

Project - 1

Internship under Clix at TISS.
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Abstract

My internship project was with CLIX at TISS, under the production team. I worked there as an illustrator for the digital math game initially, but very soon i was shifted to work for English curriculum. The following report will be my illustration works for the audio based English story. Attempt was to come up with a new style of illustration that would go with the story and become easy for the rural children to relate with.

About CLIX

The Connected Learning Initiative (CLIX) has been created to provide young people from under-served communities opportunities for participation in quality education offerings through the meaningful integration of technology. CLIX is geared to provide engaging, hands-on learning experiences in Mathematics, three Science subjects, and Communicative English. These resources are being offered to students of government secondary schools in the four Indian states of Chhattisgarh, Mizoram, Rajasthan and Telangana, in their respective regional languages.

CLIX English focuses on Platform-based Learning, Blended Learning, and Peer Learning. Students learn different methods to connect with peers and experts. The course design allows them to provide positive feedback in peer reviews and receive immediate feedback through digital tools. Best of all, the students are the ones who lead the way in communication and collaboration, taking charge of the pace of flow of their lessons.



The Brief

The CLIX team wanted me to create a style guide of illustration for an audio based digital english module . This was a big project that aimed at providing engaging and hands on learning experiences for this english curriculum. The target audience were rural students of standard seventh till ninth. They were looking upto me to complete five lessons which consisted of total 25 frames. They had some conditions for illustrations, which they wanted me to follow. But i also was given a lot of freedom in my own way to set the basis of illustration pattern which would be followed throughout the lesson.

Apart from the story frames, i was expected to make visuals for giffs which would support the questions of the comprehension at the end.

Understanding Content

The script given was for an audio based English curriculum. This was scripted in such a way that it provided informational knowledge to the listeners. The project was meant to run in the major states of Telangana, Mizoram and Rajasthan. The targeted area was the rural villages of these states. This project was floated in the Schools of these villages as a part of their English curriculum.

I was assigned the work for illustrating imagery frames for the English story. It was important to go through the essential details of the targetted area, audience and the structure of the story first to do justice with the visuals and help it become adjustable and fit to the students of these different states at the same time.

The script had three main teenager characters and the story evolves around them. So, i gave these characters the characteristics of what the rural teenager holds. It involved even small detailing to make it specific. The background, was supposed to link with the map which was given. Understanding the map was most important because each frame had to be based and supposed to follow according to the map. Map was a village plan which had markets, gram-panchayat, school, bus stop. So, illustrating these according with the rural feel and keeping the track of the map was important. Also, main concern was that the images didn't look biased to any of the state.

Challenge

> **Standard illustrations-**

The illustrations should not look biased to any particular state. As, this project is carried out in three different states, it was important not to highlight any of the specific feature or costume of any state because then it will become difficult for students of the other state to relate and connect with. It had to be universal to fit every where.

> **Only five frames to express each lesson-**

Each lesson was a brief part of the story which had certain information and story line. There was a lot of content in each lesson and there was limitation of only five frames per lesson. It was an important task to pick up scenes from the story that was important and could be visually expressed in detailed.

> **Follow map-**

The scenario of illustrations should follow the given map of the village. Map had places and landmarks, which were to be included and shown in the illustrations. So, at times same scenes were illustrated in different angles.

> **Illustration style guide-**

I had to make a proper guidelines of the overall treatment of the illustrations which will be followed by the latter illustrators.

Choices made

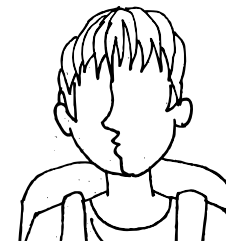
Color-

The entire story of the lesson had village scenario. Keeping that in mind i choose using a little dull color palatte for the frames. I kept the illustrations away from bright and flouroscent colors as it would harm the visuals from relating to the script. Also i avoided using pure pimary colors and black and preffered colors from lighter hue to give rustic feel to the images.



Unbiased facial expression-

The targeted area of this project was rural villages of Telangana, Mizoram and Rajasthan. It was important to maintain a standard facial feature and expression of the characters in the illustrations, so that it did not reveal any of the state identity and remain unbiased. As per the requirement i thought of exempting the characters from eyes, lips, brows etc. and in replacement i used a curvy line to denote the face.



Lesson-1, Frame-1



Scene 1-
Inside bus,
Village crowd

Highlight-
Bus conductor,Zo

Lesson-1, Frame-2



Scene 2-
Outside bus,
Village crowd

Highlight-
Kanasu with
bicycle, dashes Zo

Lesson-1, Frame-3

Scene 3-
Bus stop, Market

Highlight-
Zo got hurt.



Lesson-1, Frame-4



Scene 4-
Bus stop, Market

Highlight-
Zo's Granny
enters

Lesson-1, Frame-5



Scene 5-
Bus stop

Highlight-
All moving away
from bus stop

Lesson-2, Frame-6



Scene 6-
Village street

Highlight-
Zo explaining
about Canals,
roads and bridges

Lesson-2, Frame-7



Scene 7-
Construction site

Highlight-
Sahir pointing
at construction
site

Lesson-2, Frame-8



Scene 8-
Small market

Highlight-
All talking while
they walk

Lesson-2, Frame-9



Scene 9-
Village street

Highlight-
All talking while
walking

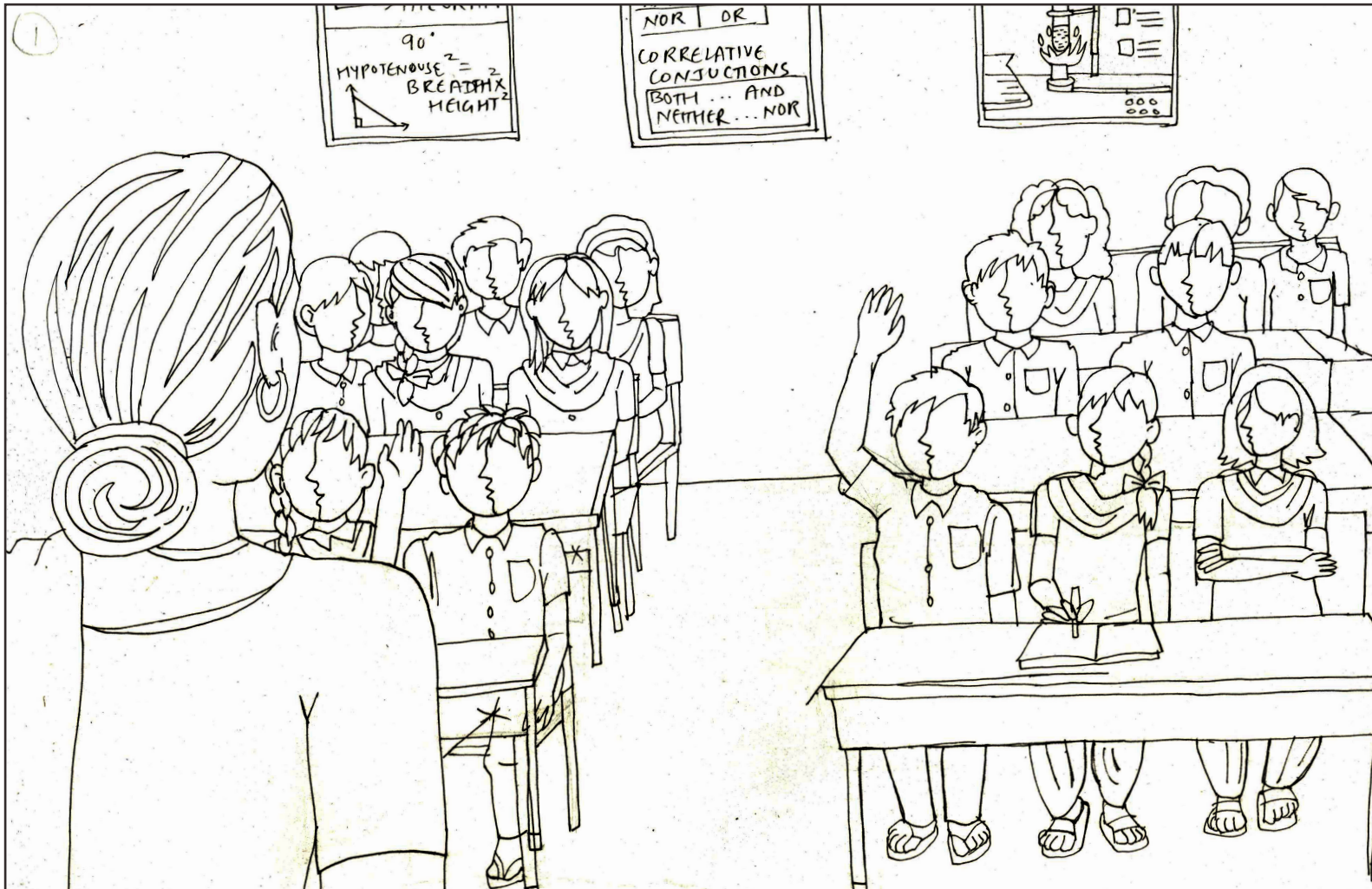
Lesson-2, Frame-10



Scene 10-
Village houses

Highlight-
Granny pointing
at her house

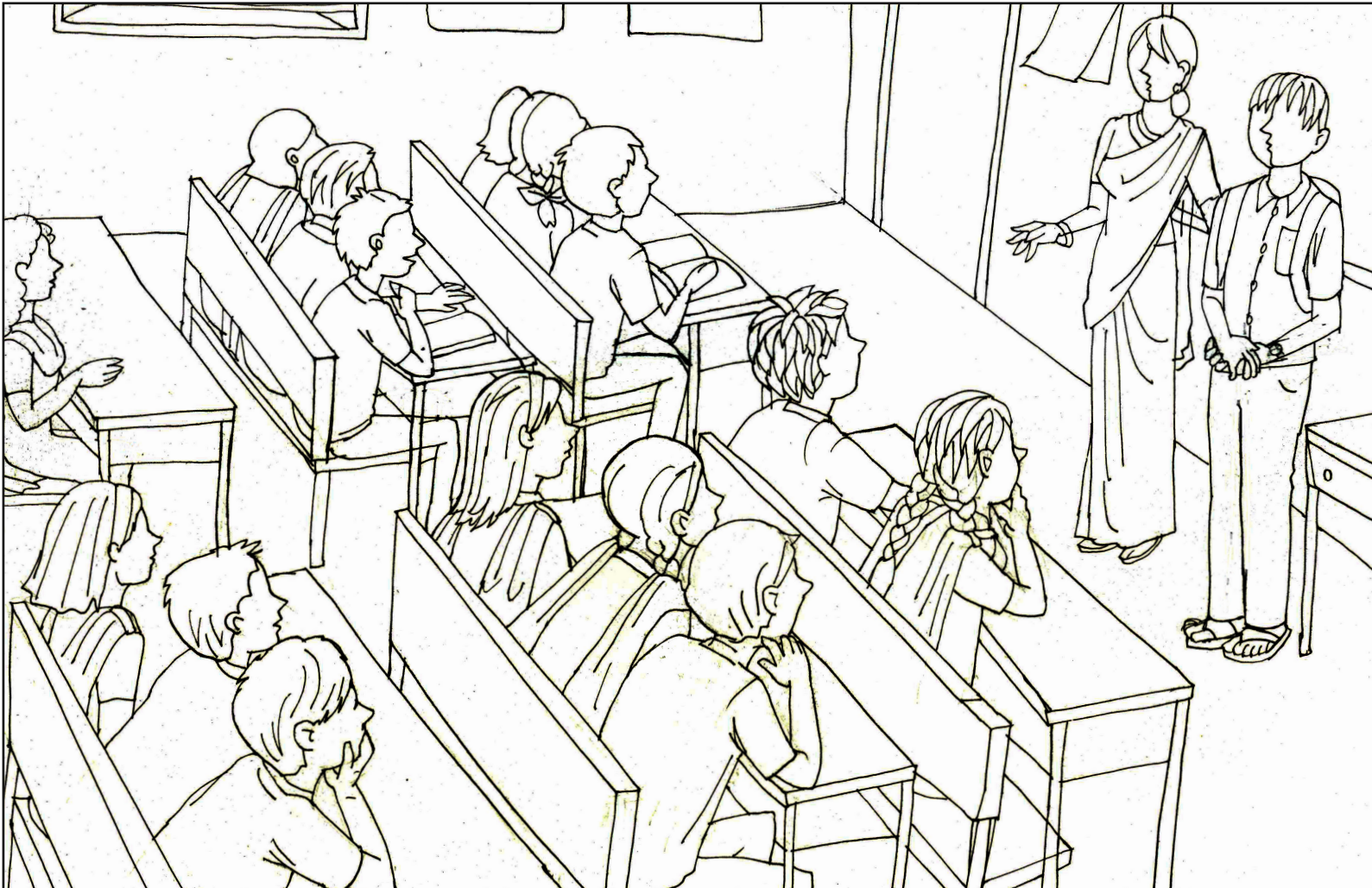
Lesson-3, Frame-11



Scene 1-
Inside class room

Highlight-
Class view

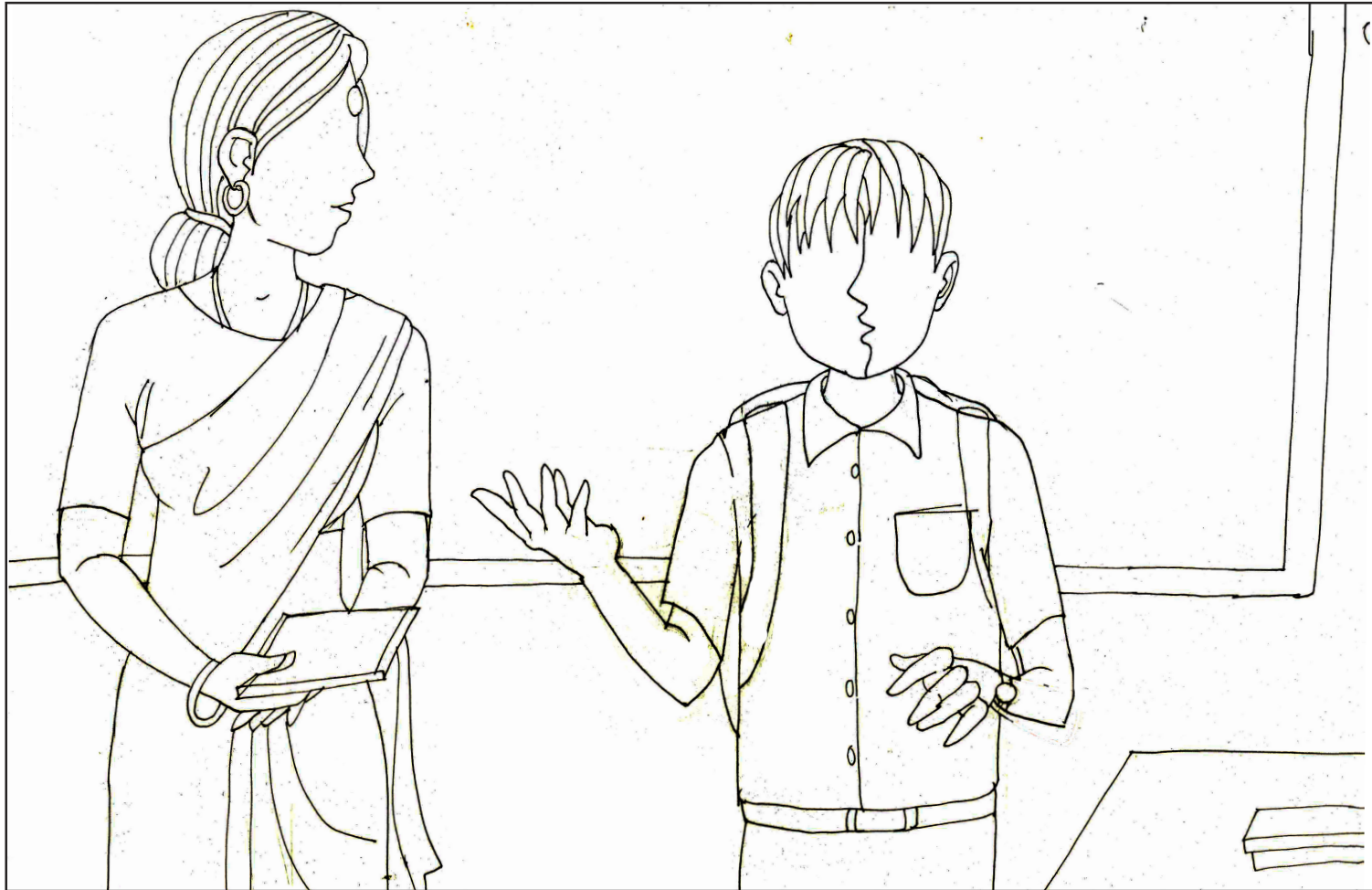
Lesson-3, Frame-12



Scene 12-
Inside class room

Highlight-
Teacher standing
with Zo

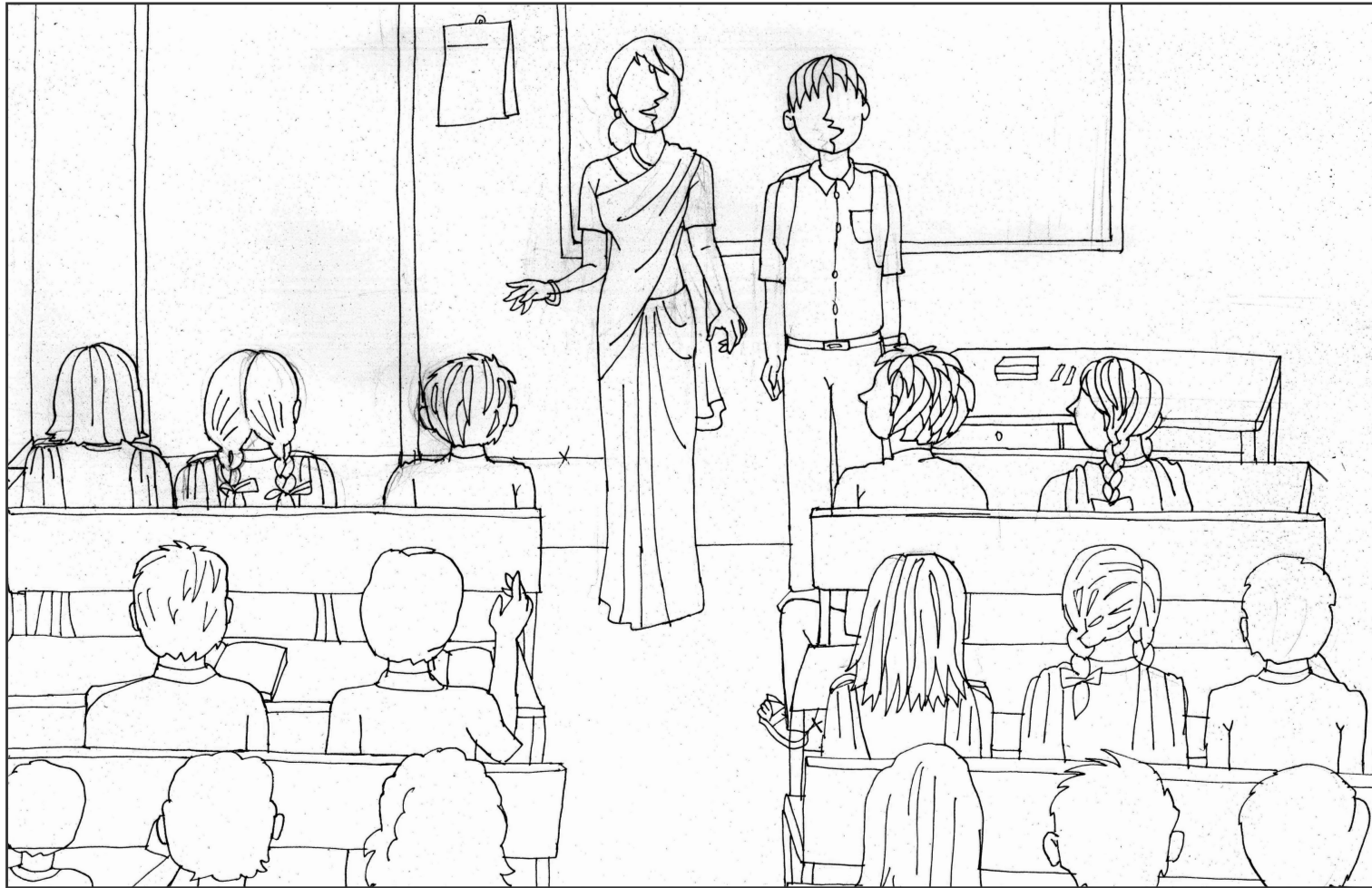
Lesson-3, Frame-13



Scene 13-
Zo's zoomed

Highlight-
Zo's introduction

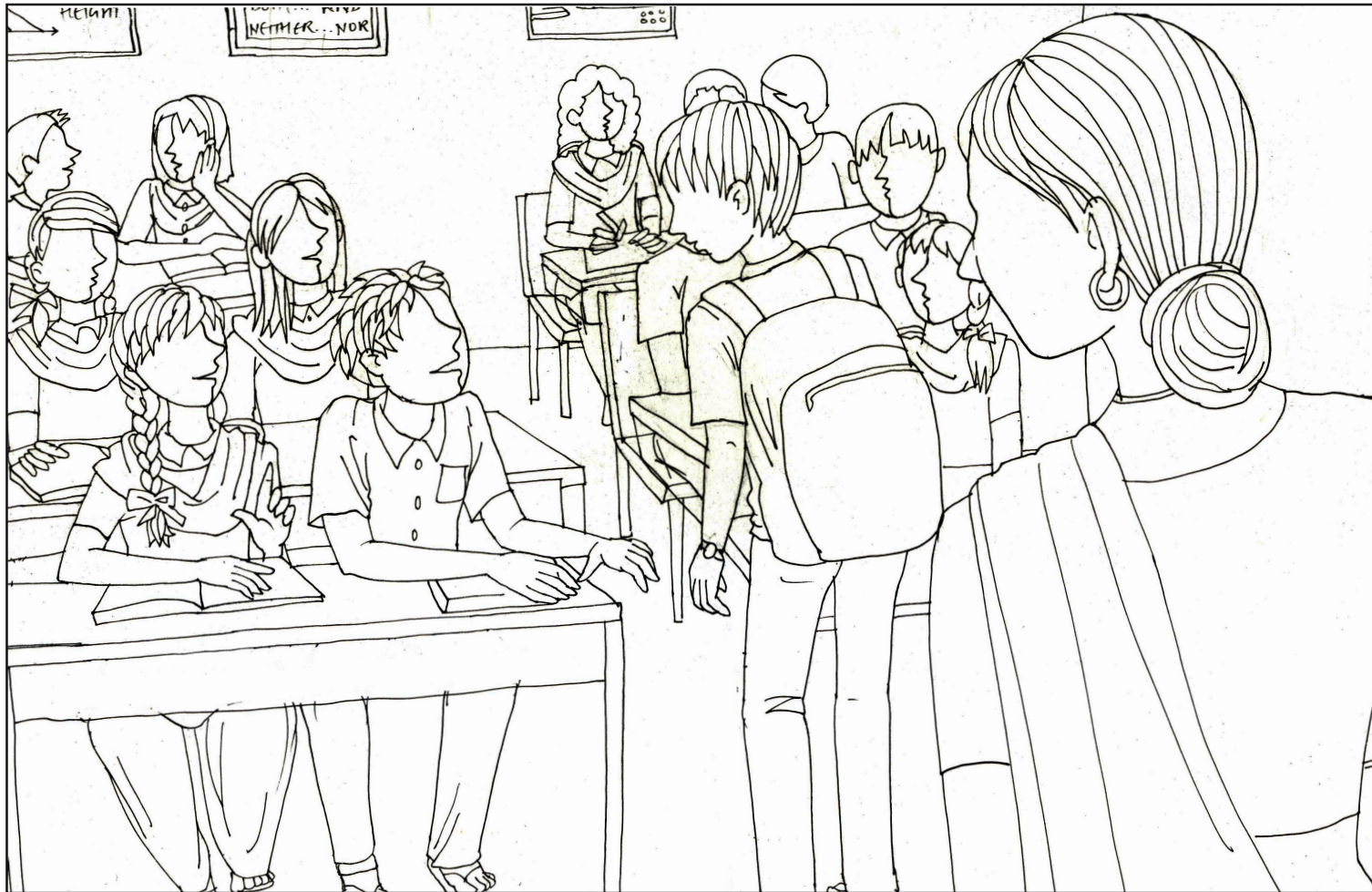
Lesson-4, Frame-14



Scene 14-
Inside Class

Highlight-
Teacher talking

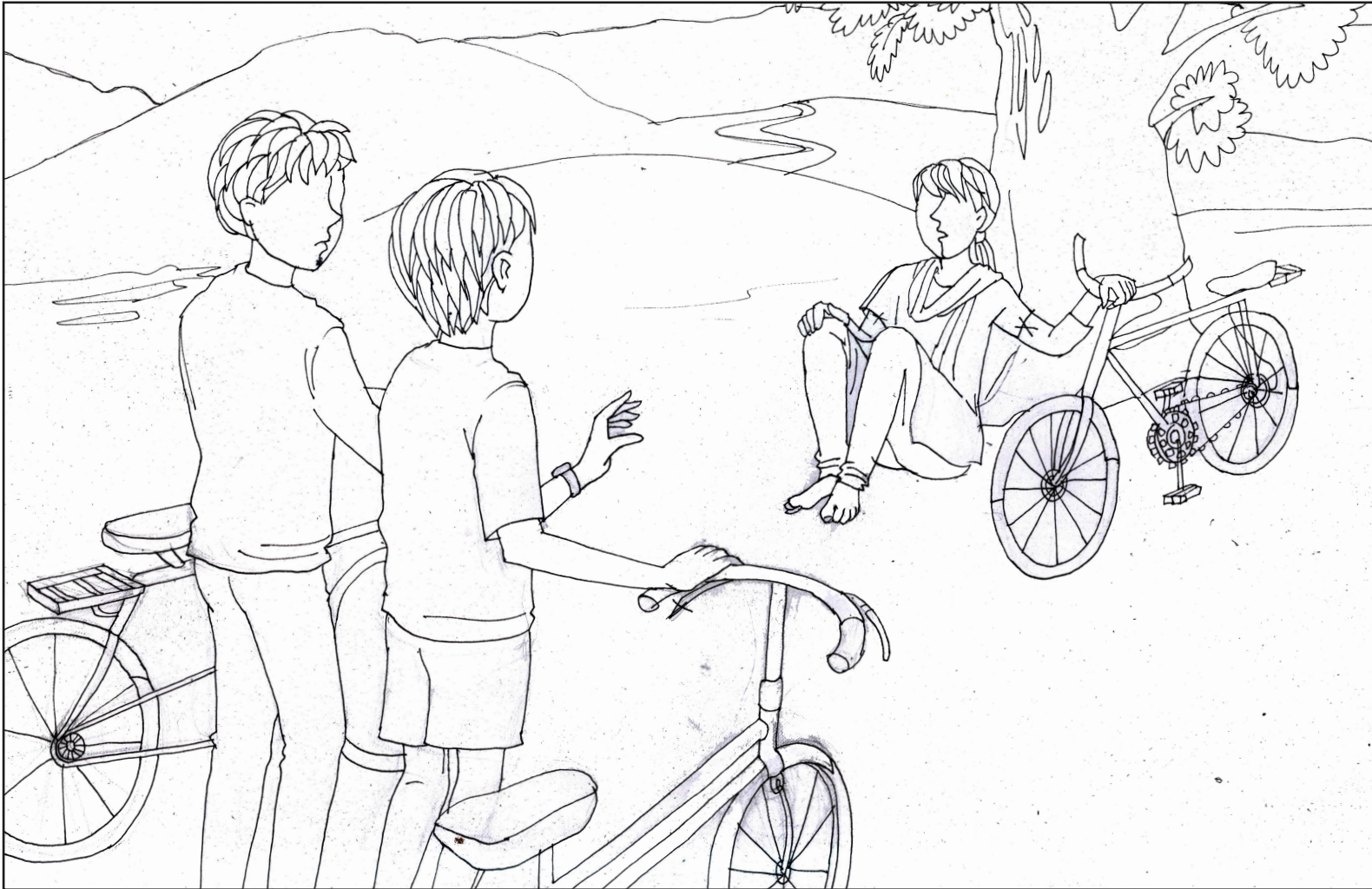
Lesson-4, Frame-15



Scene 15-
Inside class

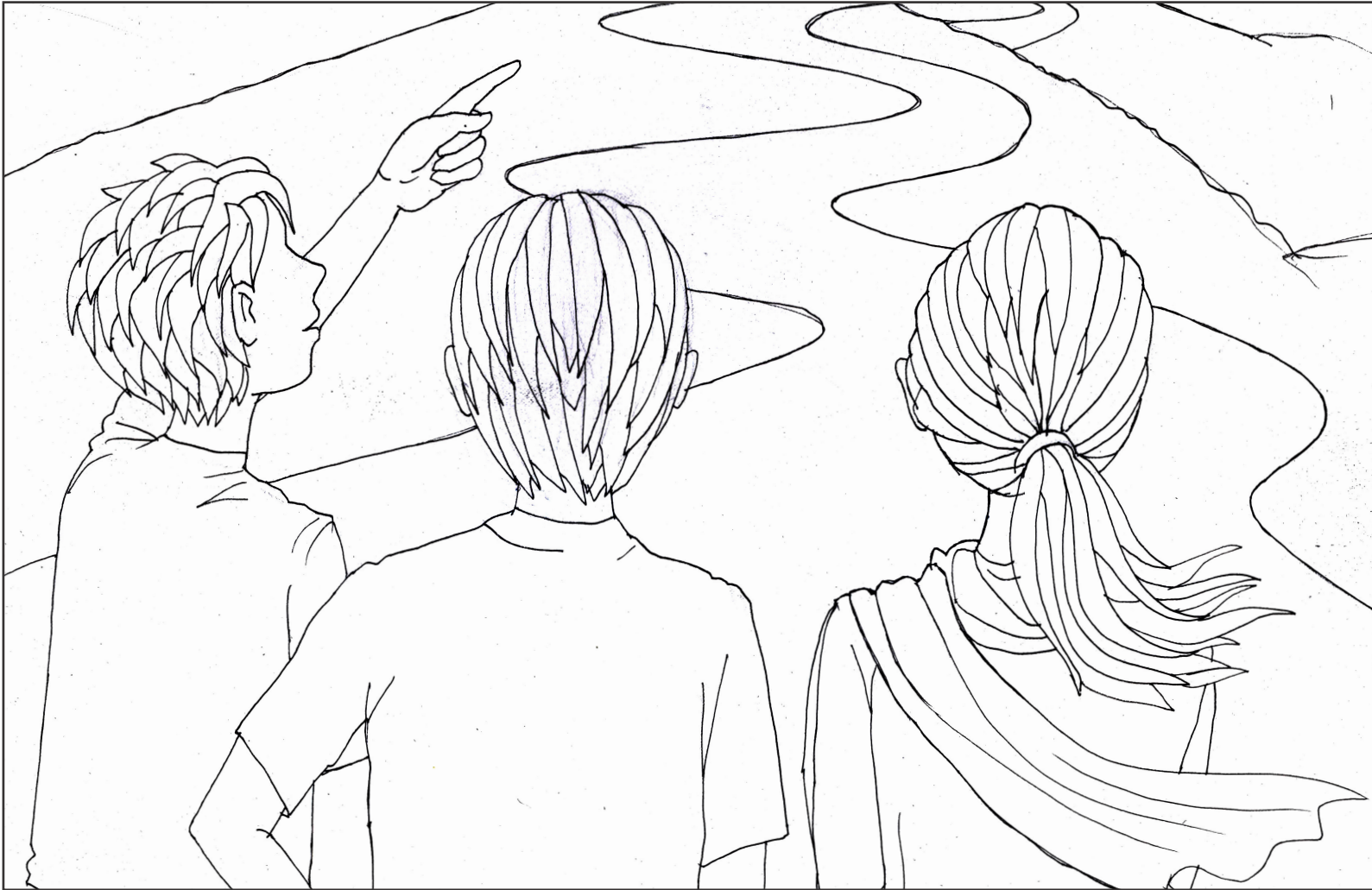
Highlight-
Zo walking
towards Sahir

Lesson-5, Frame-16



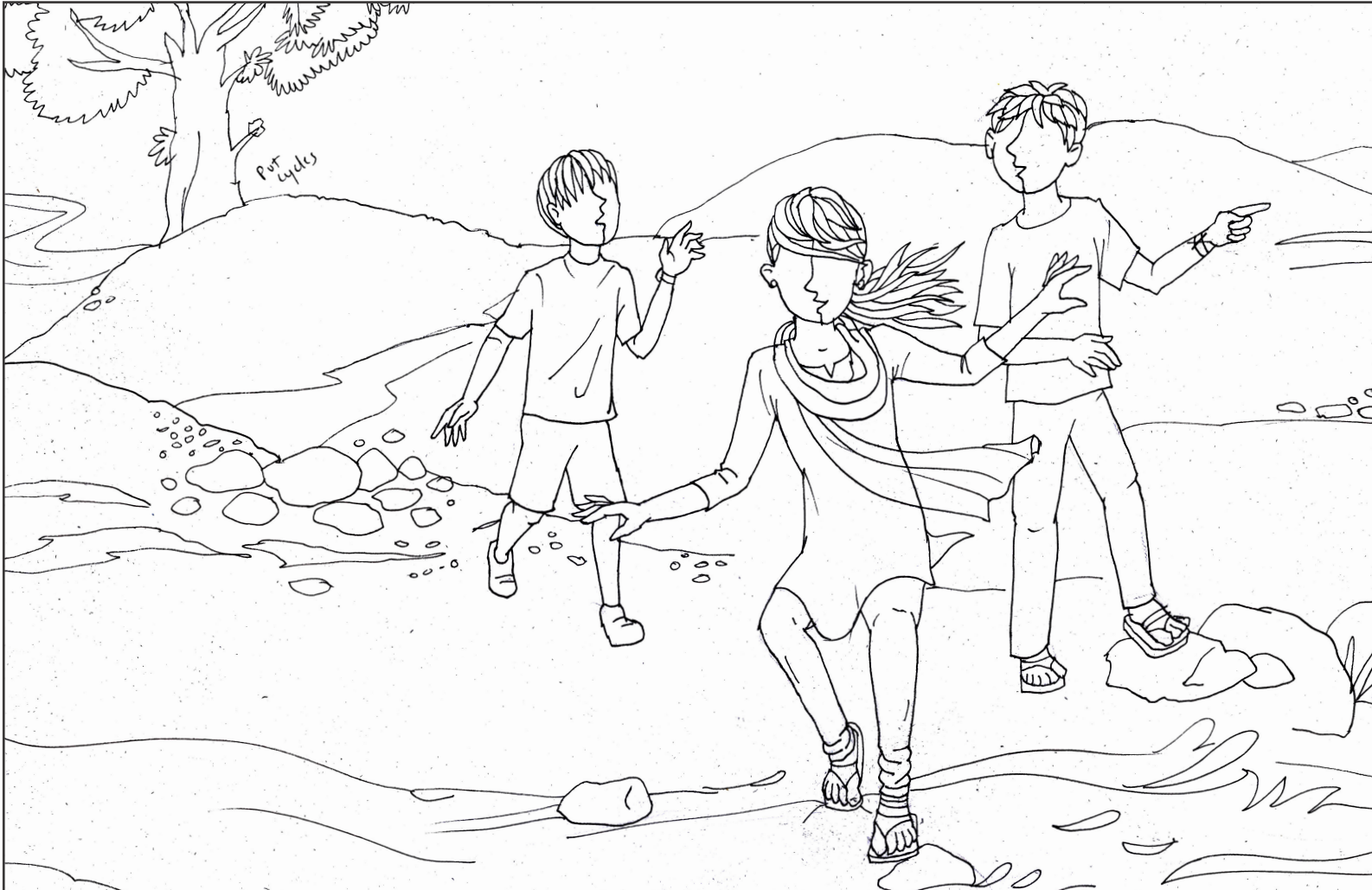
Scene 16-
Hill side

Lesson-3, Frame-17



Scene 17-
Hill top

Lesson-3, Frame-18



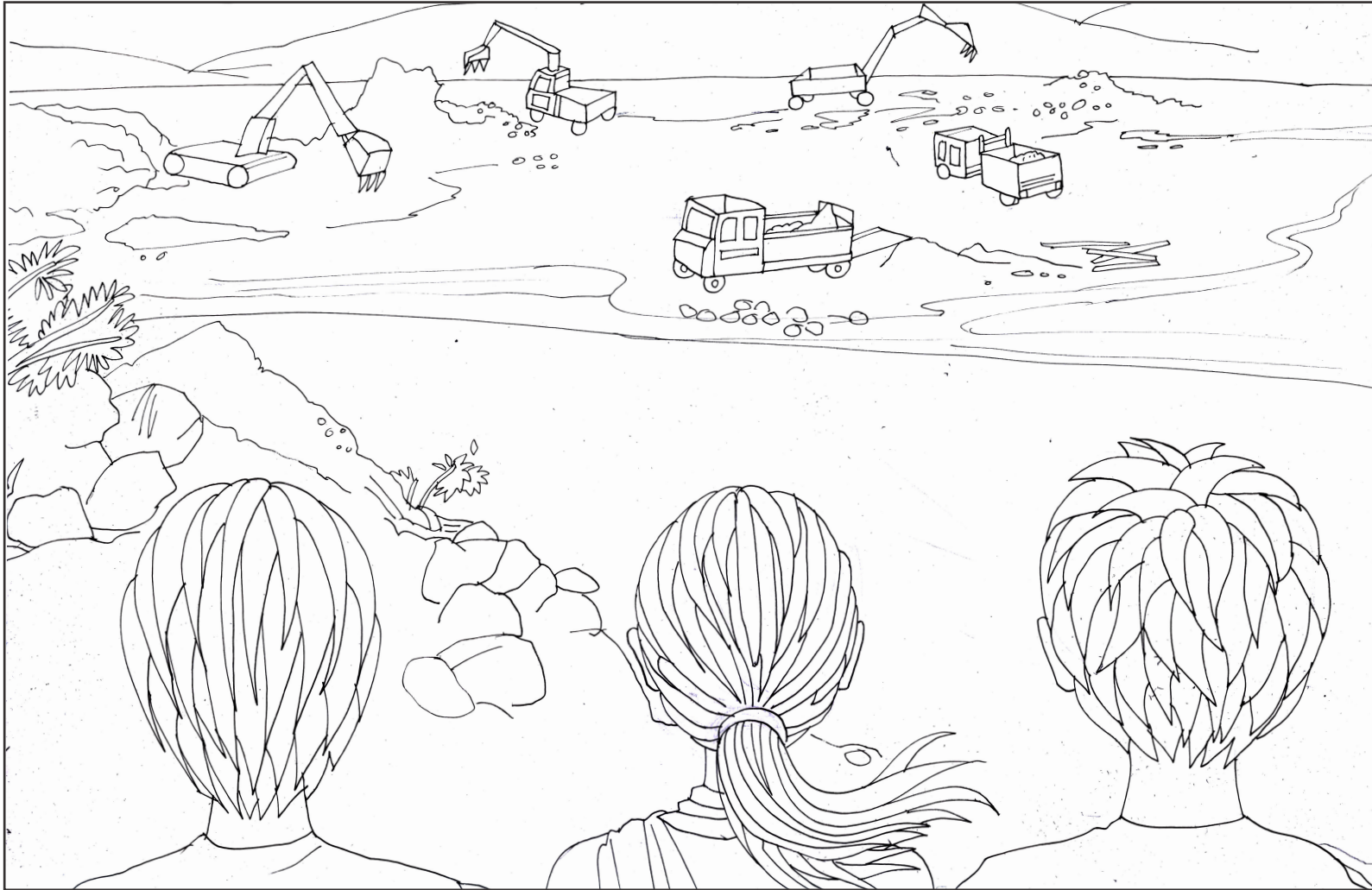
Scene 18-
River side

Lesson-3, Frame-19



Scene 19-
Hill top

Lesson-3, Frame-20



Scene 20
Construction site

Process

I have always supported hand drawn images more than digital works. In CLIX, i was told to make digital illustrations for the story. As the medium was digital, i had to use tools for the illustrations. However, i kept all the illustrations hand drawn in the begining and later turned it into digital medium. I feel, the essence which the hand made drawings hold, digital art does not have.

Firstly, i finalized main characters of the story. Then i drew the illustrations on the paper as demanded by the script. The sketch which i drew remained basics of the background and characters. After that, i sc

Illustrations Guidelines

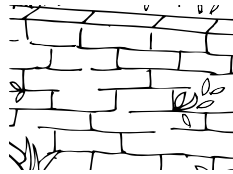
Facial Features -

- > To denote only through a single curvy line.
- > Do not make eyes, lips and brows for any character
- > No use of color black for the hair.



Lines -

- > Hand drawn lines, need not be straight, could have the roughness.
- > No use of scale or straight lines.

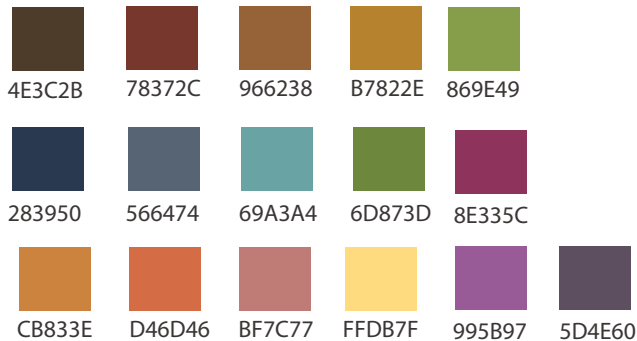


Colors-

- > Use flat colors.
- > For shading, use another flat patch of lighter or darker shade.
- > No use of gradient.
- > Do not use bright colors.
- > Apart from the color palette, similar colors may be used but of same hue.
- > Overall, slightly dull colors are used.
- > Always give shadow for outdoor elements



Color pallatte-



Color Mode-
RGB

Dimension of each frame used-
Width- 10" Height- 6.45"

Software-
Adobe Photoshop, Adobe Illustrator

Process :

- > Line drawn sketch on paper
- > Scan it
- > Can increase the levels on photoshop for darker lines
- > Bring it to Illustrator- Object- Live trace- Make and expand- Fill color

Characters-

Zo

- Straight hair.
- Always wears a watch on his left hand.
- Wears shoes



Kanasu

- Curly hair.
- Small round ear ring.



Sahir

- Curly hair.
- Darker complexion



Zo's Granny

- With a bangle
- Gold necklace



Conclusion and learning

- This was the first time i have worked in a live project
- I was succesful in making illustration guidelines this project
- I have learnt to understand the the real audiance and made illustrations so that it help easy communication
- Making visuals as per the script demanded
- learnt to review my own work at every stage
- There was learning throughout the project