

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 (Print Media)**  
**Duration: 3 Months**

**Revised Edition**

Trainer Name	Dr. Engr. Mohsin Tahir
Course Title	Graphic Designing (Print Media)
Objectives and Expectations	<p><b>Employable skills and hands-on practice in AI (Robotics)</b></p> <p>This is a special course designed to address unemployment in the youth. The course aims to achieve the above objective through hands on practical training delivery by a team of dedicated professionals having rich market/work experience. This course is therefore not just for developing a theoretical understanding/back ground of the trainees. Contrary to that, it is primarily aimed at equipping the trainees to perform commercially in a market space in independent capacity or as a member of a team.</p> <p>The course therefore is designed to impart not only technical skills but also soft skills (i.e. interpersonal/communication skills; personal grooming of the trainees etc.) as well as entrepreneurial skills (i.e. marketing skills; free lancing etc.). The course also seeks to inculcate work ethics to foster better citizenship in general and improve the image of Pakistani work force in particular.</p> <p><b><u>Main Expectations:</u></b></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <ol style="list-style-type: none"> <li>i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc. so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.</li> <li>ii. To materialize the main expectations, a special module on <b><u>Job Search &amp; Entrepreneurial Skills</u></b> has been included in the latter part of this course (5<sup>th</sup> &amp; 6<sup>th</sup> month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to</li> </ol>

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.
- Personal Story to quote as an example to follow.
- Trainees Fit so that the situation is actionable by trainees and not represent a just idealism.
- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity, and spark the desire needed for trainees to want to learn more.

The impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for a longer time without boredom and loss of interest because they can see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.

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

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

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

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

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

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

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)
- ii. Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)

	iii. Field visits( At least one visit to a trade-specific major industry/ site must be arranged by the training institute)
<b>Entry-level of trainees</b>	<ul style="list-style-type: none"> <li>• Intermediate &amp; Bachelor</li> </ul>
<b>Learning Outcomes of the course</b>	<ul style="list-style-type: none"> <li>• By the end of this course, students will be able to: <ul style="list-style-type: none"> <li>• Student will be able to select respective elements of designs; all designs will contain most of it but not all the elements.</li> <li>• Understanding of applications of design principles and can identify difference in a good or bad design.</li> <li>• Interpret importance of certain colors with respect to culture and mood depiction</li> <li>• Study and make use of graphics development software</li> <li>• Can select the suitable document size in terms of medium of publication</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> </ul> </li> </ul>
<b>Course Execution Plan</b>	<p>The total duration of the course: <b>3 months (12 Weeks)</b>  Class hours: <b>4 hours per day</b>  Theory: <b>20%</b>  Practical: <b>80%</b>  Weekly hours: <b>20 hours per week</b>  Total contact hours: <b>240 hours</b></p>
<b>Companies offering jobs in the respective trade</b>	<ul style="list-style-type: none"> <li>• 1. Packaging Industry</li> <li>• 2. Real Estate Industry</li> <li>• 3. Advertising Agencies</li> <li>• 4. Marketing Firms</li> <li>• 5. Textile Industry</li> <li>• 6. Freelancing Industry</li> <li>• 7. Publisher Industry</li> <li>• 8. Printing Press</li> </ul>
<b>Job Opportunities</b>	<ul style="list-style-type: none"> <li>• 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: <ul style="list-style-type: none"> <li>• Brand Identity Designer</li> <li>• Layout Artist</li> <li>• Graphic Designer</li> <li>• Logo Designer</li> <li>• Photo Editor / Photoshop Artist</li> <li>• Press Publisher</li> </ul> </li> </ul>
<b>No of Students</b>	25
<b>Learning Place</b>	Classroom / Lab
<b>Instructional Resources</b>	<ol style="list-style-type: none"> <li>1. Color Theory: An Essential Guide to Color-from Basic Principles to Practical Applications Book by Patti Mollica</li> <li>2. Color: A Course in Mastering the Art of Mixing Colors Book by David Ogilvy</li> </ol>

- Originally published: 2004  
Author: Betty Edwards
3. Ogilvy on Advertising Book  
by David Ogilvy Originally  
published: 1983 Author:  
David Ogilvy
  4. Inside Book Publishing  
Originally published: 1988  
Authors: Giles Clark, Angus Phillips
  5. The Printmaking Ideas Book  
Book by Frances Stanfield and Lucy  
McGeown Originally published: August 8, 2019  
Authors: Lucy McGeown, Frances Stanfield
  6. The Non-Designer's Design Book  
Book by Robin Williams  
Originally published: July 1994  
Author: Robin Williams
  7. Designing Brand Identity: An Essential Guide for the Whole  
Branding Team  
Book by Alina Wheeler  
Originally published: 2003  
Author: Alina Wheeler
  8. A designer's art  
Originally published: 1968  
Author: Paul Rand Illustrator:  
Paul Rand
  9. Royalty-Free Photos  
[www.pexels.com](http://www.pexels.com)
  10. Free Font Downloads  
[www.dafont.com](http://www.dafont.com)
  11. Free Photoshop Brushes and Patterns  
[www.brushking.eu](http://www.brushking.eu)  
[www.brusheezy.com](http://www.brusheezy.com)
  12. Free Vectors and Assets  
[www.freepik.com](http://www.freepik.com)  
Social Media Sizing Guidelines

File Format Glossary

## MODULES

Scheduled Weeks	Module Title	Days	Hours	Learning Units	Home Assignment
Week 1	<b>Orientation/Co urse Introduction</b>  <b>Understand the basic Elements of Design</b>  <b>Principles of Design</b>	Day 1	Hour 1	<input type="checkbox"/> <b>Motivational Lecture</b> (For <input type="checkbox"/> <b>Job market</b> <input type="checkbox"/> <b>Course Applications</b> <input type="checkbox"/> <b>Institute/work ethics</b>	<p style="text-align: right;"><b>•Task 1</b></p> <p style="text-align: right;"><i><u>Details may be seen at Annexure- !</u></i></p>
			Hour 2	<input type="checkbox"/> Differentiate, describe, and practice the use of the following design elements: <ul style="list-style-type: none"> <li>✓ Dot is the smallest and most basic element. It can vary in size, value, regularity.</li> <li>✓ Understand Line Characteristics and Types of Lines;</li> <li>✓ 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</li> </ul>	
			Hour 3	<ul style="list-style-type: none"> <li>✓ Size is simply the relationship of the area occupied by</li> </ul>	

				<p>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.</p>
			<b>Hour 4</b>	<ul style="list-style-type: none"> <li>✓ Value is the lightness or</li> <li>✓ darkness of a color.</li> </ul>
		<b>Day 2</b>	<b>Hour 1</b>	Understand that Balance is psychological sense of equilibrium
			<b>Hour 2</b>	<ul style="list-style-type: none"> <li>✓ Apply Gradation to size and direction in order to produce linear perspective</li> </ul>
			<b>Hour 3</b>	<ul style="list-style-type: none"> <li>✓ Compare how Repetition can make an image either interesting or monotonous</li> <li>✓ Define how Contrast is the juxtaposition of opposing elements</li> </ul>
			<b>Hour 4</b>	<ul style="list-style-type: none"> <li>✓ Identify how Harmony brings together a composition with similar or related visual images</li> </ul>



		Day 3	Hour 1	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b>( <i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Knowledge of colour families: Warmcolours include red, orange, yellow and variations of these colors. Red and yellow are both primary colors, with orange falling in the middle.</li> <li>•</li> </ul>
			Hour 2	<ul style="list-style-type: none"> <li>• Cool colors include green, blue, and purple, are often more subdued than warm colors. They are the colors of night, of water, of nature.</li> </ul>
			Hour 3	<ul style="list-style-type: none"> <li>• Neutral colors often serve as background in design. They're commonly combined with brighter accent colors.</li> </ul>
			Hour 4	<ul style="list-style-type: none"> <li>• Understanding concepts and terminology of hue (colour), Chroma(purity of colour), saturation (how</li> </ul>
		Day 4	Hour 1	Understand the use of Dominance to give a design interest, counteracting

				confusion and monotony	
			Hour 2	<ul style="list-style-type: none"> <li>✓ Understand Unity in a design helps the relationship among elements.</li> </ul>	
			Hour 3	<ul style="list-style-type: none"> <li>• Use warm colors in your designs to reflect passion, happiness, enthusiasm, and energy.</li> </ul>	
			Hour 4	<ul style="list-style-type: none"> <li>✓ Understanding Categories of Shapes; a shape is a self-contained defined area of geometric or organic form.</li> </ul>	
		Day 5	Hour 1	Hands on Practice Practical Lab Work	
			Hour 2	Hands on Practice Practical Lab Work	
			Hour 3	Hands on Practice Practical Lab Work	
			Hour 4	Hands on Practice Practical Lab Work	
Week 2	Colour theory and the meaning of colour in a	Day 1	Hour 1	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b></li> </ul> <p>Students are introduced to:</p>	• Task 2

	design Typography			<ul style="list-style-type: none"> <li>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.</li> </ul>	<u>Details may be seen at Annexure-1</u>
			Hour 2	<ul style="list-style-type: none"> <li>Use warm colors in your designs to reflect passion, happiness, enthusiasm, and energy.</li> </ul>	
			Hour 3	<ul style="list-style-type: none"> <li>Cool colors include green, blue, and purple, are often more subdued than warm colors. They are the colors of night, of water, of nature.</li> </ul>	
			Hour 4	<ul style="list-style-type: none"> <li>Neutral colors often serve as background in design. They're commonly combined with brighter accent colors.</li> </ul>	
		Day 2	Hour 1	<ul style="list-style-type: none"> <li>Understanding concepts and terminology of hue (colour), Chroma (purity of colour), saturation (how 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,</li> </ul>	

				making it darker than original), tints (are created by adding white to a color, making it lighter than original)
			Hour 2	<ul style="list-style-type: none"> <li>• <b>Success stories</b></li> </ul>
			Hour 3	<p>Students are introduced to learn:</p> <ul style="list-style-type: none"> <li>• Define Typography Anatomy,</li> </ul>
			Hour 4	the expression of different fonts, their families
		Day 3	Hour 1	Choose typeface and
			Hour 2	how you make it work with the layout, grid, color
			Hour 3	scheme,
			Hour 4	design theme
		Day 4	Hour 1	Assignment & Task
			Hour 2	Assignment & Task
			Hour 3	Assignment & Task
			Hour 4	Assignment & Task
		Day 5	Hour 1	Hands on practice Lab work
			Hour 2	Hands on practice Lab work

			Hour 3	Hands on practice Lab work	
			Hour 4	Hands on practice Lab work	
Week 3	Learning Adobe Illustrator I  Adobe Illustrator II	Day 1	Hour 1	Students are introduced to:	<p>• Task 3</p> <p><i>Details may be seen at Annexure-1</i></p>
			Hour 2	Introduction Adobe Illustrator CC	
			Hour 3	Getting To Know the Work Area	
			Hour 4	Introducing Adobe Illustrator	
		Day 2	Hour 1	Opening an Illustrator file	
			Hour 2	Exploring the workspace	
			Hour 3	Getting to know the toolbar	
			Hour 4	Finding more tools	
		Day 3	Hour 1	Working with panels	
			Hour 2	<ul style="list-style-type: none"> <li>✓ Moving and docking panels</li> <li>✓ Switching workspaces</li> </ul> Saving a workspace	
			Hour 3	Using panel and context menus	
			Hour 4	Changing the view of artwork	
		Day 4	Hour 1	Using view commands	

			<b>Hour 2</b>	Using the Zoom tool
			<b>Hour 3</b>	Panning with the Navigator panel
			<b>Hour 4</b>	Viewing artwork
		<b>Day 5</b>	<b>Hour 1</b>	Navigating multiple artboards
			<b>Hour 2</b>	Rotating the view
			<b>Hour 3</b>	Arranging multiple documents
			<b>Hour 4</b>	<ul style="list-style-type: none"> <li>• Techniques For Selecting Artwork <ul style="list-style-type: none"> <li>✓ Selecting objects</li> <li>✓ Using the Selection tool</li> <li>✓ Selecting and editing with the Direct Selection tool</li> <li>✓ Hiding and locking objects</li> <li>✓ Unlocking objects</li> <li>✓ Selecting similar objects</li> <li>✓ Selecting in Outline mode</li> <li>✓ Aligning objects</li> <li>✓ Aligning objects to each other</li> <li>✓ Aligning to a key object</li> <li>✓ Distributing objects</li> <li>✓ Aligning anchor points</li> <li>✓ Aligning to the artboard</li> <li>✓ Working with groups</li> <li>✓ Grouping items</li> <li>✓ Editing a group in Isolation mode</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>✓ Creating a nested group</li> <li>✓ Exploring object arrangement</li> <li>✓ Arranging objects</li> </ul>	
Week 4	Learning Adobe Illustrator II	Day 1	Hour 1	<ul style="list-style-type: none"> <li>• Using Shapes To Create Artwork For A Postcard</li> <li>✓ Creating a new document</li> <li>✓ Working with basic shapes</li> <li>✓ Creating rectangles</li> <li>✓ Editing rectangles</li> <li>✓ Rounding corners</li> <li>✓ Rounding individual corners</li> <li>✓ Creating and editing ellipses</li> </ul>	<p>• Task 4</p> <p><u>Details may be seen at Annexure-1</u></p>
			Hour 2	<ul style="list-style-type: none"> <li>✓ Creating and editing circles</li> <li>✓ Changing stroke width and alignment</li> <li>✓ Creating a polygon</li> </ul>	
			Hour 3	<ul style="list-style-type: none"> <li>✓ Editing the polygon</li> <li>✓ vector art</li> <li>✓ Cleaning up traced artwork</li> <li>✓ Working with drawing modes</li> </ul> <p>Placing artwork</p>	
			Hour 4	<ul style="list-style-type: none"> <li>✓ Creating a star</li> <li>✓ Editing the star</li> <li>✓ Drawing lines</li> </ul> <p>Using Image Trace to convert images into editable</p>	

		<b>Day 2</b>	<b>Hour 1</b>	Students are introduced to: Transforming Artwork
			<b>Hour 2</b>	Working with artboards
			<b>Hour 3</b>	Drawing a custom-sized artboard
			<b>Hour 4</b>	Creating a new artboard
		<b>Day 3</b>	<b>Hour 1</b>	Editing artboards
			<b>Hour 2</b>	Copying artboards between documents
			<b>Hour 3</b>	Aligning and arranging artboards
			<b>Hour 4</b>	Hands on Practice
		<b>Day 4</b>	<b>Hour 1</b>	Setting options for artboards
			<b>Hour 2</b>	Reordering artboards
			<b>Hour 3</b>	Working with rulers and guides
			<b>Hour 4</b>	Creating guides
		<b>Day 5</b>	<b>Hour 1</b>	Editing the ruler origin
			<b>Hour 2</b>	<ul style="list-style-type: none"> <li>✓ Working with the bounding box</li> <li>✓ Positioning artwork using the Properties panel</li> <li>✓ Scaling objects precisely</li> </ul>



				<ul style="list-style-type: none"> <li>✓ Rotating objects with the Rotate tool</li> <li>✓ Scale using Transform Each</li> <li>✓ Shearing objects</li> <li>✓ Transforming with the Free Transform tool</li> <li>✓ Using repeats</li> <li>✓ Applying a mirror repeat</li> <li>✓ Editing a mirror repeat</li> <li>✓ Using grid and radial repeats</li> <li>✓ Adding the Puppet Warp tool to the toolbar</li> </ul> <ul style="list-style-type: none"> <li>• Using The Basic Drawing Tools <ul style="list-style-type: none"> <li>✓ Creating with the Curvature tool</li> <li>✓ Drawing paths with the Curvature tool</li> <li>✓ Drawing a river path</li> <li>✓ Editing a path with the Curvature tool</li> <li>✓ Creating corners with the Curvature tool</li> </ul> </li> <li>✓</li> </ul>	
			<b>Hour 3</b>	<ul style="list-style-type: none"> <li>✓ Creating dashed lines</li> <li>✓ Creating with the Pencil tool</li> <li>✓ Drawing paths with the Pencil tool</li> <li>✓ Drawing straight lines with the Pencil tool</li> <li>✓ Joining with the Join tool</li> <li>✓ Finishing the logo</li> <li>✓ Adding arrowheads to paths</li> </ul>	

			Hour 4	<ul style="list-style-type: none"> <li>• Drawing With The Pen Tool</li> <li>✓ Why use the Pen tool?</li> <li>✓ What can you create with the Pentool?</li> <li>✓ Starting with the Pen tool</li> <li>✓ Creating straight lines to make a crown</li> <li>✓ Adding some color to the crown</li> <li>✓ Selecting and editing paths in the crown</li> </ul> <p>Starting with curved paths</p>	
Week 5	Learning Adobe Illustrator III- IV	Day 1	Hour 1	<ul style="list-style-type: none"> <li>• Exploring Creative Uses Of EffectsAnd Graphic Styles</li> <li>✓ Using the Appearance panel</li> <li>✓ Editing appearance attributes</li> <li>✓ Adding another -fill to content</li> <li>✓ Adding multiple strokes and fills to text</li> </ul>	<ul style="list-style-type: none"> <li>• Task 5</li> </ul> <p><u>Details may be seen at Annexure-1</u></p>
			Hour 2	<ul style="list-style-type: none"> <li>✓ Reordering appearance attributes</li> <li>✓ Using live effects</li> <li>✓ Applying an effect</li> <li>✓ Editing an effect</li> </ul> <p>Styling text with a Warp effect</p>	
			Hour 3	<ul style="list-style-type: none"> <li>✓ Temporarily disabling effects to make edits</li> <li>✓ Applying other effects</li> <li>✓ Applying a Photoshop</li> </ul>	

				<ul style="list-style-type: none"> <li>effect</li> <li>✓ Working with 3D and Materials</li> <li>✓ Using graphic styles</li> </ul>
			<b>Hour 4</b>	<ul style="list-style-type: none"> <li>✓ Applying an existing graphic style</li> <li>✓ Creating and applying a graphic style</li> <li>✓ Updating a graphic style</li> <li>✓ Applying a graphic style to a layer</li> <li>✓ Scaling strokes and effects</li> </ul>
		<b>Day 2</b>	<b>Hour 1</b>	<ul style="list-style-type: none"> <li>• Creating Artwork For A T-Shirt</li> <li>✓ Working with symbols</li> <li>✓ Using default Illustrator symbol libraries</li> <li>✓ Editing a symbol</li> </ul>
			<b>Hour 2</b>	<ul style="list-style-type: none"> <li>✓ Working with dynamic symbols</li> <li>✓ Creating a symbol</li> <li>✓ Breaking a link to a symbol</li> <li>✓ Replacing symbols</li> </ul>
			<b>Hour 3</b>	<ul style="list-style-type: none"> <li>✓ Working with Creative Cloud libraries</li> <li>✓ Adding assets to a Creative Cloudlibrary</li> </ul>
			<b>Hour 4</b>	<ul style="list-style-type: none"> <li>✓ Using library assets</li> <li>✓ Updating a library asset</li> <li>✓ Working with global editing</li> </ul>

		<b>Day 3</b>	<b>Hour 1</b>	<ul style="list-style-type: none"> <li>• Placing And Working With Images</li> <li>Combining artwork</li> </ul>
			<b>Hour 2</b>	<ul style="list-style-type: none"> <li>✓ Placing image -files</li> <li>✓ Placing an image</li> <li>✓ Transforming a placed image</li> <li>✓ Cropping an image</li> <li>✓ Placing a Photoshop document</li> </ul>
			<b>Hour 3</b>	<ul style="list-style-type: none"> <li>✓ Placing multiple images</li> <li>✓ Masking images</li> <li>✓ Applying a simple mask to an image</li> </ul>
			<b>Hour 4</b>	<ul style="list-style-type: none"> <li>✓ Editing a clipping path (mask)</li> <li>✓ Masking with a shape</li> <li>✓ Masking an object with text</li> <li>✓ Finishing the masked text</li> <li>✓ Creating an opacity mask</li> <li>✓ Editing an opacity mask</li> <li>✓ Working with image links</li> </ul>
		<b>Day 4</b>	<b>Hour 1</b>	<ul style="list-style-type: none"> <li>✓ Finding link information</li> <li>✓ Embedding and unembedding images</li> <li>✓ Replacing an image</li> </ul>

			Hour 2	<ul style="list-style-type: none"> <li>Sharing Projects <ul style="list-style-type: none"> <li>✓ Fixing the missing image link</li> <li>✓ Packaging a file</li> <li>✓ Creating a PDF</li> <li>✓ Creating pixel-perfect drawings</li> </ul> </li> </ul>	
			Hour 3	<ul style="list-style-type: none"> <li>✓ Previewing artwork in PixelPreview</li> <li>✓ Aligning new artwork to the pixel grid</li> <li>✓ Aligning existing artwork to the pixel grid</li> </ul>	
			Hour 4	<ul style="list-style-type: none"> <li>✓ Exporting artboards and assets</li> <li>✓ Exporting artboards</li> </ul> Exporting assets	
		Day 5	Hour 1	Hands on Practice Lab work	
			Hour 2	Hands on Practice Lab work	
			Hour 3	Hands on Practice Lab work	
			Hour 4	Hands on Practice Lab work	
Week 6	Learning Adobe Photoshop I & II	Day 1	Hour 1	Students are introduced to: <ul style="list-style-type: none"> <li>Getting To Know The Work Area <ul style="list-style-type: none"> <li>✓ Starting to work in Adobe Photoshop</li> </ul> </li> </ul>	• Task 6  <i>Details may be seen at Annexure-I</i>

				<ul style="list-style-type: none"> <li>✓ Using the tools</li> <li>✓ Sampling a color</li> </ul>
			<b>Hour 2</b>	<ul style="list-style-type: none"> <li>✓ Undoing actions in Photoshop</li> <li>✓ More about panels and panel locations</li> </ul>
			<b>Hour 3</b>	<ul style="list-style-type: none"> <li>• Basic Photo Corrections</li> <li>✓ Strategy for retouching</li> <li>✓ Resolution and image size</li> <li>✓ Opening a file with Adobe Bridge</li> <li>✓ Straightening and cropping the image in Photoshop</li> </ul>
			<b>Hour 4</b>	<ul style="list-style-type: none"> <li>✓ Adjusting the color and tone</li> <li>✓ Using the Spot Healing Brush tool</li> <li>✓ Applying a content-aware patch</li> <li>✓ Repairing areas with the Clone Stamp tool</li> <li>✓ Sharpening the image</li> </ul>
		<b>Day 2</b>	<b>Hour 1</b>	<ul style="list-style-type: none"> <li>• Working With Selections</li> <li>✓ About selecting and selection tools</li> <li>✓ Using the Magic Wand tool</li> <li>✓ Using the Quick Selection tool</li> <li>✓ Moving a selected area</li> <li>✓ Using the Object Selection tool</li> </ul>

			<b>Hour 2</b>	<ul style="list-style-type: none"> <li>✓ Manipulating selections</li> <li>✓ Selecting with the lasso tools</li> <li>✓ Rotating a selection</li> <li>✓ Selecting with the Magnetic Lassotool</li> </ul>
			<b>Hour 3</b>	<ul style="list-style-type: none"> <li>✓ Selecting from a center point</li> <li>✓ Resizing and copying a selection</li> <li>✓ Cropping an image</li> </ul>
			<b>Hour 4</b>	Hands on practice
		<b>Day 3</b>	<b>Hour 1</b>	<ul style="list-style-type: none"> <li>• Layer Basics <ul style="list-style-type: none"> <li>✓ About layers</li> <li>✓ Using the Layers panel</li> <li>✓ Rearranging layers</li> <li>✓ Applying a gradient to a layer</li> <li>✓ Applying a layer style</li> <li>✓ Adding an adjustment layer</li> <li>✓ Updating layer effects</li> </ul> </li> </ul> Flattening and saving files
			<b>Hour 2</b>	Students are introduced to:
			<b>Hour 3</b>	Quick Fixes
			<b>Hour 4</b>	Getting started
		<b>Day 4</b>	<b>Hour 1</b>	Improving a snapshot

			Hour 2	Adjusting facial features with	
			Hour 3	Liquify	
			Hour 4	Blurring a background	
		Day 5	Hour 1	Creating a panorama	
			Hour 2	Filling empty areas when cropping	
			Hour 3	Correcting image distortion	
			Hour 4	Extending depth of field	
Week 7	Mid Exam	Day 1	Hour 1	Removing objects using Content-	
			Hour 2	Aware Fill	
			Hour 3	Overview of the Previous weeks	
			Hour 4	Overview of the Previous weeks	• Task 7
		Day 2	Hour 1	Mid Term Examination	<i><u>Details may be seen at Annexure-1</u></i>
			Hour 2	Mid Term Examination	
			Hour 3	Mid Term Examination	
			Hour 4	Mid Term Examination	
		Day 3	Hour 1	Masks And Channels	



			Hour 2	Working with masks and channels	
			Hour 3	Getting started	
			Hour 4	Using Select and Mask and Select	
		Day 4	Hour 1	Subject	
			Hour 2	Creating a quick mask	
			Hour 3	Manipulating an image with Puppet	
			Hour 4	Warp	
		Day 5	Hour 1	Using an alpha channel to create a	
			Hour 2	shadow	
			Hour 3	Creating a pattern for the	
			Hour 4	background	
Week 8	Adobe Photo shop III & IV  Building portfolio report and CV	Day 1	Hour 1	Typographic Design	<b>Task 8</b>  <i>Details may be seen at Annexure-1</i>
			Hour 2	About type	
			Hour 3	Getting started	
			Hour 4	Creating a clipping mask from type	
		Day 2	Hour 1	Creating type on a path	

			Hour 2	Warping point type
			Hour 3	Designing paragraphs of type
			Hour 4	Finishing up
		Day 3	Hour 1	<ul style="list-style-type: none"> <li>• Painting With The Mixer Brush <ul style="list-style-type: none"> <li>✓ About the Mixer Brush</li> <li>✓ Getting started</li> <li>✓ Selecting brush settings</li> <li>✓ Mixing colors</li> <li>✓ Mixing colors with a photograph</li> </ul> </li> </ul> <p>Painting and mixing colors with brush presets</p>
			Hour 2	<ul style="list-style-type: none"> <li>• Working With Camera Raw <ul style="list-style-type: none"> <li>✓ About camera raw files</li> <li>✓ Processing files in Camera Raw</li> </ul> </li> </ul> <p>Applying advanced color correction</p>
			Hour 3	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( <i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Preparing Files For The Web <ul style="list-style-type: none"> <li>✓ Creating placeholders with theFrame tool</li> <li>✓ Using layer groups to create button graphics</li> </ul> </li> </ul>

			<b>Hour 4</b>	<ul style="list-style-type: none"> <li>• Producing And Printing Consistent Color</li> <li>✓ Preparing files for printing</li> <li>✓ Getting started</li> <li>✓ Performing a "zoom test"</li> <li>✓ About color management</li> <li>✓ Specifying color-management defaults</li> <li>✓ Identifying out-of-gamut colors</li> <li>✓ Proofing an image on a monitor</li> <li>✓ Bringing colors into the output gamut</li> <li>✓ Converting an image to CMYK</li> <li>✓ Saving the image as PhotoshopPDF</li> <li>✓ Printing a CMYK image fromPhotoshop</li> </ul>	
		<b>Day 4</b>	<b>Hour 1</b>	<ul style="list-style-type: none"> <li>• Exploring Neutral Filters</li> <li>✓ Understanding Neural Filters</li> <li>✓ Getting started</li> <li>✓ Exploring the Neural Filters workspace</li> </ul> <p>Improving complexion with SkinSmoothing</p>	
			<b>Hour 2</b>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• the concept of design portfolios</li> <li>• the concept of present design work/projects in a</li> </ul>	

				professional manner <ul style="list-style-type: none"> <li>websites that provide free portfolio hosting such as Behance and Dribble</li> <li>creating a portfolio how to select work for presenting in your portfolio</li> </ul>	
			Hour 3	Download professional CV template from any good site ( <a href="https://www.freepik.com">https://www.freepik.com</a> or relevant) Add Personal Information	
			Hour 4	<ul style="list-style-type: none"> <li>Add Educational details</li> <li>Add Experience/Portfolio</li> </ul> Add contact details/profile links	
		Day 5	Hour 1	Hands on Practice Practical Work	
			Hour 2	Hands on Practice Practical Work	
			Hour 3	Hands on Practice Practical Work	
			Hour 4	Hands on Practice Practical Work	
Week 9	Learning Corel Draw	Day 1	Hour 1	Motivational Lecture ( <i>For further</i> )	<b>Task 9</b>  <i><u>Details may be seen at Annexure-1</u></i>
			Hour 2	Introduction to Corel Draw	
			Hour 3	Introduction to Corel Draw	
			Hour 4	Working With Special Effects And Texts	

		<b>Day 2</b>	<b>Hour 1</b>	<ul style="list-style-type: none"> <li>• Special Effects               <ul style="list-style-type: none"> <li>✓ Drawing With the Artistic Media Tool</li> <li>✓ Shaping an Object with an Envelope</li> </ul> </li> </ul> Extruding an Object
			<b>Hour 2</b>	Blending Two Objects
			<b>Hour 3</b>	Using the Lens Effect
			<b>Hour 4</b>	Adding Perspectives
		<b>Day 3</b>	<b>Hour 1</b>	Using Power Clips
			<b>Hour 2</b>	Applying Contours
			<b>Hour 3</b>	Applying Drop Shadows
			<b>Hour 4</b>	Using Interactive Fills
		<b>Day 4</b>	<b>Hour 1</b>	Applying Distortions
			<b>Hour 2</b>	Using Interactive Transparencies
			<b>Hour 3</b>	Applying Mesh Fills
			<b>Hour 4</b>	Working with Text
		<b>Day 5</b>	<b>Hour 1</b>	The Text Tool
			<b>Hour 2</b>	Creating Artistic Text

			Hour 3	Editing Text	
			Hour 4	Formatting Text	
Week 10	Learning Corel Draw intermediate	Day 1	Hour 1	Setting Text Options	<ul style="list-style-type: none"> <li>• Task 10</li> </ul> <i>Details may be seen at Annexure-1</i>
			Hour 2	Creating Paragraph Text	
			Hour 3	Choosing Paragraph Options	
			Hour 4	Setting Indents Using the Ruler	
		Day 2	Hour 1	Importing Text	
			Hour 2	<ul style="list-style-type: none"> <li>• Working With Paragraph <ul style="list-style-type: none"> <li>✓ Text Implementing Color Management</li> <li>✓ Creating Custom Color Palettes</li> <li>✓ Choosing a Color Using Color Harmonies</li> <li>✓ Applying Colors Using the Color Docker</li> <li>✓ Automatically Creating Color Styles</li> <li>✓</li> </ul> </li> </ul>	
			Hour 3	<ul style="list-style-type: none"> <li>✓ Importing and Sizing Paragraph Text</li> <li>✓ Flowing Text Between Frames</li> </ul>	
			Hour 4	<ul style="list-style-type: none"> <li>✓ Formatting Paragraph Frames</li> </ul>	

				<ul style="list-style-type: none"> <li>✓ Wrapping Paragraph Text Around Objects</li> <li>✓ Applying Drop Caps</li> <li>✓ Typing Text Into Objects</li> </ul>
	<b>Day 3</b>	<b>Hour 1</b>	<ul style="list-style-type: none"> <li>• Special Text Effects <ul style="list-style-type: none"> <li>✓ Fitting Text to a Path</li> <li>✓ Converting Text to Curves</li> <li>✓ Creating Blended Text Shadows</li> <li>✓ Special Text Effects</li> <li>✓ Jumpy Text</li> <li>✓ Neon Text</li> <li>✓ Glowing Text</li> <li>✓ Chrome Text</li> <li>✓ Bevel Text</li> </ul> </li> </ul> <p>Creating Enveloped Text</p>	
<b>Hour 2</b>		<ul style="list-style-type: none"> <li>• Students are introduced to: Using Symbols and Clipart</li> </ul> <p>Inserting Text Symbols</p>		
<b>Hour 3</b>		<ul style="list-style-type: none"> <li>✓ Adding Clipart</li> <li>✓ Modifying Clipart</li> </ul> <p>Working With Bitmaps</p>		
<b>Hour 4</b>		<p><b>Page Layout, Printing, Exporting and Advanced Features</b></p> <ul style="list-style-type: none"> <li>• Special Page Layouts <ul style="list-style-type: none"> <li>✓ Creating a Greeting Card</li> <li>✓ Print Previewing the Layout</li> <li>✓ Creating Labels</li> </ul> </li> </ul>		
	<b>Day 4</b>	<b>Hour 1</b>	<ul style="list-style-type: none"> <li>• Printing <ul style="list-style-type: none"> <li>✓ Print Options</li> <li>✓ Print Previewing</li> </ul> </li> <li>• Exporting Drawings <ul style="list-style-type: none"> <li>✓ Exporting to Graphic</li> </ul> </li> </ul>	

				<p>Formats</p> <ul style="list-style-type: none"> <li>✓ Copy and Pasting Into Other Applications</li> </ul> <ul style="list-style-type: none"> <li>• Using Styles and Templates <ul style="list-style-type: none"> <li>✓ About Styles and Templates</li> <li>✓ Creating a Style</li> <li>✓ Applying a Style</li> <li>✓ Copying Properties</li> </ul> </li> <li>• Custom Creation Tools <ul style="list-style-type: none"> <li>✓ Creating Custom Patterns</li> <li>✓ Managing and Using Symbols</li> </ul> </li> </ul>
			<b>Hour 2</b>	<p><b>Urdu Typing in Relevant Software's</b></p> <ul style="list-style-type: none"> <li>• How to install Urdu typing in windows, to understand follow the procedure:</li> </ul>
			<b>Hour 3</b>	<ul style="list-style-type: none"> <li>✓ Install Urdu Phonetic Keyboard in your computer which will appear on the right bottom of the taskbar</li> </ul>
			<b>Hour 4</b>	<ul style="list-style-type: none"> <li>✓ Go through the preferences of your relevant software and change the desired settings</li> </ul>
		<b>Day 5</b>	<b>Hour 1</b>	<p>Hands on practice Lab Work</p>
			<b>Hour 2</b>	<p>Hands on practice Lab Work</p>



			Hour 3	Hands on practice Lab Work	
			Hour 4	Hands on practice Lab Work	
Week 11	The secrets of Stationary Design for Business	Day 1	Hour 1	<b>Must-Have Business Stationery Items</b> <ul style="list-style-type: none"> <li>• <b>Business Cards</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 11</b> <i><u>Details may be seen at Annexure-1</u></i></li> </ul>
		Hour 2	<ul style="list-style-type: none"> <li>• <b>Letterheads</b> 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.</li> </ul>		
		Hour 3	<ul style="list-style-type: none"> <li>• <b>Corporate Envelopes</b> A branded envelope is the real-life equivalent to the e-mail subject line: it ensures your letter will be identified in anypile of mail, helping recipients familiarise with your brand, anticipate your communication and increase the rates of letter reading.</li> </ul>		

			Hour 4	<ul style="list-style-type: none"> <li>• <b>Folders</b></li> </ul> <p>In any case, you need to group more than one sheet of paper together; a folder is a must for a neat presentation.</p>
		Day 2	Hour 1	<ul style="list-style-type: none"> <li>• <b>Invoices</b></li> </ul> <p>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</p>
			Hour 2	<ul style="list-style-type: none"> <li>• <b>Pens &amp; Pencils</b></li> </ul> <p>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.</p>
			Hour 3	<ul style="list-style-type: none"> <li>• <b>Cards &amp; Calendars</b></li> </ul> <p>Greeting cards and postcards for holidays, or to mark a company milestone, are a nice way to strengthen customer relations.</p>
			Hour 4	<ul style="list-style-type: none"> <li>• <b>Notepads</b></li> </ul> <p>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?</p>

		Day 3	Hour 1	<b>Coffee Mugs, Cups &amp; Cup Collars</b> <p>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.</p>
			Hour 2	<ul style="list-style-type: none"> <li>• <b>USB Pen drives</b></li> </ul> <p>A relatively new stationery asset that demands a bigger budget, but with a lot more value in these days.</p>
			Hour 3	<b>Success stories</b>
			Hour 4	<p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Flyer Design</li> <li>• Pamphlet Design</li> </ul> <p>Brochure Design</p>
		Day 4	Hour 1	Poster Design
			Hour 2	Billboard Design
			Hour 3	Steamer Design
			Hour 4	Standee Design
		Day 5	Hour 1	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• What is Book Design? Size</li> </ul>

			Hour 2	Lab Work	
			Hour 3	Lab Work	
			Hour 4	Lab Work	
Week 12	Advertising Materials	Day 1	Hour 1	<ul style="list-style-type: none"> <li>• Students are introduced to: <ul style="list-style-type: none"> <li>• What is Book Design? Size</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Task 12</li> </ul> <p><i>Details may be seen at Annexure-1</i></p> <p><b>Final Project</b></p>
			Hour 2	<ul style="list-style-type: none"> <li>✓ Binding</li> <li>✓ Outline</li> <li>✓ Margins &amp; Bleeds <ul style="list-style-type: none"> <li>○ Margin</li> <li>○ Bleed</li> </ul> </li> <li>✓ Typography <ul style="list-style-type: none"> <li>○ Fonts</li> <li>○ Font Size</li> </ul> </li> </ul>	
			Hour 3	<ul style="list-style-type: none"> <li>➤ Large Headers (30 pt or above)</li> <li>➤ Primary Headers (16-24 pt)</li> <li>➤ Sub Headers (12 pt bold)</li> <li>➤ Body Copy (10-12 pt regular)</li> <li>➤ Body Copy (10-12 pt regular) <ul style="list-style-type: none"> <li>○ Body Copy</li> </ul> </li> <li>➤ Leading</li> <li>➤ Widows &amp; Orphans</li> <li>➤ Rags <ul style="list-style-type: none"> <li>○ Images</li> </ul> </li> <li>➤ DPI = 300</li> </ul>	
			Hour 4	<ul style="list-style-type: none"> <li>➤ Vector <ul style="list-style-type: none"> <li>○ Navigation</li> </ul> </li> <li>➤ Page Numbers</li> <li>➤ Chapter/Section Titles at the top of the page</li> </ul>	

				<ul style="list-style-type: none"> <li>➤ Table of Contents <ul style="list-style-type: none"> <li>○ Overall Composition</li> <li>○ 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.</li> </ul> </li> </ul>	
		<b>Day 2</b>	<b>Hour 1</b>	<ul style="list-style-type: none"> <li>➤ Add full spread Design</li> <li>➤ Colour Scheme</li> <li>• Book Production and Book Design</li> </ul>	
			<b>Hour 2</b>	<ul style="list-style-type: none"> <li>• Book Construction</li> <li>• Fonts for Text</li> <li>• Fonts for Display</li> <li>• Architecture of the Book Page</li> </ul> Non-text Book Elements	
			<b>Hour 3</b>	<ul style="list-style-type: none"> <li>• Designing Simple Books</li> <li>• Designing Nonfiction</li> </ul> Designing Illustrated Books	
			<b>Hour 4</b>	Lab work	
		<b>Day 3</b>	<b>Hour 1</b>	<ul style="list-style-type: none"> <li>• Guidelines to the Trainees for selection of students employable project like final year project (FYP)</li> <li>• Assign Independent project to each Trainee</li> <li>• A project-based on trainee's aptitude and</li> </ul>	

				<p>acquired skills.</p> <ul style="list-style-type: none"> <li>• Designed by keeping in view the emerging trends in the local market as well as across the globe.</li> <li>•</li> </ul>
			<b>Hour 2</b>	<ul style="list-style-type: none"> <li>• The project idea may be based on Entrepreneur.</li> <li>• Leading to successful employment.</li> <li>• The duration of the project will be 6weeks</li> <li>• Final viva/assessment will be conducted on project assignments.</li> <li>• At the end of the session, the project will be presented in a skills competition</li> </ul>
			<b>Hour 3</b>	<ul style="list-style-type: none"> <li>• The skill competition will be conducted on zonal, regional, and National levels.</li> <li>• The project will be presented in front of Industrialists for commercialization The best business idea will be placed in the NAVTTC business incubation center for commercialization.</li> </ul>
			<b>Hour 4</b>	<ul style="list-style-type: none"> <li>• Browse the following website and create an account on each website <ul style="list-style-type: none"> <li>✓ Bayt.com</li> <li>– The</li> </ul> </li> </ul>

				<p>Middle East Leading Job Site</p> <ul style="list-style-type: none"> <li>✓ Monster Gulf – The International Job Portal</li> <li>✓ Gulf Talent – Jobs in Dubai and the Middle East</li> </ul>	
		<b>Day 4</b>	<b>Hour 1</b>	<ul style="list-style-type: none"> <li>• Find the handy ‘search’ option at the top of your homepage to search for the jobs that best suit your skills.</li> </ul>	
			<b>Hour 2</b>	<ul style="list-style-type: none"> <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> </ul>	
			<b>Hour 3</b>	<ul style="list-style-type: none"> <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> </ul>	

				<ul style="list-style-type: none"> <li>• Search for jobs by: <ul style="list-style-type: none"> <li>✓ Company</li> <li>✓ Category</li> <li>✓ Location</li> <li>✓ All jobs</li> <li>✓ Agency</li> </ul> </li> </ul>	
			<b>Hour 4</b>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( <i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• Job Market Searching</li> <li>• Self-employment</li> <li>• Introduction</li> <li>• Fundamentals of Business Development</li> <li>• Entrepreneurship</li> <li>• Startup Funding</li> <li>• Business Incubation and Acceleration</li> <li>• Business Value Statement</li> <li>• Business Model Canvas</li> <li>• Sales and Marketing Strategies</li> <li>• How to Reach Customers and Engage</li> <li>• Stakeholders Power Grid</li> <li>• RACI Model, SWOT Analysis, PEST Analysis</li> <li>• SMART Objectives</li> <li>• OKRs</li> </ul> <p>Cost Management (OPEX, CAPEX, ROCE, etc.)</p>	
		<b>Day 5</b>	<b>Hour 1</b>	Final examination	
			<b>Hour 2</b>	Final Examination	
			<b>Hour 3</b>	Final Examination	



			<b>Hour 4</b>	Hands on Practice Lab Work	
--	--	--	---------------	-------------------------------	--

## 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.