



# THE STORY OF GRAPHIC DESIGN

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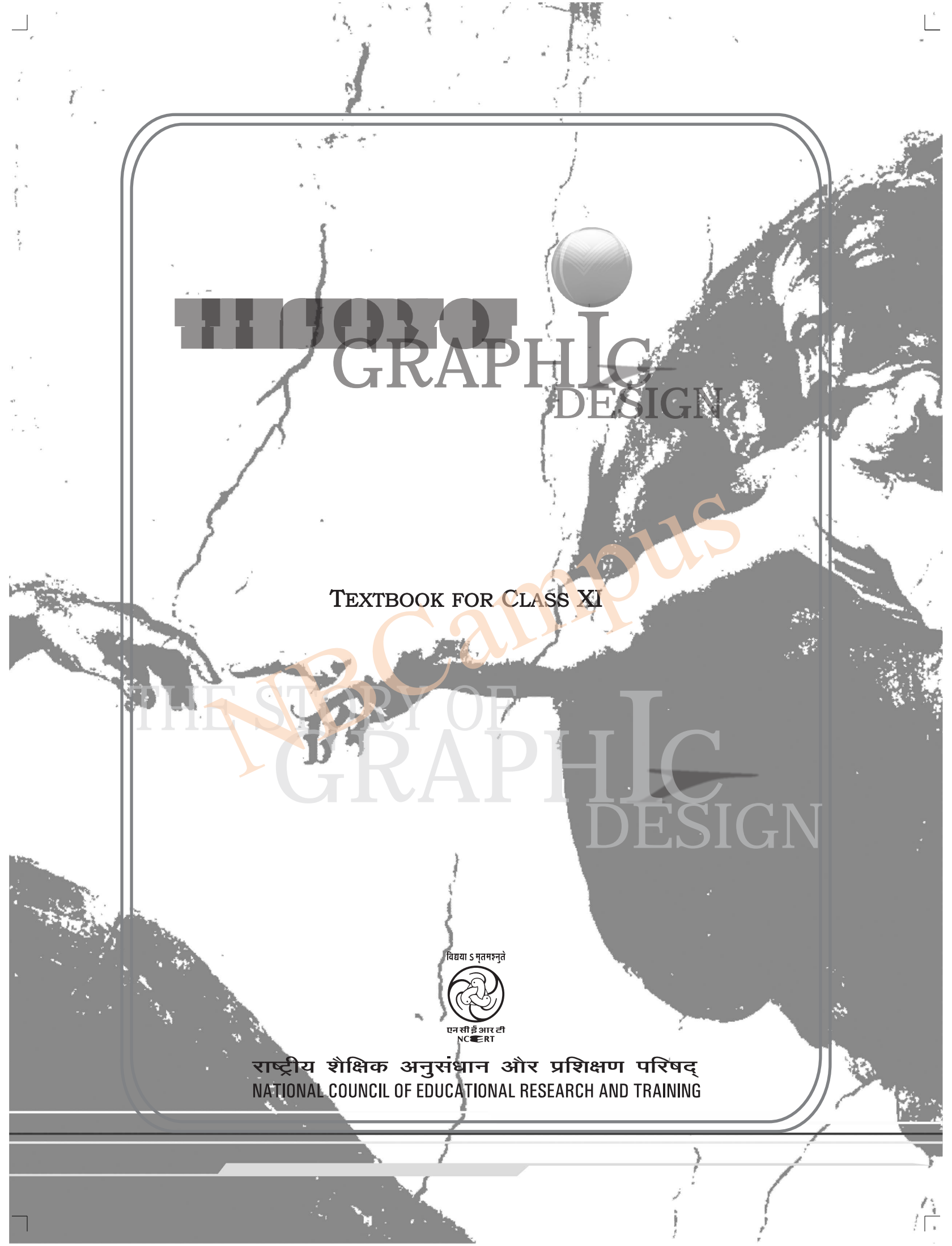
DESIGN

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Textbook for Class XI



**GRAPHIC  
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TEXTBOOK FOR CLASS XI

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एन सी ई आर टी  
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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## FOREWORD

The National Curriculum Framework (NCF)–2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education–1986.

One of the key recommendation of the NCF is to increase the number of options available at the senior secondary level. Following this recommendation, National Council of Educational Research and Training (NCERT) has decided to introduce certain new areas highlighted in the NCF for their potential for encouraging creativity and interdisciplinary understanding. The present textbook attempts to provide a new pedagogic approach to the specialised study of Graphic Design. This approach focuses on combining background knowledge with practical experience.

This initiative can succeed only if school principals, parents and teachers recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days is actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands on experience.

NCERT appreciates the hard work done by the syllabus and textbook development committee. The work for developing this interactive textbook was challenging and the painstaking efforts by its Chief Advisor, Shri Krishan Ahuja are praiseworthy. We are indebted to the institutions and organisations, which have generously permitted us to draw upon their resources, materials and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of

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Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi  
December 2008

*Director*  
National Council of Educational  
Research and Training

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## PREFACE

*The National Curriculum Framework (NCF)–2005*, emphasises the “importance of multiplicity and fluidity of optional subjects at the senior secondary level...” Considering the need the National Council of Educational Research and Training (NCERT) in consent with Central Board of Secondary Education (CBSE) has decided to introduce ‘Graphic Design’ as an optional subject for Classes XI and XII at par with other subjects. Accordingly, the NCERT has developed a Graphic Design course for senior secondary level. This course is being offered to those who have passed Class X or equivalent examination, with or without Art/Drawing/Painting as a subject.

In our day-to-day life we are surrounded by information: logos, signs, symbols, visual images, textual messages and so on. While travelling in a bus, for instance, we see the road, the traffic, and the ‘traffic signs’. Some information is important while some other is not. Some information makes sense to us, other does not. Our eyes and mind are highly selective and always look for information in the surrounding that is useful, meaningful and captures attention that is properly designed or interesting.

This book on ‘Graphic Design’ for Class XI is about enhancing visual awareness and design sensitivity. Everyone of course, uses her/his visual awareness to some extent but graphic designer goes beyond it and is specially trained to get deeper insights into designing information around us in a best possible way. The crafts of ‘how to design’ is not the only concern of this book. The book is about understanding the development and philosophy of graphic art, design and graphic design.

As every student is unique and has different needs similarly the subject of graphic design cannot be taught, like other subjects. Graphic design is taught through the method called ‘Learning by Doing’. A student goes through the whole course of carefully worked out exercises, practical and projects and at the end develops insights about graphic design. At every instance, teacher monitors growth and development of student by looking at individual needs and requirements and by giving personal attention. In the process student learns and get motivation to generate creative ideas, visualisation of creative concepts, use of appropriate medium and materials; and also learns the visual language of graphically expressing and communicating. At the end of the course of Class XI, the student will be capable of understanding various theoretical concepts as well as would have gained sufficient experience of expressing and communicating through graphic design. The students are expected to yearly submission of portfolio consisting of selected works (at least 20) produced during the year. The works should be rich in terms of material exploration and visual impact.

Graphic design has great potential in developing aesthetic sensibility, creativity and skills. The experience and skills gained through this course at school level, may lead students to pursue the subject at higher education since most of the art or art-related institutions offer the opportunity to do a masters level programme in this area to produce a work force. The aesthetics teaches to

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appreciate a work of art. In this age of information technology, if the technical knowledge is combined with creative thinking and execution, there awaits a golden age for creators and graphic designers.

The course is not only linked with the opportunities for higher studies at university level but is also designed to help students to find employment avenues in different fields, institutions, organisations, agencies working for print and non-print media. After leaving school they can get associated with graphic design studios or produce original works of graphic design to become self-reliant.

The Council is grateful to those who have contributed to the development of this textbook. The utility of this book could, of course, be judged by its users, mainly the students, teachers and parents. Their comments, observations and criticism would be greatly valued by NCERT and will certainly help in bringing out a revised version at an appropriate time in future.

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**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the unity and integrity of the Nation;

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

## ACKNOWLEDGEMENT

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- ☐ [http://tdil.mit.gov.in/apr\\_2005.htm](http://tdil.mit.gov.in/apr_2005.htm)
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