

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 Designing UIUX

**Duration:** 3 Months

## Revised Edition

Trainer Name	
Course Title	Graphic Designing UIUX
Objectives and Expectations	<p><b>Employable skills and hands-on practice in Graphic Designing UIUX</b></p> <p>This course offers a broad, cross-disciplinary learning experience for students looking to pursue careers in Advertising Design, Graphic Design,, and Illustration, to name a few — all disciplines that focus on effective and arresting visual communication. The course is designed to span a wide range of visual communication in a digital platform.</p> <p>In this course, students are introduced to key aspects of the design process, from research/strategy, creative brief development, and campaign development to teamwork and presentation and content creation so that they can enter the design market as strong candidates for beginner to intermediate level design jobs.</p> <p><b>Main Expectations:</b></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <ul style="list-style-type: none"><li>i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.</li><li>ii. To materialize the main expectations, a special module on <b>Job Search &amp; Entrepreneurial Skills</b> has been included in the latter part of this course (5<sup>th</sup> &amp; 6<sup>th</sup> month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to</li></ul>

	<p>make them responsible citizens of the country.</p> <p>iii. A module on <b>Work Place Ethics</b> 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.</p> <p>To maintain interest and motivation of the trainees throughout the course, modern techniques such as:</p> <ul style="list-style-type: none"> <li>• Motivational Lectures</li> <li>• Success Stories</li> <li>• Case Studies</li> </ul> <p>These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).</p> <p>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.</p> <p><b>(i) Motivational Lectures</b></p> <p>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 &amp; 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:</p> <ul style="list-style-type: none"> <li>• Clear Purpose to convey the message to trainees effectively.</li> <li>• Personal Story to quote as an example to follow.</li> <li>• Trainees Fit so that the situation is actionable by trainees and not represent a just idealism.</li> <li>• Ending Points to persuade the trainees on changing themselves.</li> </ul> <p>A good motivational lecture should help drive creativity, curiosity, and spark the desire needed for trainees to want to learn more.</p> <p>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).</p> <p>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</p>
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plans in this document.

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

### **(ii) Success Stories**

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

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

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

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

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

### **(iii) Case Studies**

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

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes the classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies be presented to the trainees. The trainer may adopt a PowerPoint presentation or video format for such case studies whichever is deemed suitable but only those cases must be selected that are relevant and of a learning value.

The Trainees should be required and supervised to carefully analyze the cases.

For this purpose, they must be encouraged to inquire and collect specific information/data, actively participate in the discussions, and intended solutions to the problem/situation.

Case studies can be implemented in the following ways: -

- i. A good quality trade-specific documentary ( At least 2-3 documentaries must be arranged by the training institute)

	<p>ii. Health &amp;Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)</p> <p>iii. Field visits( At least one visit to a trade-specific major industry/ site must be arranged by the training institute)</p>
<b>Entry-level of trainees</b>	Intermediate / Matric Science
<b>Learning Outcomes of the course</b>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes</li> <li>• Demonstrate a verbal-working use of the vocabulary relating to design</li> <li>• Develop an understanding of the properties and the preparation of graphic design</li> <li>• Communicate ideas through artworks by selecting and applying the elements of art and principles of design</li> <li>• Respond aesthetically to artworks based upon their personal experience and cultural values</li> <li>• Analyze, interpret, and evaluate the quality of artwork through art criticism</li> <li>• Understand the role and functions of art in history and culture</li> <li>• Students will produce a portfolio of art using a variety of graphic design techniques, styles, and media.</li> </ul>
<b>Course Execution Plan</b>	<p>The total duration of the course: <b>3 months (13 Weeks)</b></p> <p>Class hours: <b>4 hours per day</b></p> <p>Theory: <b>20%</b></p> <p>Practical: <b>80%</b></p> <p>Weekly hours: <b>20 hours per week</b></p> <p>Total contact hours: <b>260 hours</b></p>
<b>Companies offering jobs in the respective trade</b>	<ol style="list-style-type: none"> <li>1. Graphic Design Studios</li> <li>2. Advertising and Marketing firms</li> <li>3. Game Design Studios</li> <li>4. Freelancing Websites</li> <li>5. Book/magazine publishers</li> <li>6. Interior/furniture design houses</li> <li>7. Textile design studios</li> <li>8. Independent creators</li> </ol>
<b>Job Opportunities</b>	<p>Graphic design, also known as Communication and Visual design is recognized across the world as the leader in visual content design. Graphic designers thus hold a high rate of employability in various capacities across various industries. As long as social media, visual and communication space, digital design and interaction landscape is alive and functioning, Graphic Designers will always have a pivotal role in how the digital and communication world appears to everyone. Following are some of the roles that are present and or may become available as trends shift and morph to the Graphic Designer:</p> <ul style="list-style-type: none"> <li>• Graphic Designer</li> <li>• Illustrator</li> <li>• Logo creator</li> </ul>

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

Scheduled Weeks	Module Title	Days	Learning Units	Home Assignment
Week 1	<b>Introduction to graphic design/ Introduction to design software</b>  <b>Exploring Adobe Photoshop</b>	Day 1	<b>Motivational Lecture (For further detail please see Page No: 3&amp; 4)</b> <b>Course Introduction</b> <b>Course Introduction</b> <b>Job market</b>	<ul style="list-style-type: none"> <li>• Task 1</li> <li>• Task 2</li> <li>• Task 3</li> <li>• Task 4</li> <li>• Task 5</li> </ul>
		Day 2	<b>Course Applications</b> <b>Institute/work ethics</b> Graphic design and the immense professional opportunities it provides Survey career opportunities	<u><i>Details may be seen at Annexure-I</i></u>

	<b>Day 3</b>	<p>Students are introduced to learn various functions in Menu Bar:</p> <p>File</p> <ul style="list-style-type: none"> <li>• Object</li> <li>• Type</li> <li>• Select</li> <li>• Effect</li> <li>• View</li> <li>• WindowFile</li> <li>• Object</li> <li>• Type</li> <li>• Select</li> <li>• Effect</li> <li>• View</li> <li>• WindowFile</li> <li>• Object</li> <li>• Type</li> <li>• Select</li> <li>• Effect</li> <li>• View</li> <li>• Window</li> </ul> <p>the meaning of color and its use in various cultures</p> <p>the meaning of color and its use in various cultures</p> <p>the meaning of color and its use in various cultures</p>	
	<b>Day 4</b>	<p>color theory</p> <p>color wheel</p> <p>the knowledge of different types of color perception</p> <p>the color vocabulary needed to communicate as a designer</p> <p>ways in which color is created, manipulated and applied using software</p> <p>the color vocabulary needed to communicate as a designer</p>	
	<b>Day 5</b>	<p>ways in which color is created, manipulated and applied using software</p> <p>the color vocabulary needed to communicate as a designer</p>	

Week 2	<b>Exploring Adobe Photoshop</b>	<p><b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></p> <p>Crop and straighten a photo to improve composition</p> <p>Correct an unwanted color cast</p> <p>Improve contrast and brightness in a photo with levels</p> <p>Improve contrast and brightness in a photo with levels</p> <p>Improve contrast and brightness in a photo with levels</p> <p>Adjust the intensity of colors in a photo</p> <p>Adjust the intensity of colors in a photo</p> <p>Sharpen the photo to bring out the detail</p> <p>save the photo in the best format you need</p> <p>Sharpen the photo to bring out the detail</p> <p>save the photo in the best format you need</p> <p><b>Perform photo composition:</b></p> <p><b>Perform photo composition:</b></p> <p>Add photos into a composite</p> <p>Build a composite with layer masks</p>	<ul style="list-style-type: none"> <li>• Task 6</li> <li>• Task 7</li> <li>• Task 8</li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
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			<p><b>Perform photo composition:</b></p> <p>Combine images with a smooth transition</p> <p>Create a composite with blend modes</p> <p>Match color in a composite</p>	
Week 3	<p><b>Exploring Adobe Photoshop</b></p> <p><b>Photography and photo manipulation</b></p>		<p><b>Motivational Lecture( For further detail please see Page No: 3&amp; 4)</b></p> <p><b>Motivational Lecture( For further detail please see Page No: 3&amp; 4)</b></p> <p>Students are introduced to: Adobe Photoshop and its user interface</p> <p>Adobe Photoshop and its user interface</p>	
			<p>The following functions:</p> <p>create/open/save/import/export</p> <p>create/open/save/import/export</p> <p>new file using Photoshop as per design requirements</p> <p>the function of the toolbox and various menus</p>	<ul style="list-style-type: none"> <li>• Task 9</li> <li>• Task 10</li> <li>• Task 11</li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
			<p><b>Getting Started with Adobe Photoshop:</b></p> <ul style="list-style-type: none"> <li>• Change the image size</li> <li>• Work with layers</li> <li>• Work Adjust the image quality</li> <li>• Make Selections</li> <li>• Retouch Images</li> <li>• Use Colors</li> <li>• Add text and shapes</li> <li>• Combine Images, Apply filters</li> </ul>	

Photoshop on your system:

Use the touch shortcut for quick access

- Open images and work with cloud documents in Photoshop
- Make a composite with layers
- Use selections to make a composite
- Create a composite with a layer mask
- Edit with adjustment layers

**Remove objects from photos:**

Remove objects with content-aware fill

clean up imperfections with the Spot healing

Retouch photos with the healing brush tool

Remove object with the clone stamp tool

Hide unwanted content with the patch tool

**PHOTO MANIPULATION**

• the basic tools for photography  
its vocabulary, resolution, and file formats

the impact of various photographic compositions

the process of cropping and manipulate photographs to enhance meaning

layout and advert design/editorial design

professional layout examples and why some are more effective than others

Week 4	<b>Fundamentals of design/exploring adobe illustrator</b>		<p><b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></p> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>the fundamentals of two-dimensional design</li> </ul> <p>the foundation of art, graphic design, and visual communication</p> <p>the foundation of art, graphic design, and visual communication</p>	
			<p>the practice of creation of thumbnail sketches, rough sketches, and comprehensive design, the building blocks of the design process</p> <p>the practice of creation of thumbnail sketches, rough sketches, and comprehensive design, the building blocks of the design process</p> <p>the process of using a deliberate design process for generating ideas, and solving authentic real-world problems</p>	<ul style="list-style-type: none"> <li>• <b>Task 12</b></li> <li>• <b>Task 13</b></li> <li>• <b>Task 14</b></li> </ul> <p><u><a href="#">Details may be seen at Annexure-I</a></u></p>
			<ul style="list-style-type: none"> <li>• the following art and design fundamentals: <ul style="list-style-type: none"> <li>▪ line</li> <li>▪ shapes</li> <li>▪ value</li> <li>▪ rhythm</li> <li>▪ textures</li> <li>▪ balance</li> <li>▪ unity</li> <li>▪ space</li> <li>▪ contrast</li> <li>▪ emphasis</li> <li>▪ repetition</li> <li>▪ space</li> <li>▪ contrast</li> <li>▪ emphasis</li> <li>▪ repetition</li> </ul> </li> </ul>	

		<p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Adobe Illustrator and its user interface</li> <li>• the following functions: create/open/save/import/export new file using Illustrator as per design requirements</li> </ul> <p>the function of the toolbox and various menus</p>	
		<p>the concept of layers in Illustrator</p> <p>the concept of shapes, paths, and other shape building tools</p> <p>the concept of masking in Illustrator</p> <p>the concept of layers in Illustrator</p>	
<b>Week 5</b>	<b>Adobe illustrator</b>	<p><b>Motivational Lecture( For further detail please see Page No: 3&amp; 4)</b></p> <p>Students are introduced to use the various tool in Toolbar:</p> <ul style="list-style-type: none"> <li>• Selection tool</li> <li>Direct selection tool</li> <li>Magic wand tool</li> </ul>	<ul style="list-style-type: none"> <li>• Task 15</li> <li>• Task 16</li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
		<p>Lasso tool</p> <p>Pen tool</p> <p>Curvature tool</p> <p>Type Tool</p>	
		<p>Shapes Tool</p> <p>Paint Brush tool</p> <p>Eraser Tool</p> <p>Gradient Tool</p>	

			Eraser Tool Gradient Tool Eyedropper Tool Slice Tool	
			Eraser Tool Gradient Tool Eyedropper Tool Slice Tool	
<b>Week 6</b>	<b>Branding &amp; identity design</b>  <b>Designing different logotypes</b>		<p><b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></p> <p>Students are introduced to: what branding means various fields of design that fall within branding</p> <p>various fields of design that fall within branding</p>	<ul style="list-style-type: none"> <li>• <b>Task 17</b></li> <li>• <b>Task 18</b></li> <li>• <b>Task 19</b></li> <li>• <b>Task 20</b></li> <li>• <b>Task 21</b></li> <li>• <b>Task 22</b></li> <li>• <b>Task 23</b></li> <li>• <b>Task 24</b></li> <li>• <b>Task 25</b></li> </ul> <p><u>Details may be - seen at Annexure-I</u></p>
			<p>what is the process of creating branding for a client/project</p> <p>projects created by professionals in the field of identity design</p> <p>what is the process of creating branding for a client/project</p> <p>projects created by professionals in the field of identity design</p>	

the tools they can use to create logotypes  
vocabulary associated with logotypes  
the tools they can use to create logotypes  
vocabulary associated with logotypes  
how dynamic logotypes are made  
manipulate letterforms to create legible dynamic and meaningful logotypes  
the creative process of logo design and will learn how to use it to create, analyze and manage concepts

Students are required to design:

- Modern Logo
- Vintage/Retro Logo
- Texture logo
- Minimalist Logo
- Signature Logo
- Emblem Logo
- Mascots Logo
- Abstract Logo

Students are required to design:

- Modern Logo
- Vintage/Retro Logo
- Texture logo
- Minimalist Logo
- Signature Logo
- Emblem Logo
- Mascots Logo
- Abstract Logo

Week 7	<b>Graphic Designing Part 4:Coral Draw</b>	<p><b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></p> <p>Students are introduced to: what branding means</p> <p>various fields of design that fall within branding</p> <p>various fields of design that fall within branding</p> <ul style="list-style-type: none"> <li>• Getting started with Corel Draw</li> <li>• Introduction to Corel Draw</li> <li>• Features of Corel Draw</li> <li>• Corel Draw Interface</li> <li>• Tool Box</li> <li>• Moving from Adobe Illustrator to Corel Draw</li> <li>• Common Tasks</li> </ul> <ul style="list-style-type: none"> <li>• Drawing and Coloring</li> <li>• Selecting Objects</li> <li>• Creating Basic Shapes</li> <li>• Reshaping Objects</li> <li>• Organizing objects</li> <li>• Linking Text to Objects</li> <li>• </li> </ul> <ul style="list-style-type: none"> <li>• Mastering with Text</li> <li>• Introduction Text Tool</li> <li>• Artistic and paragraph text</li> </ul>	<p><b>• Task 26</b></p> <p><u>Details may be seen at Annexure-I</u></p>
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Week 8		<ul style="list-style-type: none"> <li>• Applying color fills and Outlines</li> <li>• Wrapping Text around Object</li> </ul> <p>Dos and Don'ts of CV making.</p> <ul style="list-style-type: none"> <li>• Session on CV Building.</li> <li>• How to make notable CV.</li> </ul> <ul style="list-style-type: none"> <li>• Formatting Text</li> <li>• Embedding Objects into text</li> </ul> <p>Students are required to design:</p> <ul style="list-style-type: none"> <li>• Modern Logo</li> <li>• Vintage/Retro Logo</li> <li>• Texture logo</li> <li>• Minimalist Logo</li> <li>• Signature Logo</li> <li>• Emblem Logo</li> <li>• Mascots Logo</li> <li>• Abstract Logo</li> </ul>	<ul style="list-style-type: none"> <li>• Task 27</li> <li>• Task 28</li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
Week 9	<b>Graphic Designing Part 2: Adobe After Effects</b>	<ul style="list-style-type: none"> <li>• Review of trainees performance</li> <li>• Motivational Lecture( For further detail please see Page No: 4)</li> <li>• Fundamentals of Motion Graphics</li> <li>• RGB Color Model</li> <li>• Frame Size</li> <li>• Resolution</li> <li>• Pixel Aspect Ratio Alpha Channels</li> <li>• Frame Rate</li> <li>• Time Code</li> <li>• Interpreting Footage How After Effects Works</li> <li>• Overview of panels Creating a project and</li> </ul>	<ul style="list-style-type: none"> <li>• Task 29</li> <li>• Task 30</li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

- Importing footage
- Creating a composition and arranging layers
- Adding effects and modifying layer properties
- Animating the composition
- Previewing your work
- Optimizing performance in After Effects
- Customizing workspaces importing footage
- Creating a composition and arranging layers
- Adding effects and modifying layer properties
- Animating the composition
- Previewing your work
- Optimizing performance in After Effects
- Customizing workspaces
- Controlling the brightness of the user interface
- Finding resources for using After Effect
- Creating a Basic Animation Using Effects and Presets
- Importing footage using Adobe Bridge
- Importing video clips
- Importing stills
- Importing a sequence of stills (interpreting)
- Workplace ethics (See details at annexure II)

**Week  
10**

- Importing multilayered Photoshop and illustrator files
- Creating a new composition
- Applying effects to a layer
- Changing parameters globally
- Creating key frames
- Key frame interpolation: auto, continuous, and Bezier interpolation
- Temporal and spatial Interpolation
- Success story (For further detail please see Page No: 5 and Annexure-III at the end)
- Working With Masks
- About masks
- Creating a mask with the Pen tool
- Editing a mask
- Feathering the edges of a mask
- Replacing the content of the mask
- Animating Text
- About text layers
- Creating and formatting point text vs paragraph text
- Using a text animation preset
- Text on a path
- Animating imported Photoshop text
- Case Study (For further detail please see Page No: 6)

**• Task 31**

*Details may  
be seen at  
Annexure-I*

<b>Week 11</b>			<ul style="list-style-type: none"> <li>• Motivational Lecture( For further detail please see Page No: 4)</li> <li>• Working with Shape Layers</li> <li>• Adding a shape layer</li> <li>• Creating custom shapes</li> <li>• Creating stars</li> <li>• Default properties of shape layers</li> <li>• Add properties FVTLM003 Page 18</li> <li>• Creating Groups</li> <li>• Time remapping</li> <li>• Motion sketch</li> <li>• The smoother</li> <li>• The wiggler</li> <li>• Auto orient</li> <li>• Distorting Objects with the Puppet Tools</li> <li>• About the Puppet tools</li> <li>• Adding Deform pins</li> <li>• Defining areas of overlap</li> <li>• Stiffening an area</li> <li>• Animating pin positions</li> <li>• Recording animation</li> <li>• Case Study (For further detail please see Page No: 6)</li> </ul>	
<b>Week 12-13</b>	<b>Introduction to freelancing</b>		<p><b>Motivational Lecture( For further detail please see Page No: 3&amp; 4)</b></p> <p>Introduction to Freelancing</p> <p>the concept of freelancing</p> <p>how to become freelance and create a sustainable income</p> <p>the ethical and professional way of becoming a productive freelancer</p> <p>resources available for freelancing in the field of design</p> <p>how to join freelancing sites</p>	

		the process of creating a freelancing profile	
		Creating portfolio on Facebook Instagram before creating profile on fiverr and upwork	
		Creating portfolio on Facebook Instagram before creating profile on fiverr and upwork	
		Creating portfolio on Facebook Instagram before creating profile on fiverr and upwork	
		Creating portfolio on Facebook Instagram before creating profile on fiverr and upwork Creating profile on upwork and fiverr	
		Creating profile on upwork and fiverr	
		Creating profile on upwork and fiverr	
		Creating profile on upwork and fiverr	
		How to get job on fiverr and upwork	
		How to get job on fiverr and upwork	
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		How to get job on fiverr and upwork	

**MODULES**  
**Tasks For Certificate in Graphic Designing UIUX**

Task No.	Task	Description	Week
1.	<b>Search Top Pakistani Freelancers</b>	Search any three freelancing sites(Fiverr, Upwork, Guru, etc.) and list down the top 5 profiles related to your course	Week 1
2.	<b>Find the career path</b>	Prepare a career path related to your course and also highlight the emerging trends in the local as well as international market	
3.	<b>Work Ethics</b>	Generate a report on Institute work ethics and professionalism related to your course	
4.	<b>Use Adobe Photoshop Software</b>	<ul style="list-style-type: none"> <li>• Download Adobe Photoshop</li> <li>• Install Adobe Photoshop</li> <li>• Patch the software</li> </ul>	
5.	<b>Draw Shapes using Photoshop software</b>	<ul style="list-style-type: none"> <li>• Create and edit shapes by using shape tools</li> <li>• Import shapes from different files</li> <li>• Perform image tracing to create shapes and art</li> </ul>	
6.	<b>Photomontage: where you see yourself in 10 years.</b>	Make a well-blended digital photomontage (12x8 or 8x12 -150 res) to show where you see yourself in 10 years. Under your photomontage write a 3 paragraph reflection explaining the elements you put in your work	
7.	<b>Image inside text</b> 	<p>TUTORIALS:</p> <p><a href="http://www.photoshopessentials.com/photoshop-text/text-effects/image-in-text-photoshop-cs6/">http://www.photoshopessentials.com/</a></p> <p><a href="http://www.instructables.com/id/Image-inside-text-using-photoshop/?ALLSTEPS">http://www.instructables.com/id/Image-inside-text-using-photoshop/?ALLSTEPS</a></p>	
8.	<b>Scribble Line Portraits using Masks.</b> 	Use a mask in PhotoShop to create crazy scribble line portraits, watch this very <a href="#">short tutorial</a>  VIDEO: <a href="https://vimeo.com/33344753">https://vimeo.com/33344753</a>	

9.	<b>Photo editing.</b>	<ul style="list-style-type: none"> <li>• Perform import, organize, and filter photos using photo editing software as per requirements</li> <li>• Fix white balance, crop, and exposure using photo editing software as per requirements</li> <li>• Perform hue, saturation, and luminance adjustments using photo editing software as per requirements</li> <li>• Perform sharpening, noise reduction, grain, and lens correction using photo editing software as per requirements</li> <li>• Perform edits in a raw photo using photo editing software as per requirements</li> </ul>	
10.	<b>Photo manipulation.</b>	<ul style="list-style-type: none"> <li>• Perform remove, edit and change the background of a photo using photo editing software as per requirements</li> <li>• Blend multiple images and shapes in a single photo using photo editing software as per requirements</li> <li>• Perform shadows, light source, light reflection, and motion in the manipulated photo using photo editing software as per requirements</li> </ul>	<b>Week 3</b>
11.	<b>Saving and exporting photos</b>	<ul style="list-style-type: none"> <li>• Add copyrights information and watermarks in photos using photo editing software as per requirements</li> <li>• Export photos in different formats using photo editing software as per requirements</li> <li>• Export Photos in jpeg, png, tiff, and gif format</li> </ul>	
12.	<b>Use Illustrator Software</b>	<ul style="list-style-type: none"> <li>• Download Adobe Illustrator</li> <li>• Install Adobe Illustrator</li> <li>• Patch the software</li> <li>• Draw geometric diagram</li> </ul>	
13.	<b>Draw lines using graphics Adobe Illustrator software.</b>	<ul style="list-style-type: none"> <li>• Draw shapes by using pen and line tool</li> <li>• Draw shapes with brushes</li> <li>• Create and import new brushes</li> </ul>	
14.	<b>Trace the Spiderman Icon</b> 	<ul style="list-style-type: none"> <li>• Use the Pen tool to trace the spider man icon</li> <li>• (For help: <a href="https://www.behance.net/gallery/29099185/Pe-n-Tool-Exercises">https://www.behance.net/gallery/29099185/Pe-n-Tool-Exercises</a></li> </ul>	<b>Week 4</b>

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

21.	<b>Signature Logo</b>	Create a Signature Logo	
22.	<b>Emblem Logo</b>	Create Emblem Logo	
23.	<b>Mascots Logo</b>	Create Mascots Logo	
24.	<b>Abstract Logo</b>	Create Abstract Logo	
25.	<b>Abstract Logo</b>	Create Abstract Logo	
26.	<b>Apply adobe after effects tools</b>	<ul style="list-style-type: none"> <li>● Create a new project using adobe after effects as per requirements</li> <li>● Perform different tools in toolbar using adobe after effects as per requirements</li> <li>● Create shapes, text, camera, layers, and lights using adobe after effects as per requirements</li> <li>● Import data including videos, images, animations, and audio into project window using adobe after effects as per requirements</li> <li>● Perform animations, effects, and presets on layers using adobe after effects as per requirements</li> <li>● Install different plugins to generate effects using Adobe After effects as per requirements</li> </ul>	<b>Week 7</b>

27.	<p><b>How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)</b></p>	<ul style="list-style-type: none"> <li>• Browse the following website and create an account on each website           <ul style="list-style-type: none"> <li>▪ Bayt.com – The Middle East Leading Job Site</li> <li>▪ Monster Gulf – The International Job Portal</li> <li>▪ Gulf Talent – Jobs in Dubai and the Middle East</li> </ul> </li> <li>• Find the handy ‘search’ option at the top of your homepage to search for the jobs that best suit your skills.</li> <li>• Select the job type from the first ‘Job Type’ drop-down menu, next, select the location from the second drop-down menu.</li> <li>• Enter any keywords you want to use to find suitable job vacancies.</li> <li>• On the results page you can search for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search.</li> <li>• Search for jobs by:           <ul style="list-style-type: none"> <li>▪ Company</li> <li>▪ Category</li> <li>▪ Location</li> <li>▪ All jobs</li> <li>▪ AgencyIndustry</li> </ul> </li> </ul>	
28.	<p><b>Create a simple short video and add sound to it.</b></p>	<ul style="list-style-type: none"> <li>• Create a short video on animal/birds and add their sounds</li> </ul>	<b>Week 9</b>
29.	<p><b>Create an account profile on Fiverr (at least two gigs) and Upwork</b></p>	<p>Create an account by following these steps:</p> <p><b>Step 1:</b> Personal Info  <b>Step 2:</b> Professional Info  <b>Step 3:</b> Linked Accounts  <b>Step 4:</b> Account Security</p>	<b>Week10</b>
30.	<p><b>Build your CV</b></p>	<p>Download professional CV template from any good site (<a href="https://www.coolfreecv.com">https://www.coolfreecv.com</a> or relevant)</p> <ul style="list-style-type: none"> <li>• Add Personal Information</li> <li>• Add Educational details</li> <li>• Add Experience/Portfolio</li> </ul> <p>Add contact details/profile links</p>	<b>Week11</b>

31.

**How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)**

- Browse the following website and create an account on each website
  - Bayt.com – The Middle East Leading Job Site
  - Monster Gulf – The International Job Portal
  - Gulf Talent – Jobs in Dubai and the Middle East
- Find the handy ‘search’ option at the top of your homepage to search for the jobs that best suit your skills.
- Select the job type from the first ‘Job Type’ drop-down menu, next, select the location from the second drop-down menu.
- Enter any keywords you want to use to find suitable job vacancies.
- On the results page you can search for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search.
- Search for jobs by:
  - Company
  - Category
  - Location
  - All jobs
  - Agency

## **Motivational Lectures Computer Graphics Designing UIU**

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

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

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

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

**Hisham Sarwar Motivational Story | Pakistani Freelancer**

[https://www.youtube.com/watch?v=CHm\\_BH7xAxk](https://www.youtube.com/watch?v=CHm_BH7xAxk)

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

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

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

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

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

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

## **Annexure-II**

### **SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE.**

#### **Mentor**

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

#### **Session- 1 (Communication):**

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

Session- 1 OVERVIEW			
Aims and Objectives:			
<ul style="list-style-type: none"><li>• To introduce the communication skills and how it will work</li><li>• Get to know mentor and team - build rapport and develop a strong sense of a team</li><li>• Provide an introduction to communication skills</li><li>• Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving</li><li>• Gain an understanding of participants' own communication skills rating at the start of the program</li></ul>			

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

<ul style="list-style-type: none"> <li>• Understand the communication skills and how it works.</li> <li>• Understand what communication skills mean</li> <li>• Understand what skills are important for communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Podium</li> <li>• Projector</li> <li>• Computer</li> <li>• Flip Chart</li> <li>• Marker</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Self Confidence</li> <li>• Teamwork</li> </ul>
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Schedule	Mentor Should do
<b>Welcome:</b> <b>5 min</b>	<p>Short welcome and ask the <b>Mentor</b> to introduce him/herself.</p> <p>Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.</p>
<b>Icebreaker:</b> <b>10 min</b>	<p>Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead.</p> <p>The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.</p>
<b>Introduction &amp; Onboarding:</b> <b>20mins</b>	<p>Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following:</p> <ol style="list-style-type: none"> <li>1. Explanation of the program and structure. (Kamyab jawan Program)</li> <li>2. How you will use your communication skills in your professional life.</li> <li>3. Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and “contact us” section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm)</li> <li>4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.</li> </ol>
<b>Team Activity Planning:</b> <b>30 minutes</b>	MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second

	<p>collaborative Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how.</p> <ul style="list-style-type: none"> <li>• “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY</li> <li>• “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY”</li> </ul> <p><i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.</i></p> <p>Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to communicate, the role of the project manager, etc.</p> <p>Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this.</p> <p>Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<b>Session Close: 5 minutes</b>	<p><b>MENTOR:</b> Close the session with the opportunity for anyone to ask any remaining questions.</p> <p><b>Instructor:</b> Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

## MOTIVATIONAL LECTURES LINKS.

<b>TOPIC</b>	<b>SPEAKER</b>	<b>LINK</b>
How to Face Problems In Life	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=OrQte08MI90">https://www.youtube.com/watch?v=OrQte08MI90</a>
Just Control Your Emotions	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=JzFs_yJt-w">https://www.youtube.com/watch?v=JzFs_yJt-w</a>
How to Communicate Effectively	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=PhHAQEgehKc">https://www.youtube.com/watch?v=PhHAQEgehKc</a>
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	<a href="https://www.youtube.com/watch?v=5fS3rj6elFg">https://www.youtube.com/watch?v=5fS3rj6elFg</a>
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	<a href="https://www.youtube.com/watch?v=chn86sH0O5U">https://www.youtube.com/watch?v=chn86sH0O5U</a>
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	<a href="https://www.youtube.com/watch?v=s10dzfbzd4">https://www.youtube.com/watch?v=s10dzfbzd4</a>
Wisdom of the Eagle	Learn Kurooji	<a href="https://www.youtube.com/watch?v=bEU7V5rJTtw">https://www.youtube.com/watch?v=bEU7V5rJTtw</a>
The Power of ATTITUDE	Titan Man	<a href="https://www.youtube.com/watch?v=r8LJ5X2ejqU">https://www.youtube.com/watch?v=r8LJ5X2ejqU</a>
STOP WASTING TIME	Arnold Schwarzenegger	<a href="https://www.youtube.com/watch?v=kzSBrJmXqdq">https://www.youtube.com/watch?v=kzSBrJmXqdq</a>
Risk of Success	Denzel Washington	<a href="https://www.youtube.com/watch?v=tbnzAVRZ9Xc">https://www.youtube.com/watch?v=tbnzAVRZ9Xc</a>

## Annexure-III

### SUCCESS STORY

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

		<p>They have hundreds of options to choose from, he explains, and to give a project to someone with no experience requires a strong leap of faith.</p> <p>A slow stream of projects started to come Danyal's way. Within a few months, he was landing an average of a hundred projects every month, with a large number of repeat clients. He also expanded the range of his professional services, branching out from logo design to business cards, banners, Facebook cover pages, letterheads, and stationery.</p> <p>But he's had to face his fair share of challenges too. The shoddy state of internet infrastructure in his city, Mirpur, threatened to derail his freelancing career. "Sometimes I haven't had connectivity for two days straight," he explains. "That's unthinkable for someone who makes his livelihood on the internet."</p>
4.	<b>Message to others (under training)</b>	<p>Take the training opportunity seriously Impose self-discipline and ensure regularity Make Hard work pays in the end so be always ready for the same.</p>

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

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

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

## **Workplace/Institute Ethics Guide**

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

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

**1. Attendance:**

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

**2. Character:**

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

**3. Team Work:**

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

**4. Appearance:**

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

**5. Attitude:**

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

**6. Productivity:**

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

**7. Organizational Skills:**

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

**8. Communication:**

Written communication, being able to correctly write reports and memos.

Verbal communications, being able to communicate one on one or to a group.

**9. Cooperation:**

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

**10. Respect:**

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