animation production pipeline to teach them.

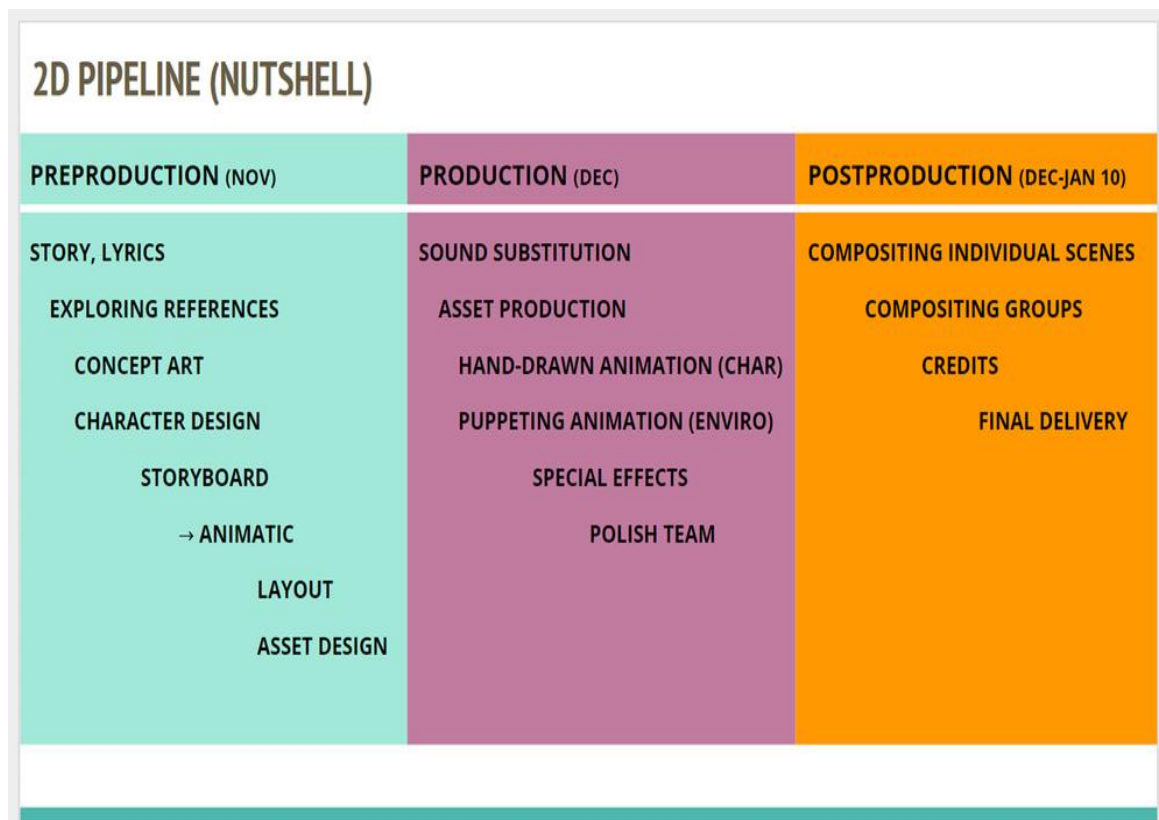


Figure 6.3. Animation production pipeline.^[14]

We were provided essential lectures and PPT files. For making animation the software we used is Adobe Animate CC.



6.2.5. ANIMATION CLASS SYLLABUS

We were provided the whole animation production pipeline syllabus for overall course. But we tried to teach them beyond the syllabus so that they can explore the creative sight of this section more.

Table 6.2: syllabus for animation making in the program

Sl no	Class	Lecture	Theme
01	Day 16	Concept of animation, History of animation, Types of animation, Principle of animation	Pre-production of animation
02	Day 17	Production pipeline	Pre-production of animation
03	Day 18	Animation artist career, trend and culture of animation	Pre-production of animation
04	Day 19	Rough Boarding	Pre-production of animation
05	Day 20	Storyboard	Pre-production of animation
06	Day 21	Story and concept design	Practical of pre-production
07	Day 22	Script and dialogue	Practical of pre-production
08	Day 23	Character design	Practical of pre-production
09	Day 24	Environment design	Practical of pre-production
10	Day 25	Rough Boarding	Practical of pre-production
11	Day 26	Storyboard	Practical of pre-production
12	Day 27	Animatic	Practical of pre-production



13	Day 28	Adobe animate introduction	Production of animation
14	Day 29	Environment setting	Production of animation
15	Day 30	Character rigging	Production of animation
16	Day 31	Frame by frame animation	Production of animation
17	Day 32	Motion tween	Production of animation
18	Day 33	Combining frame by frame animation and motion tween	Production of animation
19	Day 34	Bouncing ball exercise	Production of animation
20	Day 35	Slow in slow out exercise	Production of animation
21	Day 36	Fat jump exercise	Production of animation
22	Day 37	Wave exercise	Production of animation
23	Day 38	Dubbing	Production of animation
24	Day 39	Finishing animation	Production of animation
25	Day 40	Camera animation	Post-production of animation
26	Day 41	Adding visual effects	Post-production of animation
27	Day 42	Adding sound effects	Post-production of animation
28	Day 43	Making title	Post-production of animation
29	Day 44	Making credits	Post-production of animation
30	Day 45	Making title animation	Post-production of animation
31	Day 46	Making credits animation	Post-production of animation
32	Day 47	Making report	Post-production of animation

33	Day 48	Making presentation	Post-production of animation
34	Day 49	Preparation for presentation day	Post-production of animation
35	Day 50	Presentation Day	Presentation Day

We provided them lecture sheet and slides to make good understanding level of them about the animation production pipeline.

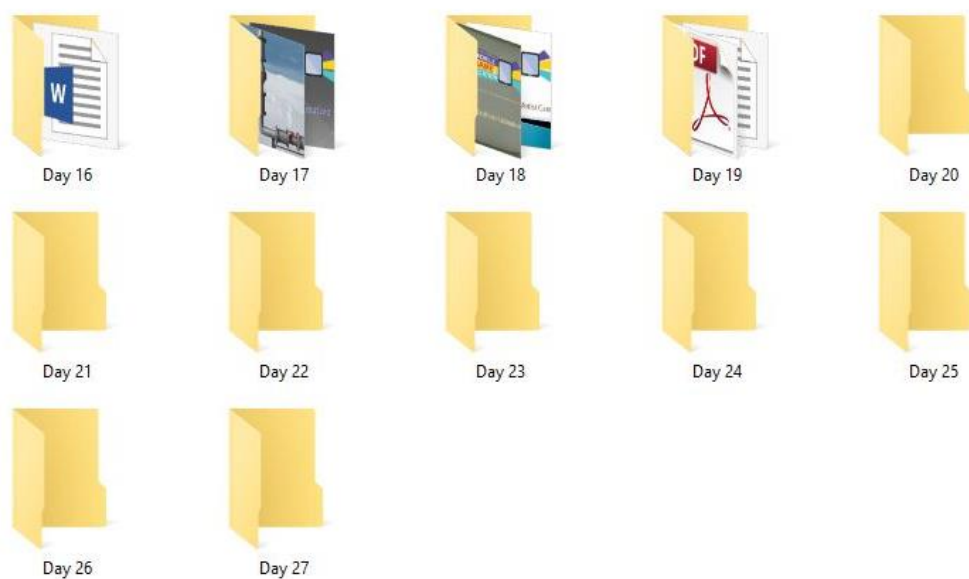


Figure 6.4: Folder of lecture sheet for animation

The syllabus that we follow through the entire course was given by the project office. But as we are the students of the department of Multimedia and Creative Technology we know how these subjects have to teach or what reaction the students react when they were learning these things.

6.2.6. COMPLETION OF ANIMATION PROJECT

The students very enjoyed the animation projects and they complete the animation project with carefully. They try to create their imagination into live. They were very much attentive on the animation project session. They were told to create a story and then storyboard after that in the adobe animate cc software they create their animation. They enjoyed a lot. And they are very fond of the animation process. Some of them are talking about their future goal in animation.

6.3 STUDENT'S SKILL DEVELOPMENT SESSION

As there were many types of students we handled in this intern project we try to reach their expectations and try to understand what they want or what they need. As the game and animation both need drawing and creativity we apply some method to develop their skill.

6.3.1 LIVE SKETCHING SESSION

In the live sketching session we provided a bottle and told them to draw live. We found out many differences and we got many types of drawing of the same bottle. Some results of the live sketching session.



Figure 6.5: Some raw images drawn by the students.

The sketching was exactly what we thought 50% of student's drawing was good. 30% of student's drawing was best, 15% of them didn't know sketching but tried and 5% of them scared of sketching. The chart shows the all data below.

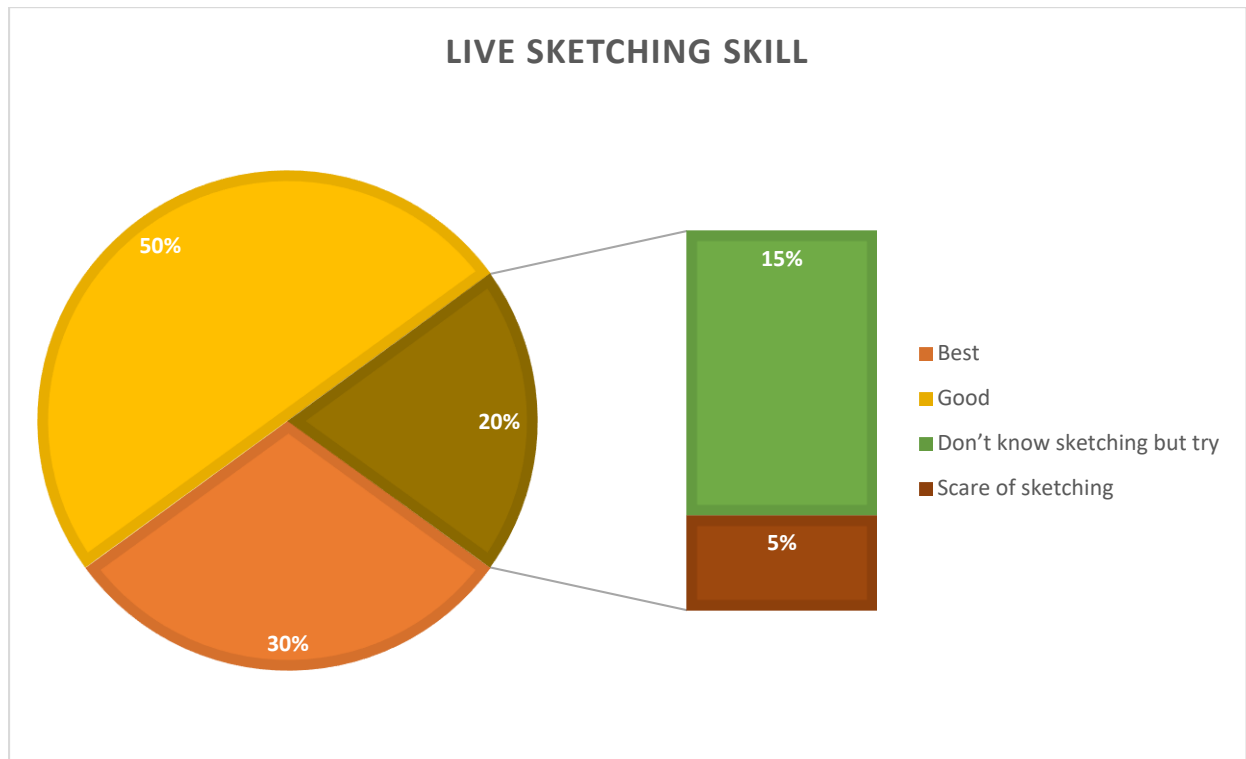


Figure 6.6: The chart shows the skill of live sketching method of the studnets.

6.3.2. CREATIVE CHRACTARIZATION

After the live sketching session we told them a story name “LETA” and told them to create a character form the story and describe the characters features. We told them a story about a person named “Ratul”. He taste like lemon and he married to a person who taste like corolla. Then we told them to make a character of Ratul's child. What it looks like.

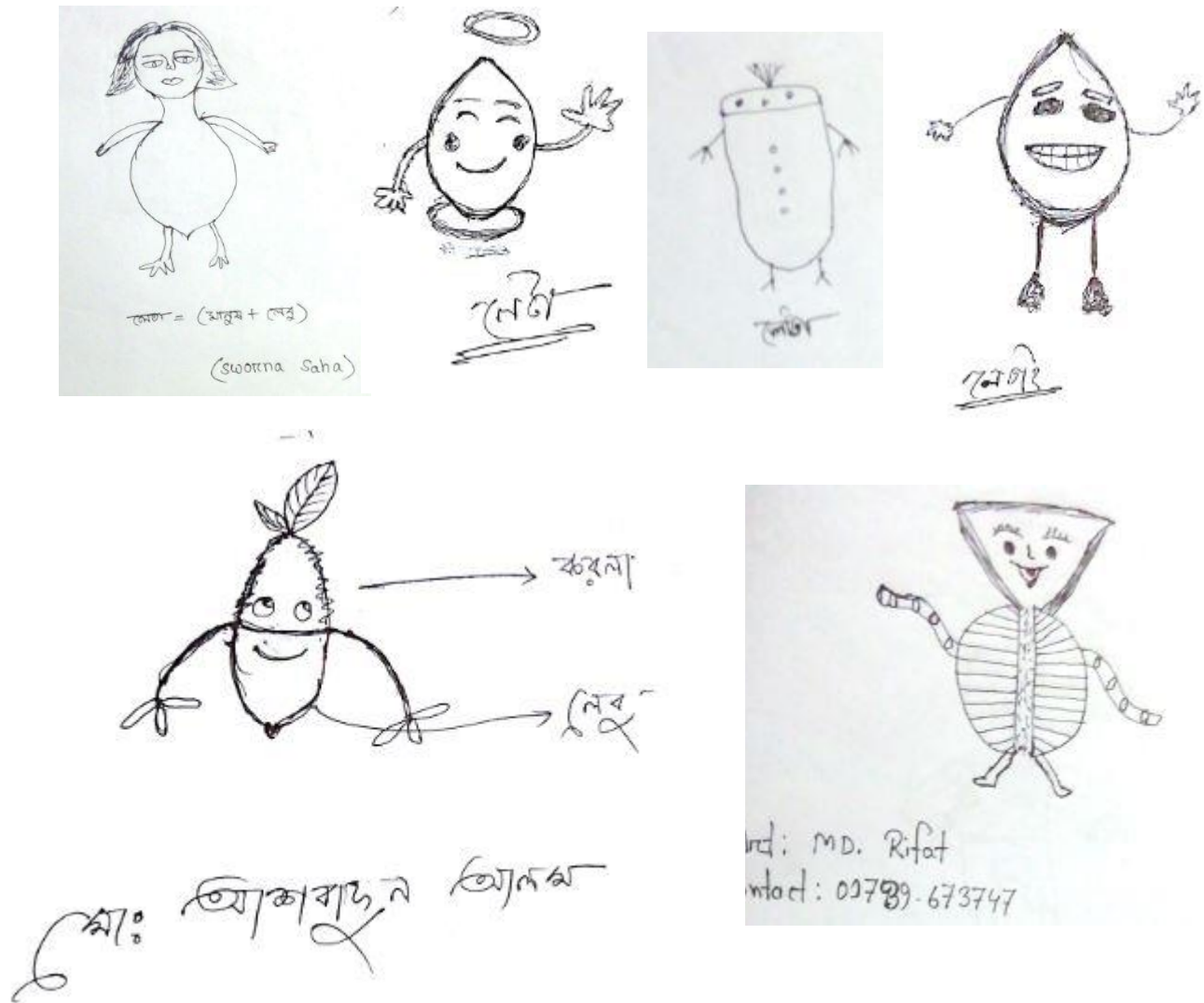


Figure 6.7: some characterization of a narrated story

We asked them what they think about “LETA” character and why they draw this character like they had drawn.

This chart shows the skill of the student during the draw character by listening a story or sketching by thinking skill.

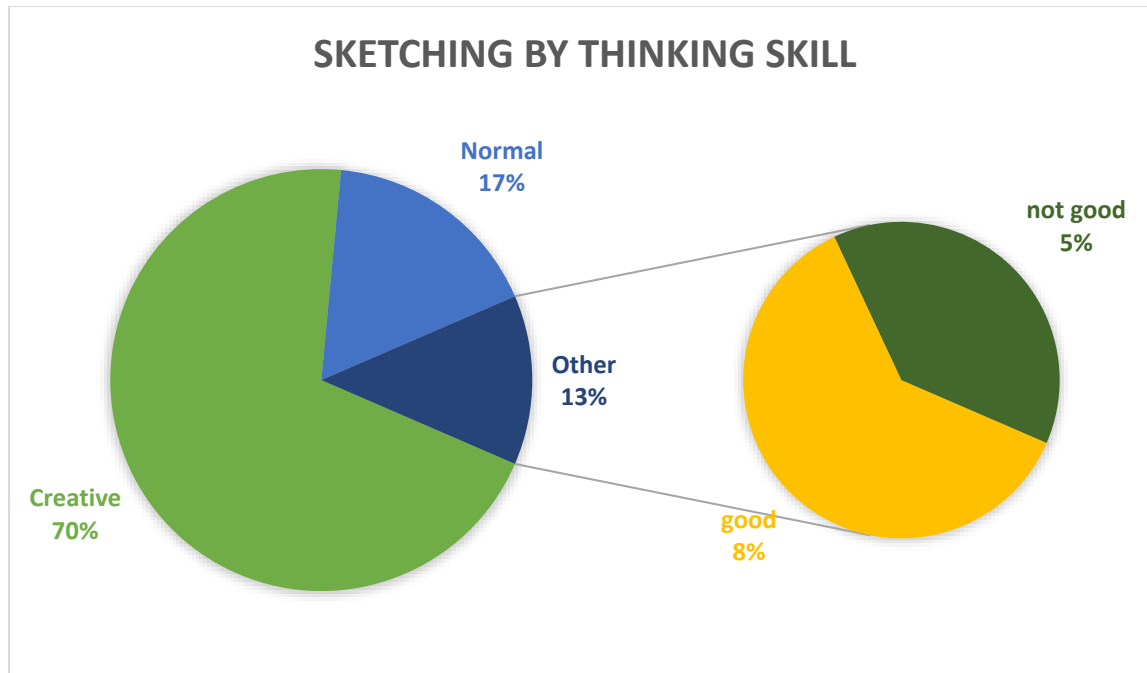


Figure 6.8 some graph showing about the thinking skill.

6.4. OTHER INSTRUCTIONS

For teaching purpose we had to follow some instructions which were set by the project office. Some of they are:

- ❖ We had to go live on Facebook in each class for a limited time being at a definite Facebook page name Animation Training.^[15]
- ❖ We had to record every class by using a software called OBS Studio^[16] which was provided by them.
- ❖ We had to receive and send a pen-drive which would contain the class previously recorded while taking class.



- ❖ We used to distributed lecture sheets provided by the project head office.
- ❖ For teaching help the project office also sent us a book which was only is possession of a trainer related to this program.
- ❖ We had to maintain class attendance sheet and every day we had to report to respective person about number of student attended in the class, topic of the class taken and name of the trainer who took the class.

6.5. PROJECT SUBMISSION

After completing the education facts of both 2d game and 2d animation we took return projects of what they had learnt from these two month. Accordingly we took four submission from them which are:

- ❖ Game project
- ❖ Game project presentation(power point presentation)
- ❖ Animation project
- ❖ Animation project report(Microsoft word document)



CHAPTER 7

MOTIVE

7.1. SKILL DEVELOPMENT AND CAREER

From what we learnt we found out that the motive or objective of this project was to make the self-earning method more strong. As we taught about game and animation this could help the students to earn by themselves by working as a freelancer or to add up a skill for their future work purpose. Many of them wants to learn about the freelancing sector and be established at the starting phase of their life. So the basic motive was to set a goal for the young generation for making their career richer with the knowledge of game and animation.

Our motive was to teach the student in a proper way and make some good outcome from the students. But we also had a motive to work for our career as well. That motive was to make our future career enriched with what we have learned from our Multimedia Creative Technology department.^[6]

7.2. FREEDOM THINKING AND TEAM BUILDING

We learn and we make others to learn this is the main achievement that we think. Although the aim of this project is self-earning but we also have goal to teach them about sketching or drawing with the seeing power where they improvise their creativity and can give freedom to their thoughts. We tried to teach about team work as a goal of our work but they are very good at individual work rather than team work. As there were many student who know about graphic design they can upgrade their work by learning making game and making animations. And also we tried to develop their interest about the career of these sector of ICT division.

As there are not enough skillful candidates for the position of ICT's many subjects, we tried to make them interested about the career sector as an Animator, a Programmer, a Game Maker, and an Editor etc.

7.3 NATION'S MOTIVE

Not only the outcome of this project is oriented to young generation but also to a extend of national pride. This is due to the recent revenue report earned by the freelancer. A huge amount of people will be able to earn by themselves which will solve the unemployment problem as a result the GDP will increase more. More entrepreneur will be born which will end up in making Bangladesh into a developed country at near future. On a report of Dhaka tribune at 22nd July, 2017 it was clearly said that Bangladesh is one of the giant to earn from online works.

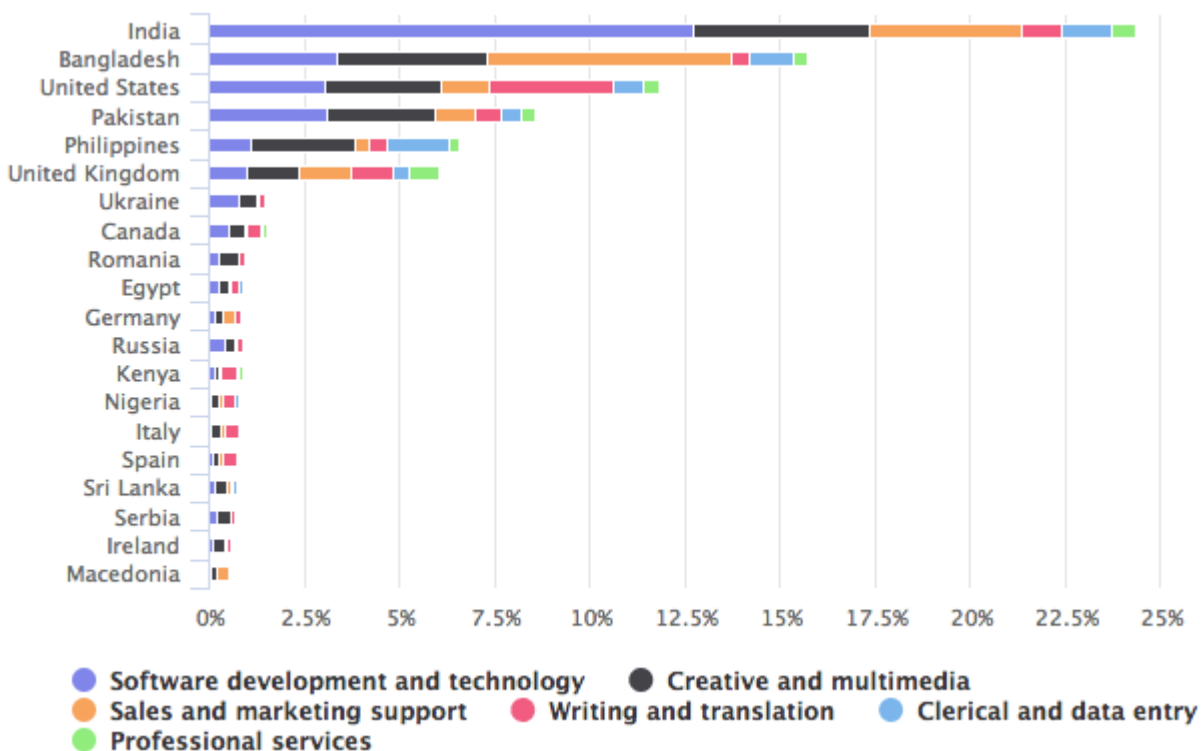


Figure 7.1: lead earning country from online.

CHAPTER 8

EFFECTED GROUPS

8.1. HEAD OF ORGANIZATION

This project engaged a lot of people as it was continued to whole Bangladesh. There were officials and people listed for doing the academic work and also enthusiastic students who took part in this program to learn something new. But the majority fact was about the students.

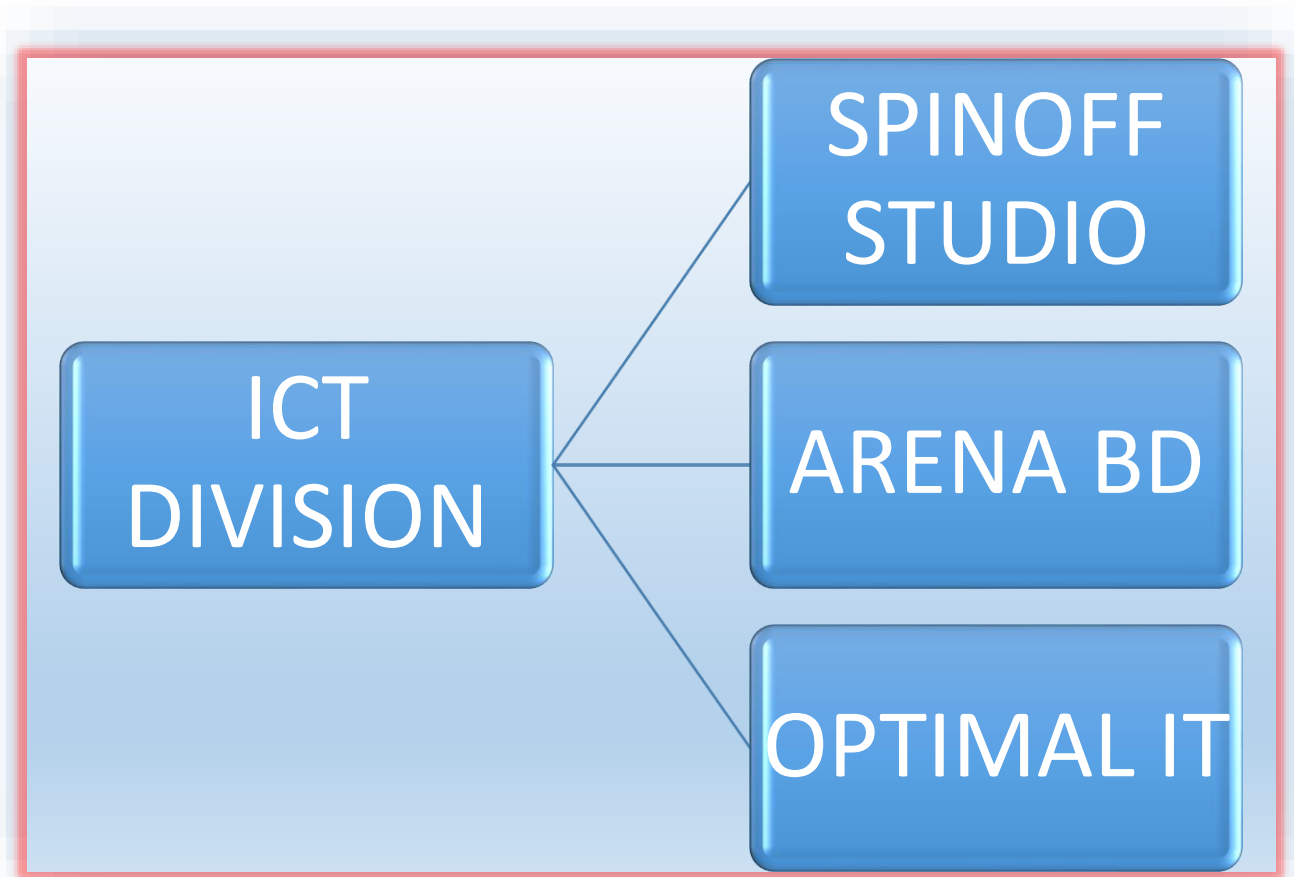


Figure 8.1: Project supervision of game and animation.

This project of game and animation started from the ICT Division of Bangladesh in the early month of this year. And three company took the risk of making it to whole Bangladesh at the same time and finish the learning process. These three company mentioned above had their own task to complete and so that the project is successfully carried out to whole Bangladesh.

8.2. PROJECT OFFICE

We joined by the invitation of our friend who later turned into a colleague Rakibul Islam to spinoff studio. Then we met the process of becoming a trainer by giving examination and viva. And we had to take training for these which was our preparation for joining as a teacher or trainer for this program. This process was called training of trainers in short TOT program which was held in UTTARA, at the project office of spinoff studio. The CEO of spinoff studio^[3] is Mr. Asaduzzaman Asad, who is in the game industry for more than a decade. After our viva was passed we were selected and then sent to various districts to as a field level teacher to train the students about game and animation.

8.3. VENUE

This program took place in many different venue in Bangladesh. Mainly in the polytechnic institutes. In pabna we heard that we will have two venue one was pabna polytechnic institute and the other was pabna technical training center. Later it was fixed that we have to take class in only pabna technical training center, which is situated at rajapur.



Figure 8.2: Venue of project

8.4. APPRENTICES'

We have dealt with a huge quantity of students and they each had their own perspective and views about their career and to their future. Students were of many age and methods were present during the whole project of making game and animation. They all had attended the learning process with curiosity of learning new things and also eager to know about how to apply these learning in their life as a process of self-earning by attempting free-lancing process. Which we will be demonstrating with the help of a chart that will talk about the age limit of different number of pupil who took part in the game and animation program.

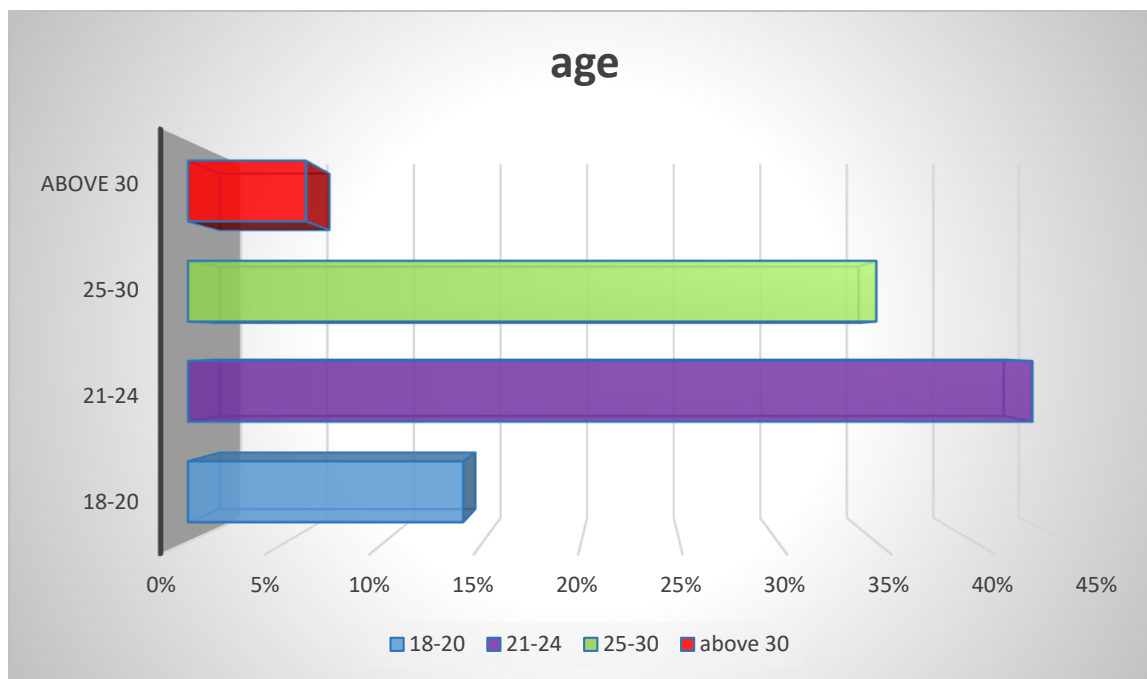


Figure 8.3: The participation of the number of students of different aged students.

8.5. INSTITUTES

Now comes the part of students who took part in this project. There were many students from different aspects like student, job holder, and non-student. And all of them were talented and quite curious to learn about how to make a game and animation in 2d as they have enjoyed this from their childhood. So we had to deal with different institutions and field to overcome this project.

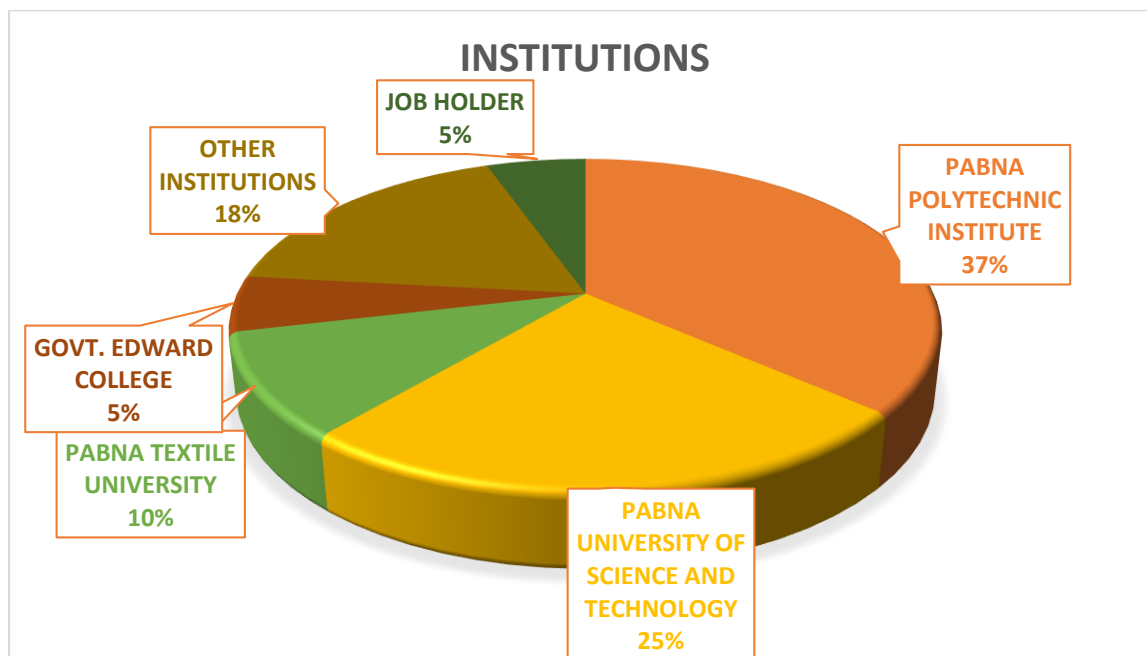


Figure 8.4: Different institutions pupil who took part in game and animation (2D) project.



CHAPTER 9

OUTCOME OF THIS PROJECT

9.1. BASIC OUTCOME

The outcome or the result of the project is quite vast. For this program the freelancing site or the self-earning site would develop in a great way. By becoming an independent game developer or becoming a 2d animator a person can easily live his/her life in a very good way. The government had taken a very good step so that the root level people with brilliant concept and idea.

9.2. PROJECT OUTCOME

At the beginning of this project the students were unable to think properly about any creative thoughts which were given to them. But with the passage of time they adopted it very dearly and made huge progress in this field. The result of our creative sessions was that the students got to hold the process of doing a work. Firstly they used to draw and make what they talked of. But later when proper knowledge was induced in them they started to think more rationally and made huge progress over their thinking and drawing as well.

9.3. GAME PROJECT OUTCOME

We follow the game production pipeline and told them to make a story and concept and make a game concept with level design and materials. Many of them create many types of concept but one man make a game concept about dentist. We like that more.

9.3.1. GAME CONCEPT AND LEVEL DESIGN

Another part of the game learning process was to give them idea about a full making of game. In that process we had to give idea about the game level design and game play and also the concept of their own.

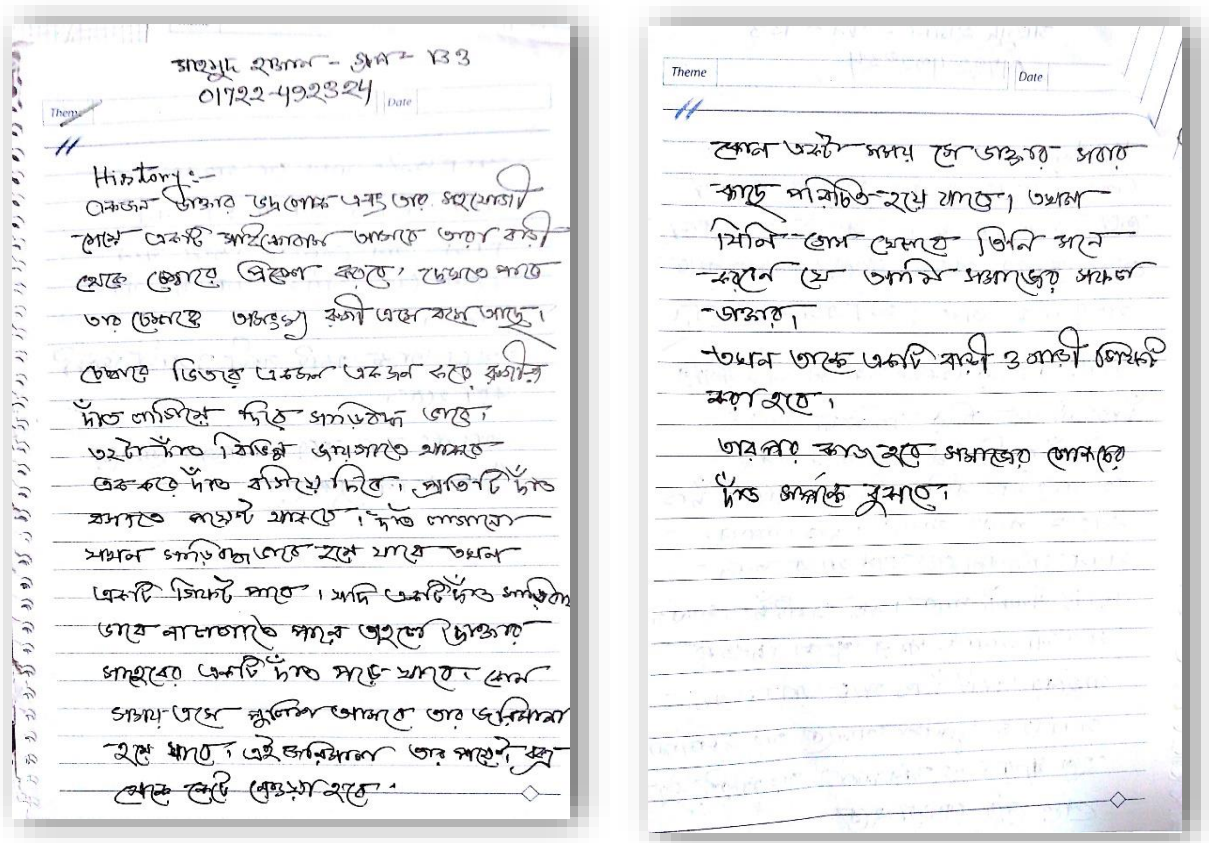
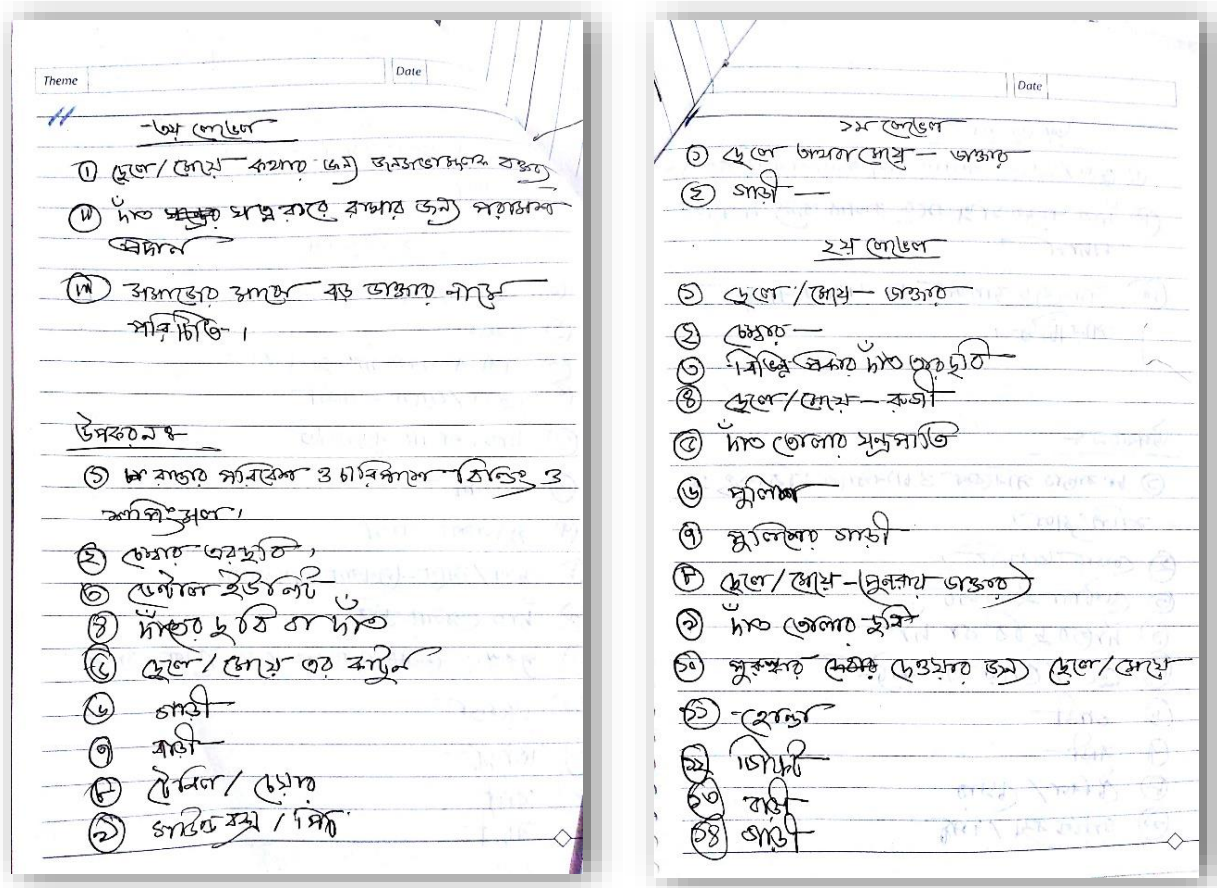


Figure 9.1: Game concept of a student.



Almost all of them had submitted their own game concept which was a full game concept production. They had submitted designs of antagonist, protagonist, multiple level design, ally and many more elements. And they had connected all these with a proper story line.

9.3.2. GAME PROJECT

They submit their game project with lots of expectations and we had seen happiness on their faces. They try to make their own game with their own making sprites. We didn't expect that much from them but they have done it exceptionally well.



Figure 9.3: screen shot of game project of a student.

9.4. ANIMATION PROJECT OUTCOME

In the session of submitting animation project they tried hard. First they submit a story. Then they make storyboard form that story. And then the animation started. All the student submit project individually. They are quite good at animation rather than game that we discover through the course

9.4.1. STORY AND STORYBOARD SAMPLE

In the first session we give them some theoretical knowledge about the animation production pipeline^[14]. They were told to create animation about any educational story so that they chose the Ishop's story, folk culture of Bangladesh etc. they had to submit a written story first. Many of them submitted their self-made story.

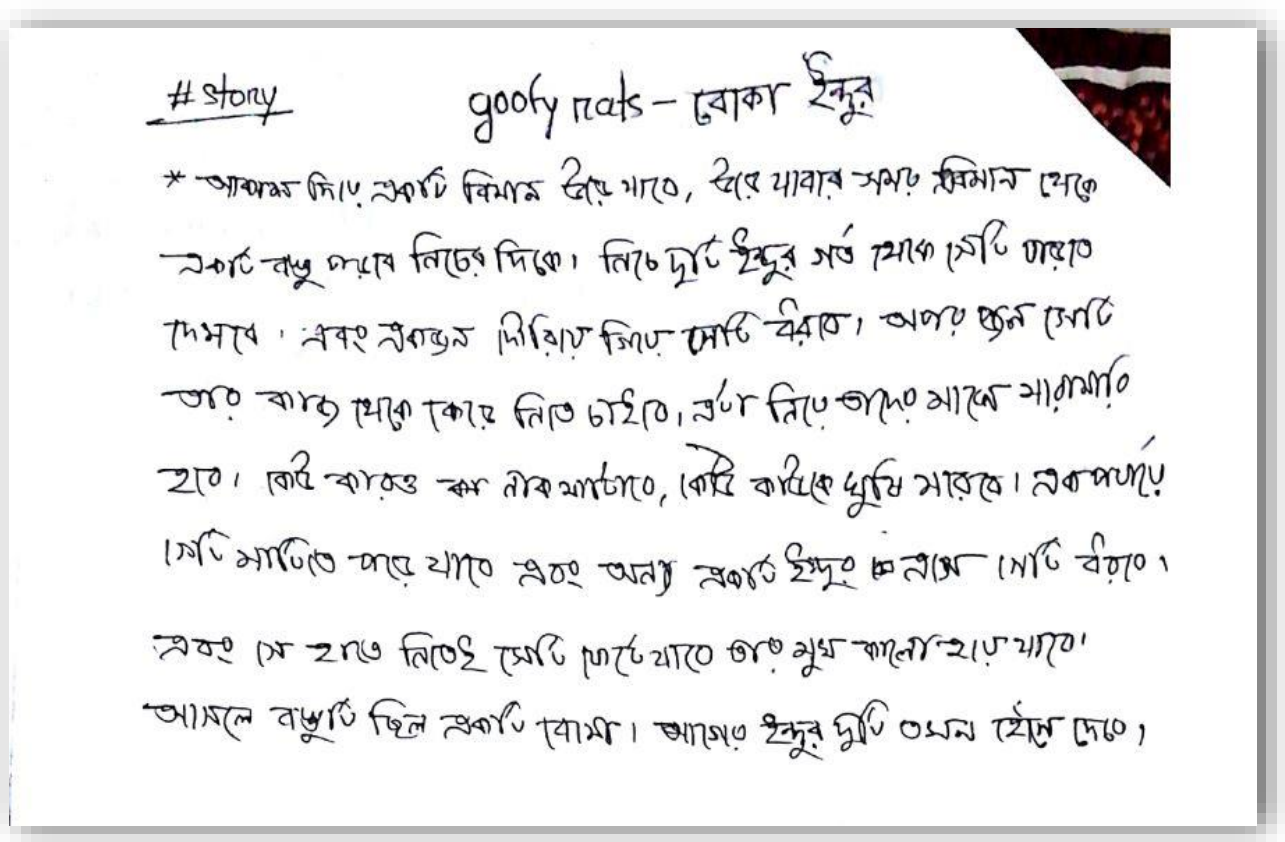


Figure 9.4: story written by a student

After submitting the story they were told to submit the story board as it is a visual of the story which would help them to place it in the adobe animate software. And also to visualize to us.

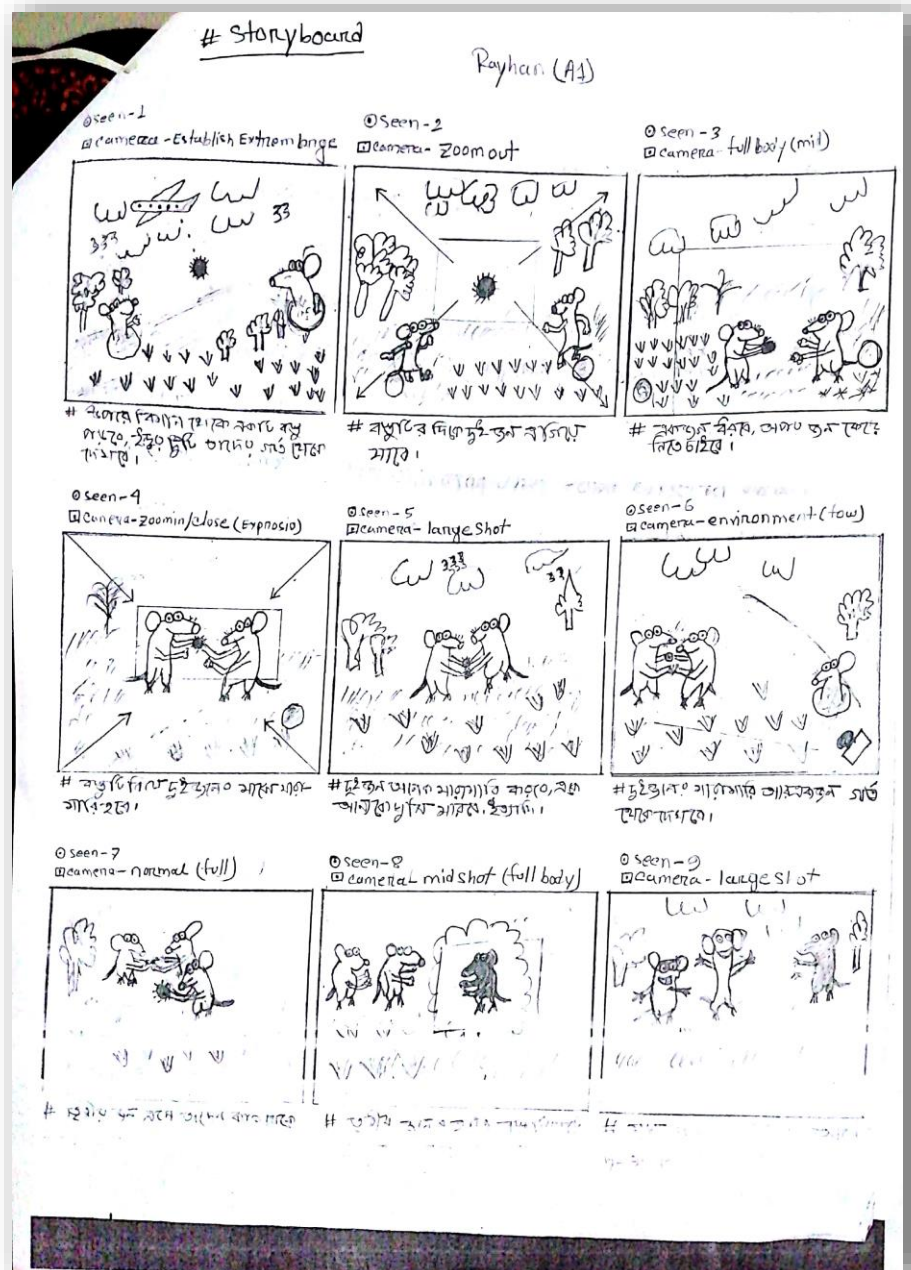


Figure 9.5: storyboard of the figure 8.4 story

Here is another sample of story. She followed the crows tale of drinking water with the use of its brain. What was the focus point of the story is the moral. And she created a different version of animation by using the moral.

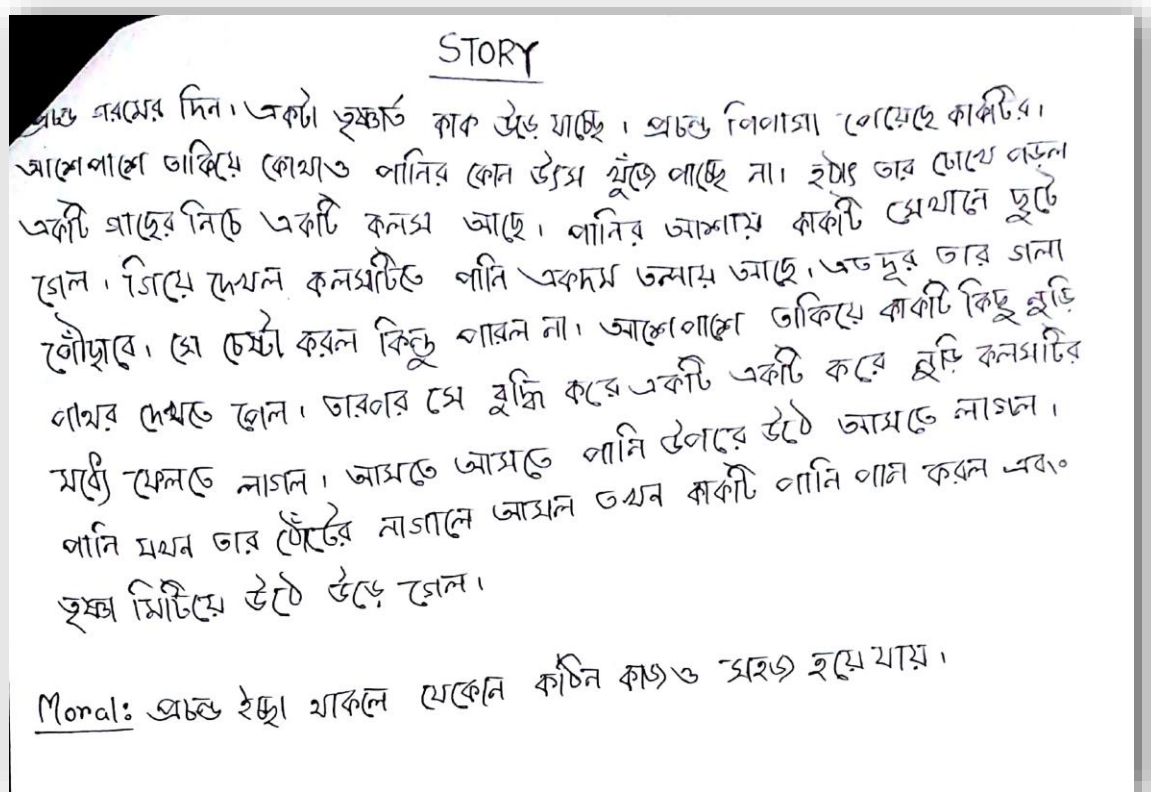


Figure 9.6: story following the Ishop's tale

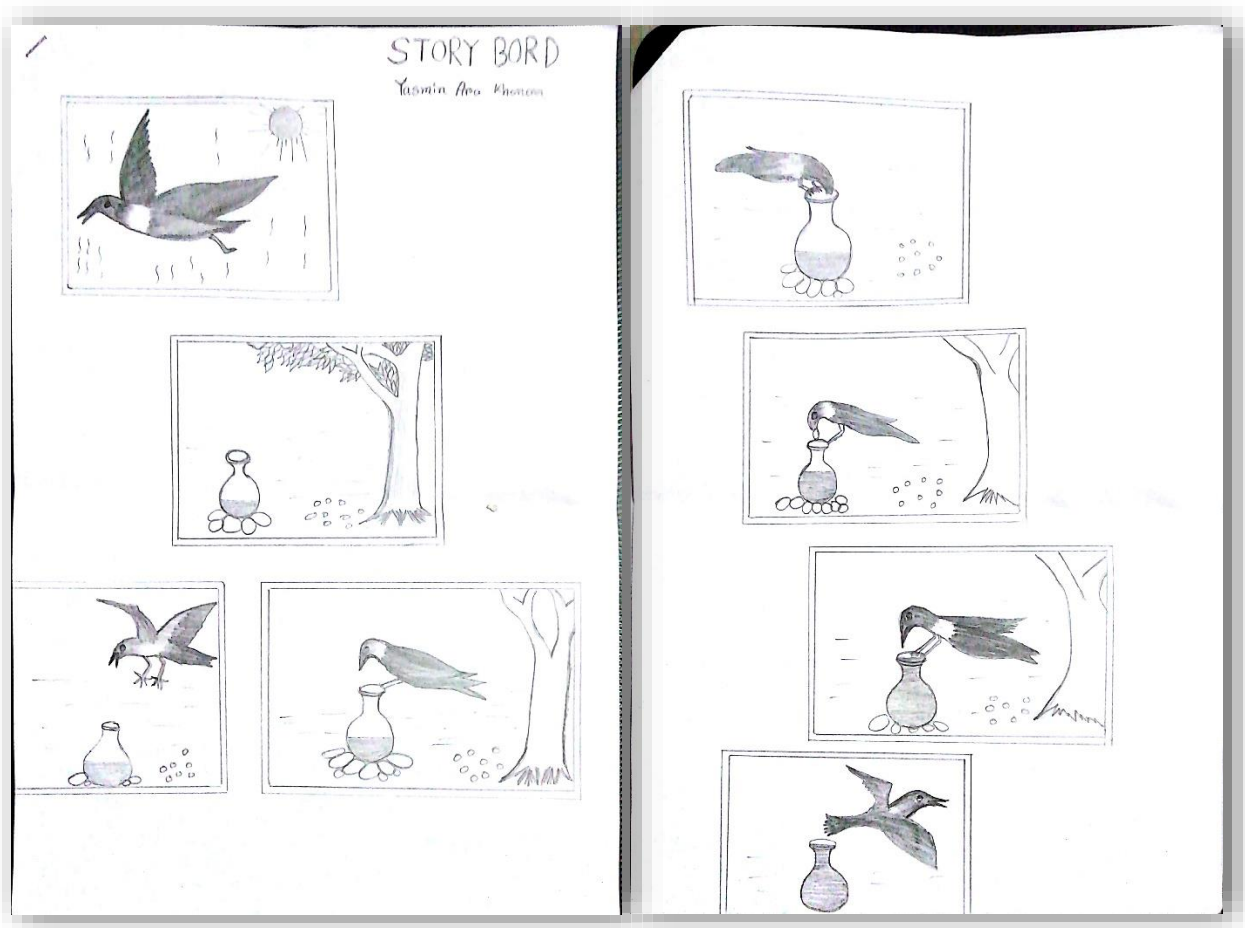


Figure 9.7: storyboard of the figure 8.6 story

The presentation of the rows story with this drawing made a huge applause among the students as she has drawn it very beautifully. And it also made other students more careful and concentrated about creating something of their own.

9.4.2 ANIMATION PROJECT

Many students submit their animation work and they tried to see their imagination through their animation

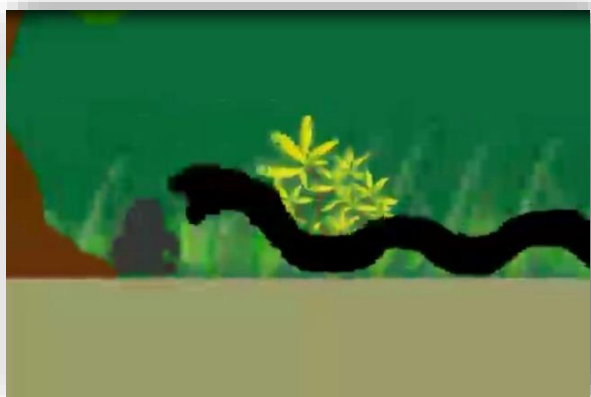
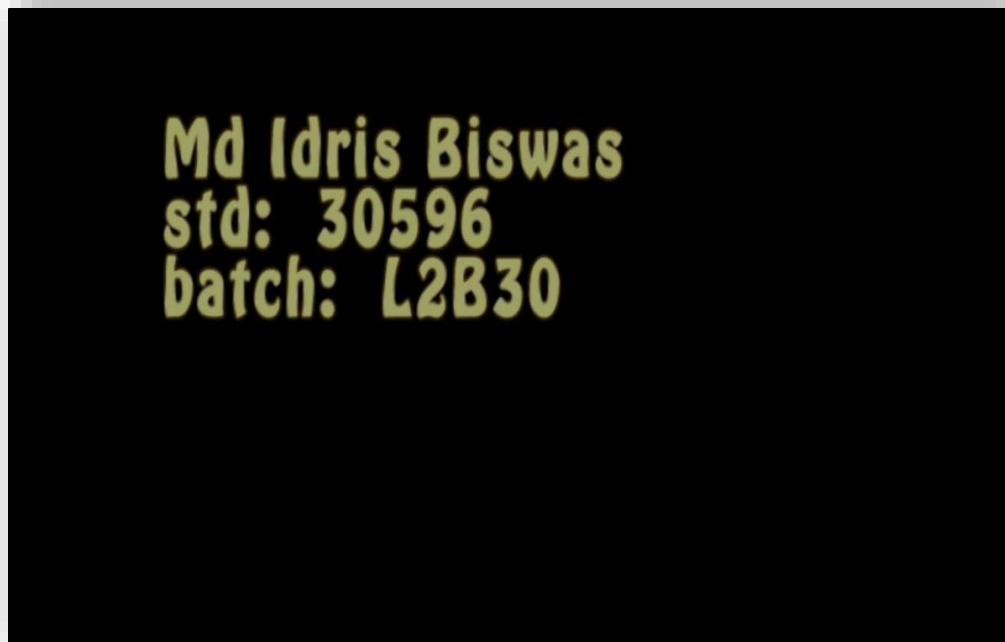


Figure 9.8: animation project of a student.

SHOHANA RAHMAN
BATCH: L2C51
STD: 26365



Figure 9.9: animation project of a student.

This animation was a unique story of a student. She had done this with all her knowledge about animation. And all the character were created and illustrated by herself. Sound editing was done by her. She was one of the most attentive student of our course and she made a very good progress with this project.

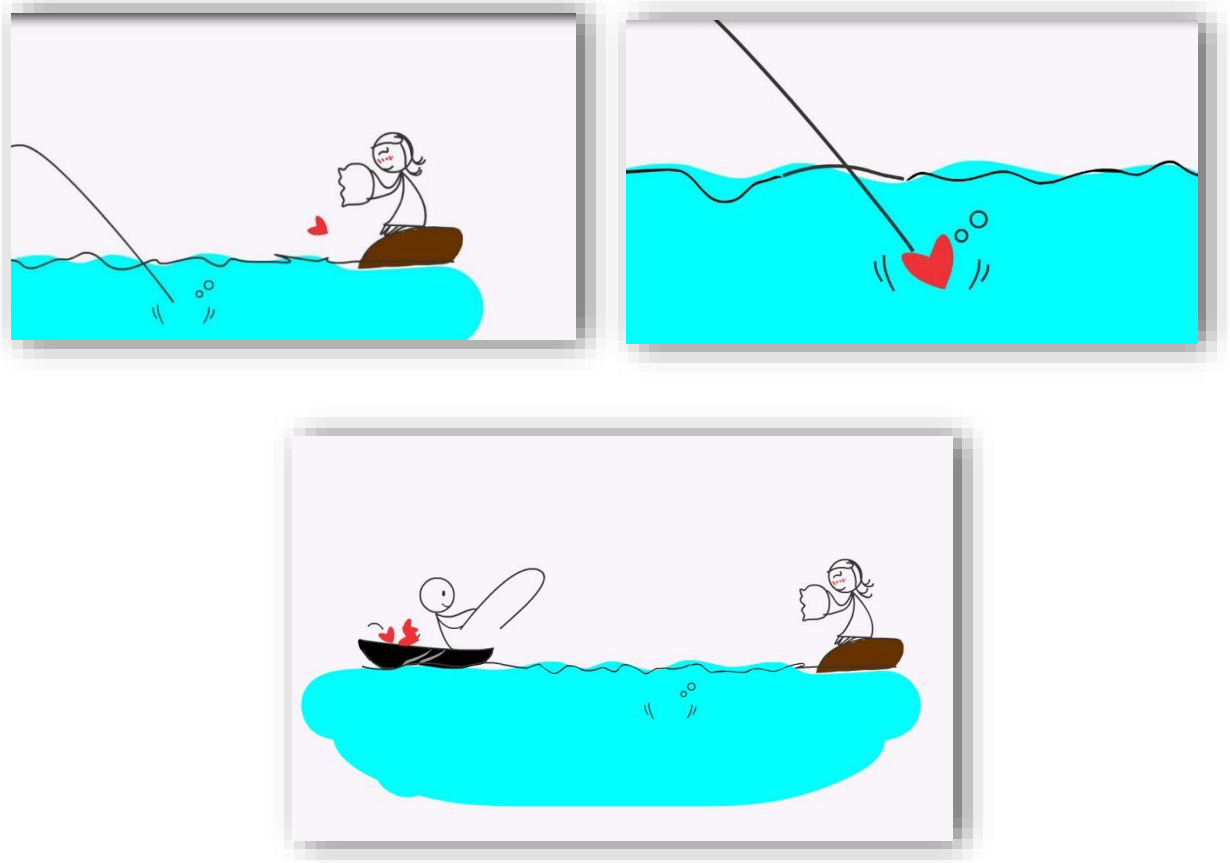


Figure 9.10: animation project of a student.

A simple animation done by Noor Mohammad khan one of our student he had his idea generated from internet source and then he studied about it. And with a little demonstration from us he made a cute and loveable project. His only problem was that he made it in gif format and thus the background was continuously bothering him. So with our suggestion he improved that. And then a love fishing was made.

9.5. SKILL

We taught about game making and animation making in these two month. But we saw a huge skill difference while taking the class. The students would understand the animation better than the game project. This happened due to logic gates which were completely new to them. Where animation gave them freedom to think and to create and to overcome their dream projects to build. What they drawn in character, background etc. were live to them which made them more concentrated on animation. Besides while making game, for not knowing proper programming language knowledge they could not make it to work at the full level. But what we found was:

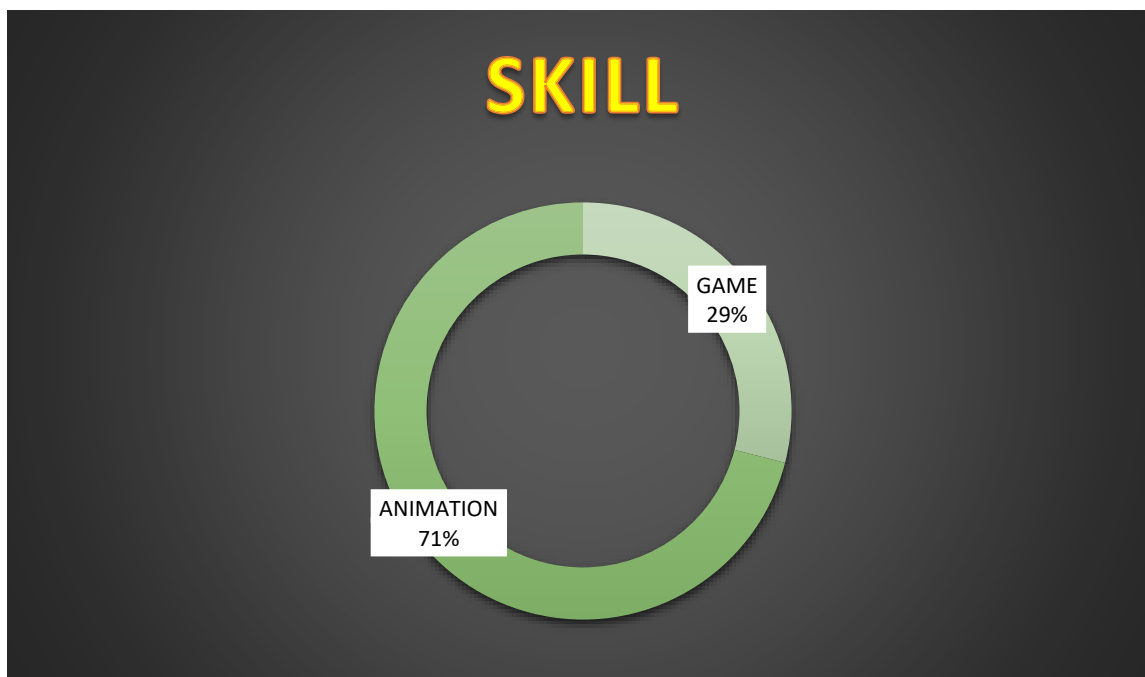


Figure 9.11: The above chart shows about the skill set of game and animation project of the students who took part in the project.

What we found out most was the future set goal of the students. Many wants to become a professional freelancer and many wants to keep this project as a side support for their future life.



CHAPTER 10

LIMITATIONS

When we started at pabna we had faced a lot of things that includes many obstacles like facing the official person at pabna technical training center. We even faced the situation called are you two really the trainer? This happened due to lack of their expectation as we are still students and they expected more aged person. But the students accepted us well. This was an advantage for us as we could mix with them easily. We prepared lecture sheets and presentation slides for them which was delivered to us by Spinoff studio. We used to provide the students the lecture sheets as a hard copy. We received the lecture sheets by courier services which were sent by the Spinoff studio, Dhaka. But what we could not receive was the extra educational facts that a student needs to learn these creative things. So we tried to get internet connection for our class and for that we had to wait for few days. Some limitations we face from the venue to take classes, some of the limitations from project office. As usual taking classes in the method called “out of the box” is not that much easy for a place outside of the capital. So we have to face some problems and obstacles that we overcome to reach our goal.

10.1 HABITATION

The first problem that we faced the distance from our residence to the venue. It was almost 35 kilometer and we had to go through this distance every day. And also we had to spend 14 hour per day at the working place. As we were student and not that much habituated with this type of routine, it was quite hard for us.

10.2 HARDWARE

In the venue there were two computer laboratories but we had permission for using only one laboratory. There were thirty computer but six of them were out of service. The computer lab could only facilitate twenty four students but we had to manage almost 35-40 students in them. There



were six batch in pabna. Among them four batch was taken in the lab area and other two batch were consisted of laptop. The computer were good in condition and suitable for our work. But in laptop classes we had faced difficulties like the used a lot older version of windows which restricted some of them from using one of the software. So we had to manage a lot.

10.3 SOFTWARE

We used two software mentioned before, which are adobe animate and game maker studio 2. We have used crack version as we could not have the paid version from the project office. And it was hard to crack adobe animate CC. One of the student had researched a lot and helped us in giving the crack of the animation software. Again while using the game maker studio we had to register in the YO YO GAME and create a personal account without these using the software would be barred. So we had to establish internet connection on our own so that the students could get hold of the software. And later the venue helped us along as they were equally benefitted from it.

10.4 SOCIAL APPEARANCE & ACCEPTANCE

Social appearance was quite easy for us as we are both young and could easily mix with the student. In the very beginning the students could not really thought that we two were the teacher of them. But within a few days they accepted us with their heart and totally followed our instructions. The basic problem we faced for this was the teachers of the technical training center of pabna that they could not imagine us to be a fellow member of them. But later we were also appreciated from them and they told us that they had learnt many things from us within our time period over there. The most help we had received was from the principal and the coordinator of the technical training center. On the other hand we were requested to teach one of the teacher in the venue about 3ds max and adobe animate CC.



CHAPTER 11

FUTURE POSSIBILITIES

In the future these kind of projects have good possibilities to the success. The people love to learn about these subjects and they try to understand what is the shortcut and effective way to reach the goal. These kind of projects help those people who cannot admit themselves in the universities to learn these subjects. But they can change their luck and lot by trying these new things. Which will help them to grow among themselves in a good and bright way. Also it is says that the future of the nation depends upon the hand of the young generation. So the stronger the young generation is, the more the lot of the nation will prosper.

11.1. MAKING GROUP AND PRODUCTION HOUSE

During the course we taught them how to learn individual software and work independently. They were given knowledge about team work and individual work. Though we had taken individual work for some issue they were really good at their team building knowledge and helping others. This could open a window for them. To work together and earn a better profit by this. They could open their own production house with a very small expense and they can also have their own thought of production works along with client based work. More than that they can altogether manage a free lancing account which will open their interference in the international market. And they would be more benefitted from it. And also they were taught about the equal distribution of work while working in the group. They can share their thoughts and gather more unique and innovative idea from themselves. Which will bring up their creative side more.



11.2 TRAIN OTHERS

Some of the students were so talented and full with creative idea that they have learned these software well and requested to teach them more. But within the short period of time and other limitation we could not keep their word. But what we did was we gave those resources which helped them a lot by learning by themselves with our proper guiding. They were eager to teach others. We taught them in such a way that they could teach other about this software and methods. They can easily open up any coaching center about their area and can teach other and also can be beneficial from it.



CHAPTER 12

CONCLUSION

Our journey taught us a lot of things. We had a wonderful journey as we have joined in this project. We learnt a lot of things like human nature, their behavior, their thinking level and many other things. Building different relation and communication with various group of people have made us to look differently in a whole new level. Being in the professional world is totally different than the student life. Student life is a fun time but we have learnt that age brings up many responsibility and we have to maintain this for our own life goal. To achieve a good career and that would have to be in a synchronized way. People makes mistake and learns from it. We also have done many mistake and progressed along with it. But what we enjoyed most was that we taught other pupil about what to be done in their own life and how young people can arrange it. We taught with our heart and made them understand about what they were doing so that they can prosper in life. Now comes the part of our own life and with this beginning of the career starting with the ICT division would bring some fruits in the professional life.



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