Government of Pakistan

**National Vocational and Technical Training Commission**

# Prime Minister’s Hunarmand Pakistan Program

"Skills for All"

## Course Contents / Lesson Plan

**Course Title:** Graphic Design (Print Media)

**Duration:** 6 Months

**Revised Edition**

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| **Trainer Name** | |
| **Course Title** | **Graphic Design (Print Media)** |
| **Objectives and Expectations** | **Employable skills and hands-on practice for Graphic Designing (Print Media)**<br>This course offers a broad, cross-disciplinary learning experience for students looking to pursue career in Graphic Design (Print Media). The purpose of the Graphics Design (Print Media) course is to provide a comprehensive introduction to young people that will provide them with the contemporary terminologies, processes, issues and trends to start their professional career in Pakistan. The course has been established to address specific concerns, such as the national, regional and local cultures, the work force availability within the country, and meeting and exceeding the needs and potentials of their companies. The course prepares the trainee to design and publish work for industries such as advertisement, publishing houses, education sector, etc.<br><br>**Main Expectations:**<br>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.<br>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.<br><br>**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.<br>**ii.** To materialize the main expectations, a special module on **Job Search & Entrepreneurial Skills** has been included in the latter part of this course (5th & 6th month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country. |

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

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

- Motivational Lectures
- Success Stories
- Case Studies

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

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

### (i) Motivational Lectures

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

- Clear Purpose to convey the message to trainees effectively.
- Ask trainees experience about the field.
- Engage them with activity related to the course.
- 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 comprehendible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. The optimum impact is created when the story is revealed in the form of:-

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

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

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

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|  | to the problem/situation.<br>Case studies can be implemented in the following ways: -<br>i. A good quality trade-specific documentary (At least 2-3 documentaries must be arranged by the training institute)<br>ii. Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)<br>iii. Field visits (At least one visit to a trade-specific major industry/ site must be arranged by the training institute) |
| **Entry-level of trainees** | Intermediate |
| **Learning Outcomes of the course** | **By the end of this course, students will be able to:**<br>• Student will be able to select respective elements of designs; all designs will contain most of it but not all the elements.<br>• Understanding of applications of design principles and can identify difference in a good or bad design.<br>• Interpret importance of certain colors with respect to culture and mood depiction<br>• Study and make use of graphics development software<br>• Can select the suitable document size in terms of medium of publication<br>• Analyze, interpret, and evaluate the quality of artwork through art criticism<br>• Understand the role and functions of art in history and culture |
| **Course Execution Plan** | The total duration of the course: **6 months (26 Weeks)**<br>Class hours: **4 hours per day**<br>Theory: **20%**<br>Practical: **80%**<br>Weekly hours: **20 hours per week**<br>Total contact hours: **520 hours** |
| **Companies offering jobs in the respective trade** | 1. Packaging Industry<br>2. Real Estate Industry<br>3. Advertising Agencies<br>4. Marketing Firms<br>5. Textile Industry<br>6. Freelancing Industry<br>7. Publisher Industry<br>8. Printing Press |
| **Job Opportunities** | Graphic Designing (Print Media) is one of the most emerging careers not only in Pakistan but also in the whole world. Graphic Designers will always have a pivotal role in Print Media Industry. As for the emerging industry of digital media there is high potential in print media comparatively last 10 years. Following are some of the roles that are present and or may become available as trends shift and morph to the Graphic Designer:<br>• Brand Identity Designer<br>• Layout Artist |

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| | - Graphic Designer<br>- Logo Designer<br>- Photo Editor / Photoshop Artist<br>- Press Publisher |
| **No of Students** | 25 |
| **Learning Place** | Classroom / Lab |
| **Instructional Resources** | 1. Color Theory: An Essential Guide to Color-from Basic Principles to Practical Applications<br>Book by Patti Mollica<br>2. Color: A Course in Mastering the Art of Mixing Colors<br>Book by David Ogilvy<br>Originally published: 2004<br>Author: Betty Edwards<br>3. Ogilvy on Advertising<br>Book by David Ogilvy<br>Originally published: 1983<br>Author: David Ogilvy<br>4. Inside Book Publishing<br>Originally published: 1988<br>Authors: Giles Clark, Angus Phillips<br>5. The Printmaking Ideas Book<br>Book by Frances Stanfield and Lucy McGeown<br>Originally published: August 8, 2019<br>Authors: Lucy McGeown, Frances Stanfield<br>6. The Non-Designer's Design Book<br>Book by Robin Williams<br>Originally published: July 1994<br>Author: Robin Williams<br>7. Designing Brand Identity: An Essential Guide for the Whole Branding Team<br>Book by Alina Wheeler<br>Originally published: 2003<br>Author: Alina Wheeler<br>8. A designer's art<br>Originally published: 1968<br>Author: Paul Rand<br>Illustrator: Paul Rand<br>9. Royalty-Free Photos<br>www.pexels.com<br>10. Free Font Downloads<br>www.dafont.com<br>11. Free Photoshop Brushes and Patterns<br>www.brushking.eu<br>www.brusheezy.com<br>12. Free Vectors and Assets<br>www.freepik.com<br>Social Media Sizing Guidelines<br>File Format Glossary |

## MODULES

| Scheduled Weeks | Module Title | Learning Units | Remarks |
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| **Week 1** | **Orientation/Course Introduction**<br>**Understand the basic Elements of Design** | • **Motivational Lecture** (For further detail please see Page No: 3& 4)<br>• **Job market**<br>• **Course Applications**<br>• **Institute/work ethics**<br>• Differentiate, describe, and practice the use of the following design elements:<br>✓ Dot is the smallest and most basic element. It can vary in size, value, regularity.<br>✓ Understand Line Characteristics and Types of Lines;<br>✓ Direction of lines, which can be Horizontal, Vertical or Oblique; Horizontal suggests calmness, stability and tranquility. Vertical gives a feeling of balance, formality and alertness. Oblique suggests movement and action<br>✓ Understand Categories of Shapes; a shape is a self-contained defined area of geometric or organic form.<br>✓ Size is simply the relationship of the area occupied by one shape to that of another Texture is the surface quality of a shape - rough, smooth, soft hard glossy etc. Texture can be physical (tactile) or visual.<br>✓ Value is the lightness or darkness of a color. | **Home Assignment**<br>• **Task 1**<br>• **Task 2**<br>• **Task 3**<br>*Details may be seen at Annexure-I* |
| **Week 2** | **Principles of Design** | • **Success stories (** *For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Differentiate, describe, practice the use of the following design principles: | • **Task 4**<br>*Details may be seen at Annexure-I* |

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|  |  | ✓ Understand that Balance is psychological sense of equilibrium<br>✓ Apply Gradation to size and direction in order to produce linear perspective<br>✓ Compare how Repetition can make an image either interesting or monotonous<br>✓ Define how Contrast is the juxtaposition of opposing elements<br>✓ Identify how Harmony brings together a composition with similar or related visual images<br>✓ Understand the use of Dominance to give a design interest, counteracting confusion and monotony<br>✓ Understand Unity in a design helps the relationship among elements. |  |
| **Week 3** | **Colour theory and the meaning of colour in a design** | • **Motivational Lecture(** *For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Knowledge of colour families: Warm colours include red, orange, yellow and variations of these colors. Red and yellow are both primary colors, with orange falling in the middle.<br>• Use warm colors in your designs to reflect passion, happiness, enthusiasm, and energy.<br>• Cool colors include green, blue, and purple, are often more subdued than warm colors. They are the colors of night, of water, of nature.<br>• Neutral colors often serve as background in design. They're commonly combined with brighter accent colors.<br>• Understanding concepts and terminology of hue (colour), Chroma (purity of colour), saturation (how | • **Task 5**<br>*Details may be seen at Annexure-I* |

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| | | strong or weak a colour is), value (how light or dark a colour is), tones (are created by adding gray to a colour, making it duller than the original), shades (are created by adding black to a color, making it darker than original), tints (are created by adding white to a color, making it lighter than original). | |
| **Week 4** | **Typography** | • **Success stories (** *For further detail please see Page No: 3& 4)*<br>Students are introduced to learn:<br>• Define Typography Anatomy, the expression of different fonts, their families<br>Choose typeface and how you make it work with the layout, grid, colour scheme, design theme | • **Task 6**<br>*Details may be seen at Annexure-I*<br>• **Monthly Test 1** |
| **Week 5** | **Learning Adobe Illustrator - I** | • **Motivational Lecture(** *For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Introduction Adobe Illustrator CC<br>✓ Getting To Know the Work Area<br>✓ Introducing Adobe Illustrator<br>✓ Opening an Illustrator file<br>✓ Exploring the workspace<br>✓ Getting to know the toolbar<br>✓ Finding more tools<br>✓ Working with panels<br>✓ Moving and docking panels<br>✓ Switching workspaces<br>✓ Saving a workspace<br>✓ Using panel and context menus<br>✓ Changing the view of artwork<br>✓ Using view commands<br>✓ Using the Zoom tool<br>✓ Panning with the Navigator panel<br>✓ Viewing artwork<br>✓ Navigating multiple artboards<br>✓ Rotating the view<br>✓ Arranging multiple documents | • **Task 7**<br>*Details may be seen at Annexure-I* |

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|  |  | • Techniques For Selecting Artwork<br>✓ Selecting objects<br>✓ Using the Selection tool<br>✓ Selecting and editing with the Direct Selection tool<br>✓ Hiding and locking objects<br>✓ Unlocking objects<br>✓ Selecting similar objects<br>✓ Selecting in Outline mode<br>✓ Aligning objects<br>✓ Aligning objects to each other<br>✓ Aligning to a key object<br>✓ Distributing objects<br>✓ Aligning anchor points<br>✓ Aligning to the artboard<br>✓ Working with groups<br>✓ Grouping items<br>✓ Editing a group in Isolation mode<br>✓ Creating a nested group<br>✓ Exploring object arrangement<br>✓ Arranging objects<br><br>• Using Shapes To Create Artwork For A Postcard<br>✓ Creating a new document<br>✓ Working with basic shapes<br>✓ Creating rectangles<br>✓ Editing rectangles<br>✓ Rounding corners<br>✓ Rounding individual corners<br>✓ Creating and editing ellipses<br>✓ Creating and editing circles<br>✓ Changing stroke width and alignment<br>✓ Creating a polygon<br>✓ Editing the polygon<br>✓ Creating a star<br>✓ Editing the star<br>✓ Drawing lines<br>✓ Using Image Trace to convert images into editable vector art<br>✓ Cleaning up traced artwork<br>✓ Working with drawing modes<br>✓ Placing artwork |  |

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| | | ✓ Using Draw Inside mode<br>✓ Editing content drawn inside<br>• Editing And Combining Shapes And Paths<br>✓ Editing paths and shapes<br>✓ Cutting with the Scissors tool<br>✓ Joining paths<br>✓ Cutting with the Knife tool<br>✓ Cutting in a straight line with the Knife tool<br>✓ Outlining strokes<br>✓ Using the Eraser tool<br>✓ Erasing in a straight line<br>✓ Assemble the first dinosaur<br>✓ Creating a compound path<br>✓ Combining shapes<br>✓ Start by creating a shape<br>✓ Working with the Shape Builder tool<br>✓ Assemble the second dinosaur<br>✓ Combining objects using Pathfinder effects<br>✓ Understanding shape modes<br>✓ Reshaping a path<br>✓ Using the Width tool<br>✓ Assemble the last dinosaur | |
| **Week 6** | **Learning Adobe Illustrator - II** | • **Success stories (** *For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Transforming Artwork<br>✓ Working with artboards<br>✓ Drawing a custom-sized artboard<br>✓ Creating a new artboard<br>✓ Editing artboards<br>✓ Copying artboards between documents<br>✓ Aligning and arranging artboards<br>✓ Setting options for artboards<br>✓ Reordering artboards<br>✓ Working with rulers and guides<br>✓ Creating guides<br>✓ Editing the ruler origin<br>✓ Transforming content | • **Task 7**<br>*Details may be seen at Annexure-I* |

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| | | ✓ Working with the bounding box<br>✓ Positioning artwork using the Properties panel<br>✓ Scaling objects precisely<br>✓ Rotating objects with the Rotate tool<br>✓ Scale using Transform Each<br>✓ Shearing objects<br>✓ Transforming with the Free Transform tool<br>✓ Using repeats<br>✓ Applying a mirror repeat<br>✓ Editing a mirror repeat<br>✓ Using grid and radial repeats<br>✓ Adding the Puppet Warp tool to the toolbar<br>• Using The Basic Drawing Tools<br>✓ Creating with the Curvature tool<br>✓ Drawing paths with the Curvature tool<br>✓ Drawing a river path<br>✓ Editing a path with the Curvature tool<br>✓ Creating corners with the Curvature tool<br>✓ Creating dashed lines<br>✓ Creating with the Pencil tool<br>✓ Drawing paths with the Pencil tool<br>✓ Drawing straight lines with the Pencil tool<br>✓ Joining with the Join tool<br>✓ Finishing the logo<br>✓ Adding arrowheads to paths<br>• Drawing With The Pen Tool<br>✓ Why use the Pen tool?<br>✓ What can you create with the Pen tool?<br>✓ Starting with the Pen tool<br>✓ Creating straight lines to make a crown<br>✓ Adding some color to the crown<br>✓ Selecting and editing paths in the crown<br>✓ Starting with curved paths | |

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| | | ✓ Drawing a curve with the Pen tool<br>✓ Drawing a series of curves with the Pen tool<br>✓ Converting smooth points to corner points<br>✓ Combining curves and straight lines<br>✓ Creating artwork with the Pen tool<br>✓ Editing paths and points<br>✓ Deleting and adding anchor points<br>✓ Converting between smooth points and corner points<br>✓ Converting anchors with the Anchor Point tool<br>✓ Practice with the Convert Anchor point tool<br>✓ Drawing a cartoon character with the Pen tool<br>✓ Adding some color to the cartoon character<br>• Using Color To Enhance Artwork<br>✓ Exploring color modes<br>✓ Working with color<br>✓ Applying an existing color<br>✓ Creating a custom color<br>✓ Saving a color as a swatch<br>✓ Creating a copy of a swatch<br>✓ Editing a global swatch<br>✓ Editing a non-global swatch<br>✓ Using the Color Picker to create color<br>✓ Using Illustrator swatch libraries<br>✓ Adding a spot color<br>✓ Creating and saving a tint of a color<br>✓ Converting colors<br>✓ Copying appearance attributes<br>✓ Creating a color group<br>✓ Using the Color Guide panel for creative inspiration<br>✓ Using Recolor Artwork to edit colors in artwork<br>✓ Recoloring artwork<br>✓ Sampling color | |

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| | | ✓ Working with Live Paint<br>✓ Creating a Live Paint group<br>✓ Painting with the Live Paint Bucket tool<br>✓ Modifying a Live Paint group | |
| **Week 7** | **Learning Adobe Illustrator - III** | • **Motivational Lecture(** *For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Adding Type To A Project<br>✓ Adding text<br>✓ Adding text at a point<br>✓ Adding area type<br>✓ Converting between area type and point type<br>✓ Area type auto sizing<br>✓ Importing a plain-text file<br>✓ Threading text<br>✓ Formatting type<br>✓ Changing font family and font style<br>✓ Activating Adobe Fonts<br>✓ Applying fonts to text in Illustrator<br>✓ Fixing missing fonts<br>✓ Changing font size<br>✓ Changing the color of the text<br>✓ Changing additional character formatting<br>✓ Changing paragraph formatting<br>✓ Working with glyphs<br>✓ Vertically aligning area type<br>✓ Using glyph snapping<br>✓ Resizing and reshaping type objects<br>✓ Creating columns of text<br>✓ Reshaping type objects<br>✓ Sampling text formatting<br>✓ Creating and applying text styles<br>✓ Creating and applying a paragraph style<br>✓ Practicing paragraph styles<br>✓ Editing a paragraph style<br>✓ Creating and applying a character | • **Task 7**<br>*Details may be seen at Annexure-I* |

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| | | style<br>✓ Editing a character style<br>✓ Wrapping text<br>✓ Curving text on a path<br>✓ Warping text<br>✓ Reshaping text with a preset envelope warp<br>✓ Editing the envelope warp<br>• Creating text outlines<br>• Organizing Your Artwork With Layers<br>✓ Understanding layers<br>✓ Creating layers and sublayers<br>✓ Creating new layers<br>✓ Creating a sublayer<br>✓ Editing layers and objects<br>✓ Finding content in the Layers panel<br>✓ Moving content between layers<br>✓ Viewing layer content differently<br>✓ Reordering layers and content<br>✓ Locking and hiding layers<br>✓ Duplicating layer content<br>✓ Pasting layers<br>✓ Applying appearance attributes to a layer<br>✓ Creating a clipping mask<br>• Gradients, Blends, And Patterns<br>✓ Working with gradients<br>✓ Applying a linear gradient to a ¬fill<br>✓ Editing a gradient<br>✓ Saving a gradient as a swatch<br>✓ Adjusting a linear gradient ¬fill<br>✓ Applying a linear gradient to a stroke<br>✓ Editing a gradient on a stroke<br>✓ Applying a radial gradient to artwork<br>✓ Editing the colors in the radial gradient<br>✓ Adjusting the radial gradient<br>✓ Applying gradients to multiple objects<br>✓ Adding transparency to gradients | |

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|  |  | ✓ Applying a freeform gradient<br>✓ Editing a freeform gradient in Points mode<br>✓ Applying color stops in Lines mode<br>✓ Working with blended objects<br>✓ Creating a blend with specified steps<br>✓ Modifying a blend<br>✓ Creating and editing a smooth color blend<br>✓ Creating patterns<br>✓ Applying an existing pattern<br>✓ Creating your own pattern<br>✓ Applying your pattern<br>✓ Editing your pattern<br>• Using Brushes To Create An Ad<br>✓ Working with brushes<br>✓ Using Calligraphic brushes<br>✓ Types of brushes<br>✓ Applying a Calligraphic brush to artwork<br>✓ Editing a brush<br>✓ Drawing with the Paintbrush tool<br>✓ Editing paths with the Paintbrush tool<br>✓ Removing a brush stroke<br>✓ Using Art brushes<br>✓ Applying an existing Art brush<br>✓ Creating an Art brush<br>✓ Editing an Art brush<br>✓ Using Pattern brushes<br>✓ Creating a Pattern brush<br>✓ Applying a Pattern brush<br>✓ Editing the Pattern brush<br>✓ Using Bristle brushes<br>✓ Changing Bristle brush options<br>✓ Painting with a Bristle brush<br>✓ Grouping Bristle brush paths<br>✓ Working with the Blob Brush tool<br>✓ Drawing with the Blob Brush tool<br>• Editing with the Eraser tool |  |
| **Week 8** | **Learning Adobe Illustrator - IV** | • **Success stories (** *For further detail please see Page No: 3& 4)* | • **Task 7**<br>*Details may* |

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| | | Students are introduced to:<br>• Exploring Creative Uses Of Effects And Graphic Styles<br>✓ Using the Appearance panel<br>✓ Editing appearance attributes<br>✓ Adding another ¬fill to content<br>✓ Adding multiple strokes and fills to text<br>✓ Reordering appearance attributes<br>✓ Using live effects<br>✓ Applying an effect<br>✓ Editing an effect<br>✓ Styling text with a Warp effect<br>✓ Temporarily disabling effects to make edits<br>✓ Applying other effects<br>✓ Applying a Photoshop effect<br>✓ Working with 3D and Materials<br>✓ Using graphic styles<br>✓ Applying an existing graphic style<br>✓ Creating and applying a graphic style<br>✓ Updating a graphic style<br>✓ Applying a graphic style to a layer<br>✓ Scaling strokes and effects<br>• Creating Artwork For A T-Shirt<br>✓ Working with symbols<br>✓ Using default Illustrator symbol libraries<br>✓ Editing a symbol<br>✓ Working with dynamic symbols<br>✓ Creating a symbol<br>✓ Breaking a link to a symbol<br>✓ Replacing symbols<br>✓ Working with Creative Cloud libraries<br>✓ Adding assets to a Creative Cloud library<br>✓ Using library assets<br>✓ Updating a library asset<br>✓ Working with global editing<br>• Placing And Working With Images<br>✓ Combining artwork | *be seen at Annexure-I*<br>• **Monthly Test 2** |

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| | | ✓ Placing image ¬files<br>✓ Placing an image<br>✓ Transforming a placed image<br>✓ Cropping an image<br>✓ Placing a Photoshop document<br>✓ Placing multiple images<br>✓ Masking images<br>✓ Applying a simple mask to an image<br>✓ Editing a clipping path (mask)<br>✓ Masking with a shape<br>✓ Masking an object with text<br>✓ Finishing the masked text<br>✓ Creating an opacity mask<br>✓ Editing an opacity mask<br>✓ Working with image links<br>✓ Finding link information<br>✓ Embedding and unembedding images<br>✓ Replacing an image<br>• Sharing Projects<br>✓ Fixing the missing image link<br>✓ Packaging a file<br>✓ Creating a PDF<br>✓ Creating pixel-perfect drawings<br>✓ Previewing artwork in Pixel Preview<br>✓ Aligning new artwork to the pixel grid<br>✓ Aligning existing artwork to the pixel grid<br>✓ Exporting artboards and assets<br>✓ Exporting artboards<br>• Exporting assets | |
| **Week 9** | **Learning Adobe Photoshop - I** | • **Motivational Lecture(** *For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Getting To Know The Work Area<br>✓ Starting to work in Adobe Photoshop<br>✓ Using the tools<br>✓ Sampling a color<br>✓ Working with tools and tool | • **Task 8**<br>*Details may be seen at Annexure-I* |

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| | | properties<br>✓ Undoing actions in Photoshop<br>✓ More about panels and panel locations<br><br>• Basic Photo Corrections<br>✓ Strategy for retouching<br>✓ Resolution and image size<br>✓ Opening a file with Adobe Bridge<br>✓ Straightening and cropping the image in Photoshop<br>✓ Adjusting the color and tone<br>✓ Using the Spot Healing Brush tool<br>✓ Applying a content-aware patch<br>✓ Repairing areas with the Clone Stamp tool<br>✓ Sharpening the image<br><br>• Working With Selections<br>✓ About selecting and selection tools<br>✓ Using the Magic Wand tool<br>✓ Using the Quick Selection tool<br>✓ Moving a selected area<br>✓ Using the Object Selection too<br>✓ Manipulating selections<br>✓ Selecting with the lasso tools<br>✓ Rotating a selection<br>✓ Selecting with the Magnetic Lasso tool<br>✓ Selecting from a center point<br>✓ Resizing and copying a selection<br>✓ Cropping an image<br><br>• Layer Basics<br>✓ About layers<br>✓ Using the Layers panel<br>✓ Rearranging layers<br>✓ Applying a gradient to a layer<br>✓ Applying a layer style<br>✓ Adding an adjustment layer<br>✓ Updating layer effects<br>✓ Flattening and saving files | |

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| **Week 10** | **Learning Adobe Photoshop - II** | • **Success stories (** *For further detail please see Page No: 3& 4)*<br><br>Students are introduced to:<br>• Quick Fixes<br>✓ Getting started<br>✓ Improving a snapshot<br>✓ Adjusting facial features with Liquify<br>✓ Blurring a background<br>✓ Creating a panorama<br>✓ Filling empty areas when cropping<br>✓ Correcting image distortion<br>✓ Extending depth of field<br>✓ Removing objects using Content-Aware Fill<br>• Adjusting perspective in an image<br><br>• Masks And Channels<br>✓ Working with masks and channels<br>✓ Getting started<br>✓ Using Select and Mask and Select Subject<br>✓ Creating a quick mask<br>✓ Manipulating an image with Puppet Warp<br>✓ Using an alpha channel to create a shadow<br>• Creating a pattern for the background<br><br>• Typographic Design<br>✓ About type<br>✓ Getting started<br>✓ Creating a clipping mask from type<br>✓ Creating type on a path<br>✓ Warping point type<br>✓ Designing paragraphs of type<br>✓ Finishing up<br><br>• Vector Drawing Techniques<br>✓ About bitmap images and vector graphics<br>✓ About paths and the Pen tool<br>✓ Drawing with the Pen tool | • **Task 8**<br><br>*Details may be seen at Annexure-I* |

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| | | ✓ Drawing a path traced from a photo<br>✓ Converting a path to a selection and a layer mask<br>✓ Creating a logo with text and a custom shape | |
| **Week 11** | **Learning Adobe Photoshop - III** | • **Motivational Lecture (***For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Advanced Compositing<br>✓ Arranging layers<br>✓ Using Smart Filters<br>✓ Painting a layer<br>✓ Adding a background<br>✓ Using the History panel to undo edits<br>• Improving a low-resolution image<br>• Painting With The Mixer Brush<br>✓ About the Mixer Brush<br>✓ Getting started<br>✓ Selecting brush settings<br>✓ Mixing colors<br>✓ Mixing colors with a photograph<br>✓ Painting and mixing colors with brush presets<br>• Working With Camera Raw<br>✓ About camera raw files<br>✓ Processing files in Camera Raw<br>✓ Applying advanced color correction | • **Task 8**<br>*Details may be seen at Annexure-I* |
| **Week 12** | **Learning Adobe Photoshop - IV** | • **Success stories (** *For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Preparing Files For The Web<br>✓ Creating placeholders with the Frame tool<br>✓ Using layer groups to create button graphics | • **Task 16**<br>*Details may be seen at Annexure-I* |

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| | | ✓ Automating a multistep task<br>✓ Designing with artboards<br>• Producing And Printing Consistent Color<br>✓ Preparing files for printing<br>✓ Getting started<br>✓ Performing a "zoom test"<br>✓ About color management<br>✓ Specifying color-management defaults<br>✓ Identifying out-of-gamut colors<br>✓ Proofing an image on a monitor<br>✓ Bringing colors into the output gamut<br>✓ Converting an image to CMYK<br>✓ Saving the image as Photoshop PDF<br>✓ Printing a CMYK image from Photoshop<br>• Exploring Neutral Filters<br>✓ Understanding Neural Filters<br>✓ Getting started<br>✓ Exploring the Neural Filters workspace<br>✓ Improving complexion with Skin Smoothing | |
| | **Start Preparing your portfolio** | • **Motivational Lecture(** *For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• the concept of design portfolios<br>• the concept of present design work/projects in a professional manner<br>• websites that provide free portfolio hosting such as Behance and Dribble<br>• creating a portfolio<br>• how to select work for presenting in your portfolio | • **Task 8**<br>*Details may be seen at Annexure-I* |
| | **Build your CV** | Download professional CV template from any good site (https://www.freepik.com or relevant)<br>• Add Personal Information | • **Task 8**<br>*Details may be seen at Annexure-I* |

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| | | • Add Educational details<br>• Add Experience/Portfolio<br>• Add contact details/profile links | |
| **Week 13** | **Midterm** | | |
| **Week 14** | **Learning Adobe InDesign - I** | • **Success stories (** *For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Introducing The Workspace<br>✓ Looking at the workspace<br>✓ Working with panels<br>✓ Customizing the workspace<br>✓ Changing the magnification of a document<br>✓ Navigating through a document<br>✓ Using context menus<br>✓ Using panel menus<br>✓ Modifying interface preferences<br>✓ Exploring on your own<br>• Getting To Know InDesign<br>✓ Viewing guides<br>✓ Adding text<br>✓ Working with styles<br>✓ Working with graphics<br>✓ Working with objects<br>✓ Working with object styles<br>✓ Preflighting as you work<br>✓ Viewing the document in Presentation mode<br>• Setting Up A Document And Working With Pages<br>✓ Creating a new document<br>✓ Creating and saving custom document settings<br>✓ Creating a new document from a preset<br>✓ Working with parent pages<br>✓ Applying parent pages to document pages<br>✓ Adding new document pages | • **Home Assignment**<br>• **Task 9**<br>*Details may be seen at Annexure-I* |

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| | | ✓ Rearranging and deleting document pages<br>✓ Changing the size of pages within one InDesign document<br>✓ Adding sections to change page numbering<br>✓ Overriding parent page items and placing text and graphics<br>✓ Printing to the edge of the paper: Using the bleed guides<br>✓ Viewing the completed spread<br>• Working With Objects<br>✓ Introducing layers<br>✓ Working with layers<br>✓ Creating and modifying text frames<br>✓ Creating and modifying graphics frames<br>✓ Adding metadata captions to graphics frames<br>✓ Wrapping text around a graphic<br>✓ Transforming the shape of frames<br>✓ Transforming and aligning objects<br>✓ Selecting and modifying grouped objects<br>✓ Flowing type along a path<br>✓ Drawing lines and modifying arrowheads | |
| **Week 15** | **Learning Adobe InDesign - II** | • **Motivational Lecture (***For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Working With Color<br>✓ Managing color<br>✓ Defining printing requirements<br>✓ Creating colors<br>✓ Applying colors<br>✓ Working with tint swatches<br>✓ Working with gradients<br>✓ Working with color groups<br>• Flowing Text<br>✓ Flowing text into an existing frame<br>✓ Flowing text manually | • **Task 9**<br>*Details may be seen at Annexure-I* |

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| | | ✓ Creating text frames while flowing text<br>✓ Creating threaded frames automatically<br>✓ Flowing text automatically<br>✓ Using Find/Change to delete extra paragraph returns<br>✓ Applying paragraph styles to text<br>✓ Adjusting columns<br>✓ Using the baseline grid to align text<br>✓ Adding a jump line page number<br>• Editing Text<br>✓ Entering and importing text<br>✓ Finding and changing text and formatting<br>✓ Checking spelling<br>✓ Editing text by dragging and dropping<br>✓ Using the Story Editor<br>✓ Tracking changes<br>• Working With Typography<br>✓ Adjusting vertical spacing<br>✓ Working with fonts, type styles, and glyphs<br>✓ Working with columns<br>✓ Changing paragraph alignment<br>✓ Creating a drop cap<br>✓ Adjusting letter and word spacing<br>✓ Adjusting line breaks<br>✓ Setting tabs<br>✓ Working with paragraph shading and rules | |
| | **Introduction to Freelancing** | • **Motivational Lecture** *(For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• the concept of freelancing<br>• how to become freelance and create a sustainable income<br>• pros and cons of freelancing<br>• the ethical and professional way of becoming a productive freelancer | • **Task 9**<br>*Details may be seen at Annexure-I* |

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| | | • resources available for freelancing in the field of design<br>• how to join freelancing sites<br>• the process of creating a freelancing profile | |
| | **Create an account profile on Fiverr (at least two gigs) and Upwork** | Create an account by following these steps:<br>Step 1: Personal Info<br>Step 2: Professional Info<br>Step 3: Linked Accounts<br>Step 4: Account Security | • **Task 9**<br>*Details may be seen at Annexure-I* |
| **Week 16** | **Learning Adobe InDesign - III** | • **Success stories (** *For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Working With Styles<br>✓ Creating and applying paragraph styles<br>✓ Creating and applying character styles<br>✓ Nesting character styles inside paragraph styles<br>✓ Creating and applying object styles<br>✓ Creating and applying table and cell styles<br>✓ Globally updating styles<br>✓ Loading styles from another document<br>• Creating Tables<br>✓ Working with tables<br>✓ Converting text to a table<br>✓ Changing rows and columns<br>✓ Formatting a table<br>✓ Adding graphics to table cells<br>✓ Creating a header row<br>✓ Creating and applying table and cell styles<br>• Importing And Modifying Graphics<br>✓ Getting started<br>✓ Adding graphics from other programs<br>✓ Comparing vector and bitmap | • **Task 9**<br>*Details may be seen at Annexure-I* |

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| | | graphics<br>✓ Managing links to imported files<br>✓ Updating revised graphics<br>✓ Adjusting display quality<br>✓ Importing and sizing graphics<br>✓ Editing placed pictures<br>✓ Working with dropped backgrounds<br>✓ Importing native Adobe graphic files<br>✓ Using subject-aware text wrap<br>✓ Filling type with a graphic<br>✓ Using an InDesign library to manage objects<br>✓<br>• Working With Transparency<br>✓ Creating a background graphic<br>✓ Applying transparency settings<br>✓ Adding transparency effects to imported vector<br>✓ and bitmap graphics<br>✓ Importing and adjusting Illustrator files that use transparency<br>✓ Applying transparency settings to text<br>✓ Working with effects | |
| **Week 17** | **Learning Adobe InDesign - IV** | • **Motivational Lecture (***For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Printing And Exporting<br>✓ Preflighting files<br>✓ Previewing separations<br>✓ Managing colors<br>✓ Previewing transparency effects<br>✓ Previewing the pages<br>✓ Creating an Adobe PDF proof<br>✓ Creating a press-ready PDF and saving a PDF preset<br>✓ Printing a proof and saving a print preset<br>✓ Packaging files<br>✓ Exporting graphics for the web and other digital destinations | • **Task 9**<br>*Details may be seen at Annexure-I*<br>• **Monthly Test 3** |

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|  |  | • Creating Adobe PDF Files With Form Fields<br>✓ Setting up a workspace for forms<br>✓ Adding form fields<br>✓ Setting the tab order of the fields<br>✓ Adding a button to submit the form<br>✓ Exporting an interactive Adobe PDF file<br>✓ Testing your form in Acrobat Reader<br>• Creating A Fixed-Layout Epub And Publishing Online<br>✓ Creating a new document for fixed-layout export<br>✓ EPUB: Fixed-layout versus reflowable<br>✓ Adding animation<br>✓ Buttons<br>✓ Adding multimedia and interactive elements<br>✓ Exporting a fixed-layout EPUB file<br>✓ InDesign Publish Online |  |
| **Week 18** | **Learning CorelDraw - I** | • **Success stories (***For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>**CorelDRAW Basics And Interface**<br>• Introduction<br>✓ Exploring the CorelDraw Screen<br>✓ File Management<br>✓ Setting Up the Page<br>• Moving Around and Viewing Drawings<br>• Moving Around the Current Page<br>• Viewing Modes<br>• Inserting and Deleting Pages<br>• Changing Page<br>• Customizing Options<br>✓ Using Multiple Workspaces<br>✓ Customizing the Toolbars<br>✓ Using Shortcuts<br>✓ Saving Defaults | • **Task 10**<br>*Details may be seen at Annexure-I* |

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|  |  | ✓ Setting File Backups<br>**Objects- Creation And Manipulation**<br>• Drawing and Shaping Objects<br>✓ Drawing and Shaping Tools<br>✓ Using the Freehand Tool<br>✓ Drawing Lines and Polylines<br>✓ Drawing Freehand Polygons<br>✓ Drawing Perfect Shapes<br>✓ Reshaping Lines and Polylines<br>✓ Drawing Curves<br>✓ Reshaping Curves<br>✓ Drawing Rectangles<br>✓ Drawing Circles<br>• Selecting & Manipulating Objects<br>✓ Selecting and Deselecting Objects<br>✓ Moving Objects<br>✓ Copying and Deleting Objects<br>✓ Deleting Objects<br>✓ Sizing Objects<br>• Transforming Objects<br>✓ Mirroring Objects<br>✓ Rotating and Skewing Objects<br>✓ Using Transform Docker<br>• Outlining & Filling Objects<br>✓ Eyedropper and Paint bucket Tools<br>✓ The Outline Tool<br>✓ Choosing Outline Thickness<br>✓ Choosing Outline Colors<br>✓ Using Fill Tool<br>✓ Uniform Fill, Fountain Fill, Pattern Fill<br>✓ Interactive Mesh fill<br>✓ Copying Attributes<br>✓ Setting Outline and Fill Defaults<br>• Arranging Objects<br>✓ Arranging Objects<br>✓ Grouping and Ungrouping Objects<br>✓ Using Guidelines<br>✓ Using Dynamic Guides<br>✓ Using Snap To |  |

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|  |  | ✓ Aligning Objects<br>✓ Group and Child Objects<br>✓ Combining and Breaking Objects<br>✓ Welding Objects<br>✓ Using Intersection<br>✓ Using Trim<br>• Using Layers<br>✓ About Layers<br>✓ Editing Layers<br>✓ Setting Up a Master Layer<br>✓ Moving, Copying, and Locking Layers<br>✓ Reordering Layers<br>✓ Using the Object Manager |  |
| **Week 19** | **Learning CorelDraw - II** | • **Motivational Lecture (***For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>**Working With Special Effects And Texts**<br>• Special Effects<br>✓ Drawing With the Artistic Media Tool<br>✓ Shaping an Object with an Envelope<br>✓ Extruding an Object<br>✓ Blending Two Objects<br>✓ Using the Lens Effect<br>✓ Adding Perspectives<br>✓ Using Power Clips<br>✓ Applying Contours<br>✓ Applying Drop Shadows<br>✓ Using Interactive Fills<br>✓ Applying Distortions<br>✓ Using Interactive Transparencies<br>✓ Applying Mesh Fills<br>• Working with Text<br>✓ The Text Tool<br>✓ Creating Artistic Text<br>✓ Editing Text<br>✓ Formatting Text<br>✓ Setting Text Options<br>✓ Creating Paragraph Text<br>✓ Choosing Paragraph Options<br>✓ Setting Indents Using the Ruler<br>✓ Importing Text | • **Task 10**<br>*Details may be seen at Annexure-I* |

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| | | ✓ Using the Spell Checker<br>• Working With Paragraph<br>✓ Text Implementing Color Management<br>✓ Creating Custom Color Palettes<br>✓ Choosing a Color Using Color Harmonies<br>✓ Applying Colors Using the Color Docker<br>✓ Automatically Creating Color Styles<br>✓ Importing and Sizing Paragraph Text<br>✓ Flowing Text Between Frames<br>✓ Formatting Paragraph Frames<br>✓ Wrapping Paragraph Text Around Objects<br>✓ Applying Drop Caps<br>✓ Typing Text Into Objects<br>• Special Text Effects<br>✓ Fitting Text to a Path<br>✓ Converting Text to Curves<br>✓ Creating Blended Text Shadows<br>✓ Special Text Effects<br>✓ Jumpy Text<br>✓ Neon Text<br>✓ Glowing Text<br>✓ Chrome Text<br>✓ Bevel Text<br>✓ Creating Enveloped Text | |
| **Week 20** | **Learning CorelDraw – III**<br>**And Urdu Typing** | • **Success stories (** *For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Using Symbols and Clipart<br>✓ Inserting Text Symbols<br>✓ Adding Clipart<br>✓ Modifying Clipart<br>• Working With Bitmaps<br>✓ What is a Bitmap<br>✓ Importing Bitmap Options<br>✓ Adjusting Color<br>✓ Hiding Certain Colors in a Bitmap<br>✓ Applying Special Bitmap Effects | • **Task 10**<br>*Details may be seen at Annexure-I* |

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|  |  | ✓ Creating Web Images<br>✓ Advanced GIF Options<br>**Page Layout, Printing, Exporting and Advanced Features**<br>• Special Page Layouts<br>✓ Creating a Greeting Card<br>✓ Print Previewing the Layout<br>✓ Creating Labels<br>• Printing<br>✓ Print Options<br>✓ Print Previewing<br>• Exporting Drawings<br>✓ Exporting to Graphic Formats<br>✓ Copy and Pasting Into Other Applications<br>• Using Styles and Templates<br>✓ About Styles and Templates<br>✓ Creating a Style<br>✓ Applying a Style<br>✓ Copying Properties<br>• Custom Creation Tools<br>✓ Creating Custom Patterns<br>✓ Managing and Using Symbols<br>**Urdu Typing in Relevant Software's**<br>• How to install Urdu typing in windows, to understand follow the procedure:<br>✓ Install Urdu Phonetic Keyboard in your computer which will appear on the right bottom of the taskbar<br>✓ Go through the preferences of your relevant software and change the desired settings |  |
| **Week 21** | **The Secrets of Stationery Design for Business That** | • **Motivational Lecture (***For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>Stationery is the name given to materials needed for written and print | • **Task 11** |

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|  | **You Must Design** | communications, especially in businesses, companies, and organizations. Office supplies such as letterheads, envelopes, pens and pencils, notepads, etc.<br>Stationery design, then, refers to applying custom graphic art to these items as part of a branding strategy, to make them part of a brand's image commonly including logo design, name, and slogan plus graphic elements to make them pop.<br>**5 Must-Have Business Stationery Items**<br>• **Business Cards**<br>Creative business cards are a means for the introduction of your company to a new customer or potential customer, even a colleague, a prospective partner or competitor.<br>• **Letterheads**<br>All correspondence you send out within your business should include a letterhead that is consistent with your branding. This element puts emphasis on your brand in all communications for that subtle, non-intrusive presence we talked about earlier.<br>• **Corporate Envelopes**<br>A branded envelope is the real-life equivalent to the e-mail subject line: it ensures your letter will be identified in any pile of mail, helping recipients familiarise with your brand, anticipate your communication and increase the rates of letter reading.<br>• **Folders**<br>In any case, you need to group more than one sheet of paper together; a folder is a must for a neat presentation.<br>• **Invoices**<br>Customizing your invoices with your brand design is a super simple way to make your business look serious and to help your client know exactly who is that invoice from with just one glance. | *Details may be seen at Annexure-I* |

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| | | **5 Extra Business Stationery Goods**<br>• **Pens & Pencils**<br>They are basic office supplies and widely used in nearly all types of businesses and in most business interactions and they bring up your company every time someone uses a pen or pencil with your logo and name.<br>• **Cards & Calendars**<br>Greeting cards and postcards for holidays, or to mark a company milestone, are a nice way to strengthen customer relations.<br>• **Notepads**<br>You scribble notes all day at work, your employees do too, wanna bet your clients also need pen and paper on their auxiliary table at home?<br>• **Coffee Mugs, Cups & Cup Collars**<br>Now coffee mugs can be a tad more expensive than other assets on this list, but they are certainly worth it. Few things look more naturally professional than an office where all employees drink from branded mugs.<br>• **USB Pen drives**<br>A relatively new stationery asset that demands a bigger budget, but with a lot more value in these days. | |
| **Week 22** | **Advertising Material** | • **Success stories (** *For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• Flyer Design<br>• Pamphlet Design<br>• Brochure Design<br>• Poster Design<br>• Billboard Design<br>• Steamer Design<br>• Standee Design | • **Task 12**<br>*Details may be seen at Annexure-I* |
| **Week 23** | **Book Design Tips & Layout** | • **Motivational Lecture (***For further detail please see Page No: 3& 4)*<br>Students are introduced to:<br>• What is Book Design?<br>✓ Size | |

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| | | ✓ Binding<br>✓ Outline<br>✓ Margins & Bleeds<br>o Margin<br>o Bleed<br>✓ Typography<br>o Fonts<br>o Font Size<br>➢ Large Headers (30 pt or above)<br>➢ Primary Headers (16-24 pt)<br>➢ Sub Headers (12 pt bold)<br>➢ Body Copy (10-12 pt regular)<br>➢ Body Copy (10-12 pt regular)<br>o Body Copy<br>➢ Leading<br>➢ Widows & Orphans<br>➢ Rags<br>o Images<br>➢ DPI = 300<br>➢ Vector<br>o Navigation<br>➢ Page Numbers<br>➢ Chapter/Section Titles at the top of the page<br>➢ Table of Contents<br>o Overall Composition<br>o Composition is extremely tricky. Consistency built by using all tips up to this point will help solve the problem for you, but some creative solutions will still be necessary.<br>➢ Add full spread Design<br>➢ Colour Scheme<br>• Book Production and Book Design<br>• Book Construction<br>• Fonts for Text<br>• Fonts for Display<br>• Architecture of the Book Page<br>• Non-text Book Elements<br>• Designing Simple Books<br>• Designing Nonfiction<br>• Designing Illustrated Books | • **Task 13**<br>*Details may be seen at Annexure-I* |

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| **Week 24** | **Employable Project/ Assignment<br>(6 weeks)<br>i.e. 21-26 besides regular classes.** | • Guidelines to the Trainees for selection of students employable project like final year project (FYP)<br>• Assign Independent project to each Trainee<br>• A project-based on trainee's aptitude and acquired skills.<br>• Designed by keeping in view the emerging trends in the local market as well as across the globe.<br>• The project idea may be based on Entrepreneur.<br>• Leading to successful employment.<br>• The duration of the project will be 6 weeks<br>• Final viva/assessment will be conducted on project assignments.<br>• At the end of the session, the project will be presented in a skills competition<br>• The skill competition will be conducted on zonal, regional, and National levels.<br>• The project will be presented in front of Industrialists for commercialization The best business idea will be placed in the NAVTTC business incubation center for commercialization. | • **Task 14**<br>*Details may be seen at Annexure-I* |
| **Week 25** | **How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)** | • Browse the following website and create an account on each website<br>✓ Bayt.com – The Middle East Leading Job Site<br>✓ Monster Gulf – The International Job Portal<br>✓ Gulf Talent – Jobs in Dubai and the Middle East<br>• Find the handy 'search' option at the top of your homepage to search for the jobs that best suit your skills.<br>• Select the job type from the first 'Job Type' drop-down menu, next, select the location from | • **Task 15**<br>*Details may be seen at Annexure-I* |

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| | | the second drop- down menu.<br>• Enter any keywords you want to use to find suitable job vacancies.<br>• 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.<br>• Search for jobs by:<br>✓ Company<br>✓ Category<br>✓ Location<br>✓ All jobs<br>✓ Agency<br>✓ Industry | |
| **Week 26** | **Entrepreneurship and Final Assessment in project** | • **Success stories (** *For further detail please see Page No: 3& 4)*<br>• Job Market Searching<br>• Self-employment<br>• Introduction<br>• Fundamentals of Business Development<br>• Entrepreneurship<br>• Startup Funding<br>• Business Incubation and Acceleration<br>• Business Value Statement<br>• Business Model Canvas<br>• Sales and Marketing Strategies<br>• How to Reach Customers and Engage<br>• Stakeholders Power Grid<br>• RACI Model, SWOT Analysis, PEST Analysis<br>• SMART Objectives<br>• OKRs<br>• Cost Management (OPEX, CAPEX, ROCE, etc.) | **Final Assessment** |
| | **Final Assessment** | | |

*Annexure-I:*

## Tasks For Certificate in Advanced Welding

| Task No. | Task | Description | Week |
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| **1.** | **Dot Composition** | • Create 2 compositions using only dots. | **Week 1** |
| **2.** | **Line Composition** | • Create 2 compositions using only lines. | |
| **3.** | **Shape Composition** | • Create 2 compositions using only one shape. You may use multiple copies of your selected shape, but it must remain the same size. | |
| **4.** | **Principles of Design** | • Collect 2 examples from internet about principle of design (Rhythm)<br>• Collect 2 examples from internet about principle of design (Repetition)<br>• Collect 2 examples from internet about principle of design (Unity)<br>• Collect 2 examples from internet about principle of design (Contrast)<br>• Collect 2 examples from internet about principle of design (Balance)<br>• Collect 2 examples from internet about principle of design (Emphasis) | **Week-2** |
| **5.** | **Colour theory** | • Practice mixing the 3 primary colors. Draw or print a color wheel and paint the color wheel.<br>• Complementary Color Scheme uses colors that are across from each other on the color wheel.<br>• Monochromatic Color Scheme uses one color and all of the tints, tones, and shades of that color.<br>See possible example: Vincent van Gogh - Noon: Rest From Work | **Week 3** |
| **6.** | **Typography** | Create 6 unique and interesting designs using only your initials. Keep in mind the positive and negative space as well as the different shapes created by those letters. Think of the letterforms as shapes and use those shapes to create interesting designs. | **Week 4** |
| **7.** | **Adobe Illustrator Visual Guide** | • Adobe Illustrator Complete Course in Urdu / Hindi - YouTube | **Week 5**<br>**To**<br>**Week 8** |

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| 8. | **Adobe Photoshop Visual Guide, Portfolio Making & CV Building** | • Photoshop for Beginners Urdu / Hindi - YouTube<br>• Encourage students to upload their work on multiple portfolio platforms. Such as; Behance, Adobe Portfolio, Wix & Dribble.<br>• Help students to design their professional Curriculum Vitae (CV) | **Week 9<br>To<br>Week 12** |
| 9. | **Adobe InDesign Visual Guide** | • Learn Adobe InDesign \| 13 Episode FREE Course - YouTube<br>• Encourage students to develop their online accounts on freelancing websites. Tell them about the structure and workflow of different freelancing websites. Such as; Fiverr, UpWork & 99design.<br>• Ask children to setup their profile, set their first profile gig and help them to get their first order | **Week 14<br>To<br>Week 18** |
| 10. | **CorelDraw Visual Guide** | • CorelDRAW Tutorial - CorelDRAW Complete Course For Beginners to Advance \| Enjoy the Premium CorelDRAW Course - YouTube<br>• Ask students to install Urdu Phonetic Keyboard and design urdu based posters / artwork / campaign.<br>• Ask students to learn installation of fonts in computer via internet; Urdu and English both. | **Week 19<br>To<br>Week 20** |
| 11. | **Stationery Design** | • Ask Students to bring some ideas and references for the daily task. Brainstorming is very important<br>• Ask students to sketch their ideas and observations on paper with pencil.<br>• Ask Students to develop a calendar and relevant branding stationary as their final. | **Week 21** |
| 12. | **Advertising Material** | • Ask Students to bring some ideas and references for the daily task. Brainstorming is very important<br>• Ask students to sketch their ideas and observations on paper with pencil.<br>• Ask Students to completely design a Poster with blending of software. | **Week 22** |
| 13. | **Book Design** | • Ask Students to bring some ideas and references for the daily task. Brainstorming is very important. Students have to collect different Books and Magazines for reference.<br>• Ask students to sketch their ideas and observations on paper with pencil.<br>• Encourage students to complete a booklet | **Week 23** |

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| | | which should cover all major components of Book Designing. | |
| **14.** | **Upgrade your CV & Ensure Planning** | • Upgrade your CV and make it more professional by adding more skills to it and portfolio guidelines by enhancing design skills.<br>• Try to encourage them to do a project where they have to make their assessment of their skills so it can be easy to pitch their services and skills<br>• Ask them to read out some books in references so they can have intellect and theoretical exposure and conduct a viva to ensure the results.<br>• Encourage student to participate in competitions related to designing i.e. poster competition. | **Week**<br>**24-26** |
| **15.** | **Building better communication skills** | • Help students to apply jobs in multiple regions so they can have motivation towards their skills<br>• Make them exercise better English Language understanding so it can be helpful to communicate<br>• Acknowledge students to go through gigs and proposals made by others and ask them to compare it, to have better understanding. | **Week**<br>**24-26** |
| **16.** | **Job Building, Entrepreneurship & Critical Thinking** | • First ask students to identify a problem in their environment which they want to solve. We can make a group of students which will help them to work as a team.<br>• Engage them to brainstorm their ideas and find a creative solution or build a solution of the problem. Make them agree to work with each other.<br>• Plan the idea on how much applicable it is. And build a prototype of your work and a presentation of the whole plan<br>• Do not forget the financial and cost management while preparing your solution | **Week**<br>**21-26** |

## *Annexure-II:*

# Motivational Lectures

**Words of Motivation for Graphic Designers Urdu / Hindi**

https://www.youtube.com/watch?v=G-pexRJnPkg

**My Story | How I Became a Successful Graphic Designer in Pakistan | Umair Ansar**

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

**How to install Urdu Keyboard**

https://www.youtube.com/watch?v=CTlUlYuc-tw

**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=tIQ0CWgszI0

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

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

**How to install fonts in computer**

https://www.youtube.com/watch?v=W77sZEkkIAk

**Underwater Welder | I AM WOMAN | Lifetime**

https://www.youtube.com/watch?v=LZiIXOkE-rc

## SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE.

**Mentor**

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

**Session- 1 (Communication):**

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

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

| **Activity:** | **Participant Time** | **Teacher Time** | **Mentor Time** |
|---|---|---|---|
| Intro Attend and contribute to the scheduled. | | | |
| Understand good communication skills and how it works. | | | |
| Understand what good communication skills mean | | | |
| Understand what skills are important for good communication skills | | | |
| **Key learning outcomes:** | **Resources:** | | **Enterprise skills developed:** |
| • Understand the communication skills and how it works. | • Podium<br>• Projector<br>• Computer | | • Communication<br>• Self Confidence<br>• Teamwork |

| | | |
|---|---|---|
| - Understand what communication skills mean<br>- Understand what skills are important for communication skills | - Flip Chart<br>- Marker | |

| Schedule | Mentor Should do |
|---|---|
| **Welcome:**<br>**5 min** | Short welcome and ask the **Mentor** to introduce him/herself.<br>Provide a brief welcome to the qualification for the class.<br>Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened. |
| **Icebreaker:**<br>**10 min** | Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead.<br>The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions. |
| **Introduction & Onboarding:**<br>**20mins** | Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following:<br>1. Explanation of the program and structure. (Kamyab jawan Program)<br>2. How you will use your communication skills in your professional life.<br>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)<br>4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic. |
| **Team Activity Planning:**<br>**30 minutes** | MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how.<br>- “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY<br>- “BRAINSTORMING SOCIAL PROBLEMS” TEAM |

| | |
|---|---|
| | ACTIVITY"<br>*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.*<br>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.<br>Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract. |
| **Session Close:**<br>**5 minutes** | **MENTOR:** Close the session with the opportunity for anyone to ask any remaining questions.<br>**Instructor:**<br>Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be. |

# Annexure-III

## SUCCESS STORY

| S. No | Key Information | Detail/Description |
|---|---|---|
| 1. | **Self & Family background** | **I am Abdul Mateen,** a passionate and creative freelance website designer, graphic designer, and front-end developer who has earned four years of experience and skills in this field. Moreover, I am a CEO of company “Peer Graphics” which I launched for freelancers having expertise in the field of creative designing and who want to work with both national and international brands. The ultimate goal of creating my own company is to help and motivate like-minded freelancers who knows no boundaries when it comes to learning.<br>I am from a small village in the Cholistan area where the residents make a living by raising livestock and farming. I belong to the area where the majority of the population live a nomadic lifestyle and have limited resources of income. Understanding the changing world’s paradigm, businesses, and entrepreneurship opportunities, I decided to choose my own destiny and move to city area. Like every other rebellion face, I was also criticized for choosing a different path but history knows “when there is a will, there is always a way.”<br>I decided to move to Hasilpur Tehsil for my matriculation degree. I passed matriculation exam with distinctive marks and I got the laptop from Government of Punjab because of my good grades. This was the time when I started interacting with computer and tech gadgets and from here my love for computers and tech gadgets started. Because of this love for computers, I was even willing to work in a computer shop, but my friends and family were not allowing me to do this. So, I decided to shift to Islamabad primarily for a brighter future.<br>**Today due to my consistent efforts; I have made a respectable name in the freelancing industry and having an impressive portfolio in my hand.** |
| 2. | **How he came on board NAVTTC Training / or got trained through any other source** | Certification in graphic designing from AJK, Mirpur (NAVTTC partner institute) |

| | | |
|---|---|---|
| 3. | **Post-training activities** | In Islamabad, I got a 3 Year diploma in Computer Information Technology from Iqra College of Technology and got the first position in Computer Information Technology from Khyber Pakhtunkhwa Technical Board along with learning of freelancing expertise.<br>Along with diploma, I started learning graphic designing as a student in the freelancing field. I also had support from my uncle who is a senior software engineer as helped me learn and upgrade the most in-demand skills in this field.<br>I resumed my struggle by enhancing my expertise from different tutorials available on the YouTube channels and after almost one and a half years of struggle, I created an account on Fiverr and received the first order of my career of $5 only. This created a spark inside me as I wasn't able slept that night due to sheer happiness.<br>Success comes not so easily; it demands more sacrifices. Unfortunately, I forgot the pin of Fiverr account and could not get those five dollars, but that day onwards my work in the freelancing market started. After that I designed and developed my portfolio (www.abdulmateen.net) then I joined different freelancing groups on Facebook where I started receiving orders. Further, realizing my potential and capabilities in the field of web designing and front-end development, I started receiving the orders in these skills. |
| 4. | **Message to others**<br>**(under training)** | Take the training opportunity seriously<br>Impose self-discipline and ensure regularity<br>Make Hard work pays in the end so be always ready for the same. |

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

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

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

# Annexure-IV:

## Workplace/Institute Ethics Guide

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

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

1. **Attendance:**
   Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.
2. **Character:**
   Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.
3. **Team Work:**
   The ability to get along with others including those you don't necessarily like. The ability to carry your weight and help others who are struggling. Recognize when to speak up with 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.