

Government of Pakistan
National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"



Course Contents / Lesson Plan

Course Title: Creative Arts (Fine Arts)

Duration: 6 Months

Revised Edition

Trainer Name	
Course Title	Creative Arts (Fine Arts)
Objectives and Expectations	<p>Employable skills and hands-on practice for Creative Arts (Fine Arts)</p> <p>This course offers a broad, cross-disciplinary learning experience for students looking to pursue career in Creative Arts (Fine Arts). Art emerged the moment humankind existed. Today it is seen that art exists everywhere humans do. It is essential for the future of nations that art and culture is maintained and transferred to next generations. For this reason, developed or developing nations give considerable value to the education of art and conduct studies so as to increase its quality constantly. Fine Arts High Schools which are established for this purpose aim at educating individuals who have self-confidence in society, who think and criticize.</p> <p>Today in order to reach the level of developed countries it is a precondition that importance is given to art education and individuals are given sensitiveness towards art through education. Through art education which is defined as the process of developing terminal behaviors in humans, children are educated as querying and qualified individuals.</p> <p><u>Main Expectations:</u></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"> 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. ii. To materialize the main expectations, a special module on <u>Job Search & Entrepreneurial Skills</u> has been included in the latter part of this course (5th & 6th month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic

duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.

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

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

- Motivational Lectures
- Success Stories
- Case Studies

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

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

(i) **Motivational Lectures**

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

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

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

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

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

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

(ii) Success Stories

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

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

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

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

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

(iii) Case Studies

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

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

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

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

For this purpose, they must be encouraged to inquire and collect specific

	<p>information/data, actively participate in the discussions, and intended solutions to the problem/situation.</p> <p>Case studies can be implemented in the following ways:-</p> <ol style="list-style-type: none"> A good quality trade-specific documentary (At least 2-3 documentaries must be arranged by the training institute) Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute) Field visits (At least one visit to a trade-specific major industry/ site must be arranged by the training institute)
Entry-level of trainees	Intermediate
Learning Outcomes of the course	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> Be able to recognize the dangers and observe relevant safety precautions while performing / supervising hot work. Understand the differences and working principles of various welding equipment on board. Methodologies for evaluating weld-ability Principles for pre/post weld heat treatment Principles of destructive & non-destructive testing & inspection of welds Acquire the knowledge of correct welding rod selection and parameter settings based on the material to be welded. Project based case studies on welding
Course Execution Plan	<p>The total duration of the course: 6 months (26 Weeks)</p> <p>Class hours: 4 hours per day</p> <p>Theory: 20%</p> <p>Practical: 80%</p> <p>Weekly hours: 20 hours per week</p> <p>Total contact hours: 520 hours</p>
Companies offering jobs in the respective trade	<ol style="list-style-type: none"> Gaming Industry Fashion Industry Digital Agencies Textile Industry Software Houses
Job Opportunities	<p>All over the world there is a high demand for sketch artists in multiple sectors for advertising and gaming industry. In the job duties as a sketch artist depend on the industry in which you work. Positions which are available for sketch artist are:</p> <ul style="list-style-type: none"> Illustrator Comic Artist Character Designing 2D Artist Animator Fashion Illustrator

	<ul style="list-style-type: none"> • Fine Arts Teacher
No of Students	25
Learning Place	Classroom / Lab
Instructional Resources	<ol style="list-style-type: none"> 1. The Urban Sketcher: Techniques for Seeing and Drawing Book by Marc Taro Holmes 2. How to Sketch: A Beginner's Guide to Sketching Book by Liron Yanconsky 3. Magical Jungle: An Inky Expedition & Colouring Book Book by Johanna Basford 4. Gardner's Art Through the Ages Textbook by Helen Gardner 5. Art in Theory 1900 - 2000: An Anthology of Changing Ideas Editors: Charles Harrison, Lecturer in the Department of History Paul Wood, Jason Gaiger 6. Color: A Natural History of the Palette Book by Victoria Finlay 7. Pen & Ink Drawing: A Simple Guide Book by Alphonso Dunn 8. Anatomy for The Artist Book by Sarah Simblet

MODULES

Scheduled Weeks	Module Title	Learning Units	Remarks
Week 1	Orientation/Course Introduction Art History - I	<ul style="list-style-type: none"> • Motivational Lecture (<i>For further detail please see Page No: 3& 4</i>) • Job market • Course Applications • Institute/work ethics • Global Prehistory 30,000-500 B.C.E. Human expression existed across the globe before the written record. While prehistoric art of Europe has been the focus of many introductions to the history of art, very early art is found worldwide and shares certain features, particularly concern with the natural world and humans' place within it. • Ancient Mediterranean 3500 B.C.E. - 300 C.E. Artistic traditions of the ancient Near East and dynastic Egypt focus on representing royal figures and divinities and on the function of funerary and palatial complexes within their cultural contexts. Works of art illustrate the active Full Year, 2015-2016 exchange of ideas and reception of artistic styles among the Mediterranean cultures and the subsequent influence on the classical world. • West and Central Asia 500 B.C.E.- 1980 C.E. The arts of West and Central Asia play a key role in the history of world art, giving form to the vast cultural. 	Home Assignment <ul style="list-style-type: none"> • Task 1 • Task 2 • Task 3 <p><u>Details may be seen at Annexure-I</u></p>
Week 2	Art History – II	<ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) • South, East, and Southeast Asia 300-1980 C.E. The arts of South, East, and Southeast Asia represent some of the world's oldest, most diverse, and most Sophisticated visual traditions. 	<ul style="list-style-type: none"> • Task 4 <p><u>Details may be seen at Annexure-I</u></p>

		<ul style="list-style-type: none"> • Early Europe and Colonial Americas 200-1750 C.E. European medieval art is generally studied in chronological order and divided into geographical regions, Governing cultures, and identifiable styles, with associated but distinctive artistic traditions. 	
Week 3	Understand the basic Principle of Drawing	<ul style="list-style-type: none"> • Motivational Lecture(<i>For further detail please see Page No: 3& 4</i>) Students are introduced to: <ul style="list-style-type: none"> • Describe basic drawing rules and practice sessions. • Demonstrate students to sketch straight lines vertically. Encourage them to do it on minimum 20 sheets. (Sheet size 20" x 30" – Drawing sheet) • Demonstrate students to sketch straight lines horizontal. Encourage them to do it on minimum 20 sheets. (Sheet size 20" x 30" – Drawing sheet) • Demonstrate students to sketch straight lines diagonal; left to right. Encourage them to do it on minimum 20 sheets. (Sheet size 20" x 30" – Drawing sheet) • Demonstrate students to sketch straight lines diagonal; right to left. Encourage them to do it on minimum 20 sheets. (Sheet size 20" x 30" – Drawing sheet) • Demonstrate students to sketch spirals and circles. Encourage them to do it on minimum 20 sheets. (Sheet size 20" x 30" – Drawing sheet) • Ask students to do at least 10 sheets in a class room 	<ul style="list-style-type: none"> • Task 5 <u><i>Details may be seen at Annexure-I</i></u>
Week 4	Still life Drawing - I	<ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) Students are introduced to learn: <ul style="list-style-type: none"> • Introduce students with cube and cuboid blocks • Ask students to draw it with correct proportions 	<ul style="list-style-type: none"> • Task 6 <u><i>Details may be seen at Annexure-I</i></u> • Monthly Test 1

Week 5	Still life Drawing - II	<ul style="list-style-type: none"> • Motivational Lecture(<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to learn:</p> <ul style="list-style-type: none"> • Introduce students with chair with straight lines • Make sure students drawing is balanced and composed on a sheet. • Ask students to draw it with correct proportions 	<ul style="list-style-type: none"> • Task 7 <p><u><i>Details may be seen at Annexure-I</i></u></p>
Week 6	Still life Drawing - III	<ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to learn:</p> <ul style="list-style-type: none"> • Introduce students with bricks composition (at least 4 bricks) • Ask students to draw the details and curves of bricks by following basic line structure • Make sure students drawing is balanced and composed on a sheet. • Ask students to draw it with correct proportions 	<ul style="list-style-type: none"> • Task 8 <p><u><i>Details may be seen at Annexure-I</i></u></p>
Week 7	Still life Drawing – IV	<ul style="list-style-type: none"> • Motivational Lecture(<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to learn:</p> <ul style="list-style-type: none"> • Introduce students with Plant with Pot • Ask students to draw the details and curves by following basic line structure • Make sure students drawing is balanced and composed on a sheet. • Ask students to draw it with correct proportions 	<ul style="list-style-type: none"> • Task 9 <p><u><i>Details may be seen at Annexure-I</i></u></p>
Week 8	Still life Drawing – V	<ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to learn:</p> <ul style="list-style-type: none"> • Introduce students with a bottle of glass • Ask students to draw the details and curves by following basic line structure • Make sure students drawing is balanced and composed on a sheet. • Ask students to draw it with correct proportions 	<ul style="list-style-type: none"> • Task 10 <p><u><i>Details may be seen at Annexure-I</i></u></p> <p>• Monthly Test 2</p>

Week 9	Still life Drawing – VI	<ul style="list-style-type: none"> • Motivational Lecture(For further detail please see Page No: 3& 4) <p>Students are introduced to learn:</p> <ul style="list-style-type: none"> • Introduce students with a shoes composition • Ask students to draw the details and curves by following basic line structure • Make sure students drawing is balanced and composed on a sheet. • Ask students to draw it with correct proportions 	<ul style="list-style-type: none"> • Task 11 <p><u>Details may be seen at Annexure-I</u></p>
Week 10	Still life Drawing – VII	<ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) <p>Students are introduced to learn:</p> <ul style="list-style-type: none"> • Introduce students with a composition of plant, bricks and shoes • Ask students to draw the details and curves by following basic line structure • Make sure students drawing is balanced and composed on a sheet. • Ask students to draw it with correct proportions 	<ul style="list-style-type: none"> • Task 12 <p><u>Details may be seen at Annexure-I</u></p>
Week 11	Still life Drawing – VIII	<ul style="list-style-type: none"> • Motivational Lecture (For further detail please see Page No: 3& 4) <p>Students are introduced to learn:</p> <ul style="list-style-type: none"> • Introduce students with shading styles • Ask students to experiment multiple shading styles • Make sure students shade is balanced • Introduce with steel objects • Make sure students drawing and shading are progressing 	<ul style="list-style-type: none"> • Task 13 <p><u>Details may be seen at Annexure-I</u></p>
Week 12	Still life Drawing – IX	<ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) <p>Students are introduced to learn:</p> <ul style="list-style-type: none"> • Introduce students plastic wrappers • Make sure students get the idea of 	<ul style="list-style-type: none"> • Task 14 <p><u>Details may be seen at Annexure-I</u></p>

		shading and drawing <ul style="list-style-type: none"> • Ask students to try multiple line variations. • Ask students to compose their drawing neatly. 	
	Start Preparing your portfolio	<ul style="list-style-type: none"> • Motivational Lecture(<i>For further detail please see Page No: 3& 4</i>) Students are introduced to: <ul style="list-style-type: none"> • the concept of design portfolios • the concept of present design work/projects in a professional manner • websites that provide free portfolio hosting such as Behance and Dribbble • creating a portfolio • how to select work for presenting in your portfolio 	
	Build your CV	Download professional CV template from any good site (https://www.coolfreecv.com or relevant) <ul style="list-style-type: none"> • Add Personal Information • Add Educational details • Add Experience/Portfolio • Add contact details/profile links 	
Week 13	Midterm		
Week 14	Live Drawing – I And Theoretical Study of Human Anatomy	<ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) Students are introduced to: <ul style="list-style-type: none"> • Introduce students to the anatomy of Human figure • Let them study reference books before going to practical. • Encourage students to understand basic hand rules of whole figure • Make them understand concept of measurement and freestyle sketching 	<ul style="list-style-type: none"> • Home Assignment • Task 15 <u>Details may be seen at Annexure-I</u>
Week 15	Live Drawing – II	<ul style="list-style-type: none"> • Motivational Lecture (<i>For further detail please see Page No: 3& 4</i>) Students are introduced to: <ul style="list-style-type: none"> • Introduce students with basic rule of sketching “Eye” • Make them understand through line drawing • After line drawing, make sure student sketch properly • Ask students to sketch at least 50 	<ul style="list-style-type: none"> • Task 16 <u>Details may be seen at Annexure-I</u>

		<p>Eyes with different materials</p> <ul style="list-style-type: none"> • Introduce students with basic rule of sketching “Nose” • Make them understand through line drawing • After line drawing, make sure student shade properly • Ask students to sketch at least 50 Nose with different materials 	
	Introduction to Freelancing	<ul style="list-style-type: none"> • Motivational Lecture <i>(For further detail please see Page No: 3& 4)</i> <p>Students are introduced to:</p> <ul style="list-style-type: none"> • the concept of freelancing • how to become freelance and create a sustainable income • pros and cons of freelancing • the ethical and professional way of becoming a productive freelancer • resources available for freelancing in the field of design • how to join freelancing sites • the process of creating a freelancing profile 	<ul style="list-style-type: none"> • Task 16
	Create an account profile on Fiverr (at least two gigs) and Upwork	<p>Create an account by following these steps:</p> <p>Step 1: Personal Info Step 2: Professional Info Step 3: Linked Accounts Step 4: Account Security</p>	<ul style="list-style-type: none"> • Task 16
Week 16	Live Drawing – III	<ul style="list-style-type: none"> • Success stories <i>(For further detail please see Page No: 3& 4)</i> <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Introduce students with basic rule of sketching “Lips” • Make them understand through line drawing • After line drawing, make sure student sketch properly • Ask students to sketch at least 50 Lips with different materials <ul style="list-style-type: none"> • Introduce students with basic rule of sketching “Ear” • Make them understand through line drawing • After line drawing, make sure student shade properly • Ask students to sketch at least 50 	<ul style="list-style-type: none"> • Task 17 <p><u>Details may be seen at Annexure-I</u></p>

		Ears with different materials	
Week 17	Live Drawing – IV	<ul style="list-style-type: none"> • Motivational Lecture (<i>For further detail please see Page No: 3& 4</i>) • Introduce students with basic rule of sketching “Hand Gestures” • Make them understand through line drawing • After line drawing, make sure student shade properly • Ask students to sketch at least 50 Hands with different materials • Introduce students with basic rule of sketching “Foot Gestures” • Make them understand through line drawing • After line drawing, make sure student shade properly • Ask students to sketch at least 50 Foot with different materials 	<ul style="list-style-type: none"> • Task 18 <p><u>Details may be seen at Annexure-I</u></p> <ul style="list-style-type: none"> • Monthly Test 3
Week 18	Live Drawing – V	<ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) • Introduce students with basic rule of sketching “Human Figure” • Arrange a male model of old age for reference • Ask students to sketch him in sitting posture on the same chair used before for chair sketching • Ask model to stand straight to sketch • Make them understand through line drawing • After line drawing, make sure student shade properly 	<ul style="list-style-type: none"> • Task 19 <p><u>Details may be seen at Annexure-I</u></p>
Week 19	Live Drawing – VI	<ul style="list-style-type: none"> • Motivational Lecture (<i>For further detail please see Page No: 3& 4</i>) • Introduce students with basic rule of sketching “Human Figure” • Arrange a male model of old age for reference • Ask students to sketch model in laying posture • Ask students to sketch model in standing posture with one leg put on 	<ul style="list-style-type: none"> • Task 20 <p><u>Details may be seen at Annexure-I</u></p>

		chair <ul style="list-style-type: none"> • Make them understand through line drawing • After line drawing, make sure student shade properly • Make sure student practice quick sketching; 30 minutes sketch, 15 minutes sketch and 5 minutes sketch. 	
Week 20	Live Drawing and Still Life	<ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) • Introduce students with basic rule of sketching “Human Figure & Still Life Objects” • Arrange a male model of old age for reference • Arrange still life objects like different plants, shapes and create an environment • Ask students to sketch the whole visual 	•Task 21 <u>Details may be seen at Annexure-I</u>
Week 21	On the job training (2 weeks)	On the job training for 2 weeks: <ul style="list-style-type: none"> • Aims to provide 2 weeks of industrial training to the Trainees as part of the overall training program • Ideal for the manufacturing trades • As an alternative to the projects that involve expensive equipment • Focuses on increasing Trainee’s motivation, productivity, efficiency, and quick learning approach. 	•Task 22 <u>Details may be seen at Annexure-I</u>
Week 22	Live Drawing and Still Life Quick Sketching	<ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) • Introduce students with basic rule of sketching “Human Figure & Still Life Objects” • Arrange a male model of old age for reference • Arrange still life objects like different plants, shapes and create an environment • Ask students to sketch the whole visual in quick sketch. • Ask students to compose in less than 15 minutes. 	•Task 23 <u>Details may be seen at Annexure-I</u>
	How to search and apply for jobs in at least two	<ul style="list-style-type: none"> • Browse the following website and create an account on each website 	

	labor marketplace countries (KSA, UAE, etc.)	<ul style="list-style-type: none"> ✓ Bayt.com – The Middle East Leading Job Site ✓ Monster Gulf – The International Job Portal ✓ Gulf Talent – Jobs in Dubai and the Middle East <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ✓ Company ✓ Category ✓ Location ✓ All jobs ✓ Agency ✓ Industry 	<p>• Task 23</p> <p><u>Details may be seen at Annexure-I</u></p>
Week 23	Fabric Drawing	<ul style="list-style-type: none"> • Motivational Lecture (For further detail please see Page No: 3& 4) • Introduce students with basic rule of sketching “Fabric” • Arrange a fabric (shirt, dupatta, shall) for reference • Ask students to sketch fabric along with shades and details • Ask students to observe the fabric • Place fabric in multiple styles; make a knot, hang it and place it on chair. • After line drawing, make sure student shade properly • Make sure students are able to draw in line variations 	<p>• Task 24</p> <p><u>Details may be seen at Annexure-I</u></p>
Week 24	Calligraphy	<ul style="list-style-type: none"> • Motivational Lecture (For further detail please see Page No: 3& 4) • Introduce students with basic rule of “Calligraphy” 	<p>• Task 25</p>

		<ul style="list-style-type: none"> • Terminologies used in calligraphy • Overview of tools and set up before writing • Posture and pen handling • Drills and strokes • Stroke • Make sure students get the idea of calligraphy and ensure the love for it. 	<u>Details may be seen at Annexure-I</u>
Week 25		<ul style="list-style-type: none"> • Motivational Lecture (For further detail please see Page No: 3& 4) • English Lowercase letterforms • English Uppercase letterforms • Structure of Urdu letters • Spacing • Make sure students make a good composition of letters and words in Urdu and English both. 	<p>• Task 25</p> <p><u>Details may be seen at Annexure-I</u></p>
Week 26	Entrepreneurship and Final Assessment in project	<ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) • Job Market Searching • Self-employment • Introduction • Fundamentals of Business Development • Entrepreneurship • Startup Funding • Business Incubation and Acceleration • Business Value Statement • Business Model Canvas • Sales and Marketing Strategies • How to Reach Customers and Engage • Stakeholders Power Grid • RACI Model, SWOT Analysis, PEST Analysis • SMART Objectives • OKRs • Cost Management (OPEX, CAPEX, ROCE, etc.) 	<p>• Task 26</p> <p><u>Details may be seen at Annexure-I</u></p> <p>Final Assessment</p>
Final Assessment			

Tasks For Certificate in Advanced Welding

Task No.	Task	Description	Week
1.	Find the career path	<ul style="list-style-type: none"> Prepare a career path related to your course and also highlight the emerging trends in the local as well as international market 	Week 1
2.	Work Ethics	<ul style="list-style-type: none"> Generate a report on Institute work ethics and professionalism related to your course 	
3.	<ul style="list-style-type: none"> Global Prehistory 30,000-500 B.C.E. Ancient Mediterranean 3500 B.C.E. - 300 C.E. West and Central Asia 500 B.C.E.-1980 C.E. 	<ul style="list-style-type: none"> Search for relevant art work of the era 	
4.	<ul style="list-style-type: none"> South, East, and Southeast Asia 300-1980 C.E. Early Europe and Colonial Americas 200-1750 C.E. 	<ul style="list-style-type: none"> Search for relevant art work of the era 	Week-2
5.	Understand the basic Principle of Drawing	<ul style="list-style-type: none"> Ensure that students do the exercise from home as well Encourage them to complete it neatly and consciously 	Week 3
6.	Still life Drawing - I	<ul style="list-style-type: none"> Know your pencils Having the right pencil to begin drawing your pencil sketch is one of the most essential sketching tips. The hardness of the graphite is indicated on the side of the pencil: 'B' pencils are softer, 'H' are harder, and 'HB' sits in the middle Encourage students to work from home on shoe boxes and other real life materials as an assignment 	Week 4

7.	Still life Drawing - II	<ul style="list-style-type: none"> Take control of your pencil <ul style="list-style-type: none"> ✓ Hatching ✓ Cross-hatching ✓ Scribbling Assign students to sketch other chairs & tables from home or environment 	Week 5
8.	Still life Drawing - III	<ul style="list-style-type: none"> Vary your lines Not all lines are equal. Subtle shifts in the width and darkness of your lines will create a dynamic, visually interesting drawing. Encourage students to practice other box shaped material with details. 	Week 6
9.	Still life Drawing - IV	<ul style="list-style-type: none"> Avoid smudging When shading, use an extra piece of paper underneath your hand Ask students to practice different kind of plants, pottery and ceramics material in sketching. 	Week 7
10.	Still life Drawing - V	<ul style="list-style-type: none"> Control your edges Lost edges occur when the object and background values start to blend together, so the edge is implied rather than defined. Undefined edges need to be deciphered by the viewer themselves. Encourage children to practice different shoes from home. 	Week 8
11.	Still life Drawing - VI	<ul style="list-style-type: none"> Use a blending stick for smooth shading It is possible to create smooth, blended effects using pencils – for example, to capture a sky. Ask students to sketch multiple compositions from home or still life drawings. 	Week 9
12.	Still life Drawing – VII	<ul style="list-style-type: none"> Apply the 70/30 rule One of the most vital sketching tips is that less can be more! The 70/30 rule helps you create effective compositions. The idea is that 30 per cent of your sketch is filled with the main focus and detail, and the remaining 70 per cent is filler. Ask students to practice shading and other elements for better results. 	Week 10
13.	Still life Drawing – VIII	<ul style="list-style-type: none"> Make it (almost) symmetrical A good way to prevent symmetrical drawing is to add some subtle changes and only keep the general lines symmetrical instead of mirroring every small part. Keeping some elements 	Week 11

		<p>asymmetrical helps to avoid boring repetition.</p> <ul style="list-style-type: none"> Encourage students to draw compositions and follow the rules and aesthetics. 	
14.	Still life Drawing – IX	<ul style="list-style-type: none"> Encourage students to draw compositions and follow the rules and aesthetics. Encourage students to upload their work on multiple portfolio platforms. Such as; Behance, Adobe Portfolio, Wix & Dribbble. Help students to design their professional Curriculum Vitae (CV) 	Week 12
15.	Live Drawing – I And Theoretical Study of Human Anatomy	<ul style="list-style-type: none"> Differentiate different textures To show different textures within your sketch, you need to adjust your technique. Ask students to read out the basics of Human Anatomy Encourage students to understand how to measure human figure 	Week 14
16.	Live Drawing – II	<ul style="list-style-type: none"> Master realism, then try something more stylized Sketches don't have to be realistic. It's vital to focus on creating realistic sketches first – considering elements such as lighting, values, proportions and anatomy – before trying something more stylized. Encourage students to practice more and more so they can have maturity in their work. Encourage students to develop their online accounts on freelancing websites. Tell them about the structure and workflow of different freelancing websites. Such as; Fiverr and UpWork. Ask children to setup their profile, set their first profile gig and help them to get their first order 	Week 15
17.	Live Drawing – III	<ul style="list-style-type: none"> Make characters readable as silhouettes Character design is a whole discipline in itself, but this helpful sketching technique is a good place to start. Have you ever noticed that every important character in an animation movie is recognizable from their shadow alone? Encourage students to practice more and more so they can have maturity in their work. 	Week 16
18.	Live Drawing – IV	<ul style="list-style-type: none"> Create contrast Contrast helps direct the viewer's eye within a sketch. When people talk about contrast they're usually referring to a difference in 	Week 17

		<p>value, where light and dark areas are juxtaposed.</p> <ul style="list-style-type: none"> Encourage students to practice more and more so they can have maturity in their work. 	
19.	Live Drawing – V	<ul style="list-style-type: none"> Create Contrast but not everywhere Contrast is a powerful tool – but don't be tempted to create high contrast everywhere in your drawing. Subtle shading can be just as effective when it comes to showcasing form and detail. Encourage students to practice more and more so they can have maturity in their work. 	Week 18
20.	Live Drawing – VI	<ul style="list-style-type: none"> Flip your image with tracing paper If you've spent a long time looking at a drawing, it can be difficult to see where the errors are and that's where these sketching tips come in. Encourage students to practice more and more so they can have maturity in their work. 	Week 19
21.	Live Drawing and Still Life	<ul style="list-style-type: none"> Make gradients work for you The scope of the gradient is important as well. A gradient that covers most of the drawing or subject matter will influence where the viewer's look and smaller gradients can add a pop of detail and contrast. Encourage students to practice more and more so they can have maturity in their work. 	Week 20
22.	Build your CV	<ul style="list-style-type: none"> Upgrade your CV and make it more professional by adding more skills to it and portfolio guidelines by enhancing design skills. Try to encourage them to do a project where they have to make their assessment of their skills so it can be easy to pitch their services and skills Ask them to read out some books in references so they can have intellect and theoretical exposure and conduct a viva to ensure the results. 	Week 21
23.	Building better communication skills & Quick Sketching	<ul style="list-style-type: none"> Help students to apply jobs in multiple regions so they can have motivation towards their skills Make them exercise better English Language understanding so it can be helpful to communicate Acknowledge students to go through gigs and proposals made by others and ask them to compare it, to have better understanding. Ask students to practice their quick sketches 	Week 22

24.	Fabric Drawing	<ul style="list-style-type: none"> Encourage students to work on their fabric skills which can help them in exploring and observing critically 	Week 23
25.	Calligraphy	<ul style="list-style-type: none"> Ask students to read out the basics of calligraphy Motivate students start with their names or any name they want to Try to make some calligraphic compositions in Urdu & English both Make them understand the anatomy of letters Aware students with the concept of "Khat" in urdu. 	Week 24 - 25
26.	Job Building, Entrepreneurship & Critical Thinking	<ul style="list-style-type: none"> First ask students to identify a problem in their environment which they want to solve. We can make a group of students which will help them to work as a team. Engage them to brainstorm their ideas and find a creative solution or build a solution of the problem. Make them agree to work with each other. Plan the idea on how much applicable it is. And build a prototype of your work and a presentation of the whole plan Do not forget the financial and cost management while preparing your solution 	Week 26

Motivational Lectures

Drawing faces tutorial

<https://www.youtube.com/watch?v=oQm8Df4UYNw>

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

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

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

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

<https://www.youtube.com/watch?v=tIQ0CWgszI0>

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

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

Still Life Drawing Step By Step

<https://www.youtube.com/watch?v=XJRxC0B4Giw>

Underwater Welder | I AM WOMAN | Lifetime

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

SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE.

Mentor

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

Session- 1 (Communication):

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

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

Activity:	Participant Time	Teacher Time	Mentor Time
Intro Attend and contribute to the scheduled.			
Understand good communication skills and how it works.			
Understand what good communication skills mean			
Understand what skills are important for good communication skills			
Key learning outcomes:	Resources:		Enterprise skills developed:
<ul style="list-style-type: none"> • Understand the communication skills and how it works. 	<ul style="list-style-type: none"> • Podium • Projector • Computer 		<ul style="list-style-type: none"> • Communication • Self Confidence • Teamwork

<ul style="list-style-type: none"> • Understand what communication skills mean • Understand what skills are important for communication skills 	<ul style="list-style-type: none"> • Flip Chart • Marker 	
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Schedule	Mentor Should do
Welcome: 5 min	Short welcome and ask the Mentor to introduce him/herself. Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.
Icebreaker: 10 min	Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead. The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.
Introduction & Onboarding: 20mins	Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following: 1. Explanation of the program and structure. (Kamyab jawan Program) 2. How you will use your communication skills in your professional life. 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) 4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.
Team Activity Planning: 30 minutes	MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how. <ul style="list-style-type: none"> • “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY • “BRAINSTORMING SOCIAL PROBLEMS” TEAM

	<p>ACTIVITY”</p> <p><i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.</i></p> <p>Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to communicate, the role of the project manager, etc. Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this.</p> <p>Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p>Session Close: 5 minutes</p>	<p>MENTOR: Close the session with the opportunity for anyone to ask any remaining questions.</p> <p>Instructor: Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

SUCCESS STORY

S. No	Key Information	Detail/Description
1.	Self & Family background	<p>Umair Najeeb Khan, 26-year-old Islamabad based freelance illustrator, comic book artist and an aspiring story-teller rose to fame after his version of Pakistani superheroes went viral.</p> <p>I illustrate for children's books, do publicity designs for films, design characters, and am in the process of publishing a children's book of my own.</p> <p>I think one huge problem is not having a proper channel for online payments like PayPal. So many international artists have their patrons and crowd source their passion projects. Not having something as basic as PayPal limits us in a lot of ways.</p> <p>The artists who inspire me the most are Aaron Blaise and Chris Sanders' work, Babs Tarr is one of my favourite comic artist and Patrick Brown and from our Pakistani industry, I love all the artists, they all inspire me one way or another and are always willing to help others learn - to name a few I like Anas Riasat, Saad Irfan, Zabad Anwer, Syed Jeem, Naiha Raza, Mushk Rizvi, Ameer Ali, Mufaddal Iqbal, Umair Najeeb Khan, Bilal Bhatti, Haris Mansoor, Saib, Javeria Khoso, Hamza Bajwa, Maha, the list is still so long.</p>
2.	How he came on board NAVTTC Training/ or got trained through any other source	NA
3.	Post-training activities	<p>Umair Najeeb Khan, who inspire me the most are Aaron Blaise and Chris Sanders' work, Babs Tarr is one of my favourite comic artist and Patrick Brown and from our Pakistani industry, I love all the artists, they all inspire me one way or another and are always willing to help others learn - to name a few I like Anas Riasat, Saad Irfan, Zabad Anwer, Syed Jeem, Naiha Raza, Mushk Rizvi, Ameer Ali, Mufaddal Iqbal, Umair Najeeb Khan, Bilal Bhatti, Haris Mansoor, Saib, Javeria Khoso, Hamza Bajwa, Maha, the list is still so long.</p>
4.	Message to others (under training)	<p>Take the training opportunity seriously</p> <p>Impose self-discipline and ensure regularity</p> <p>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

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.