

Government of Pakistan  
**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents / Lesson Plan**

**Course Title:** Fashion Stylist

**Duration:** 6 Months

<b>Trainer Name</b>	
<b>Course Title</b>	<b>Fashion Stylist</b>
<b>Objectives and Expectations</b>	<p><b>Employable skills and hands-on practice for Fashion Stylist.</b></p> <p>This course offers a broad, cross-disciplinary learning experience for students looking to pursue career in Fashion Stylist. The aim and objective of this course is to develop learners' skills and knowledge in Fashion Designing &amp; Styling. Learners will develop their knowledge of the activities associated with this specialist area, which has become essential in today's competitive fashion environment. Learners will investigate the underpinning knowledge required by a stylist and then apply these skills to a given scenario to produce a piece of promotional material. The course will allow participants to gain a comprehensive understanding of all the aspects. It will also develop the participant's ability to act in a professional and responsible manner.</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 make them responsible citizens of the country.</li> </ol>

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.

	<p>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.</p> <p>Case studies can be implemented in the following ways: -</p> <ol style="list-style-type: none"> <li>A good quality trade-specific documentary (At least 2-3 documentaries must be arranged by the training institute)</li> <li>Health &amp; Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)</li> <li>Field visits (At least one visit to a trade-specific major industry/ site must be arranged by the training institute)</li> </ol>
<b>Entry-level of trainees</b>	<ul style="list-style-type: none"> <li>Intermediate with at least 06 Months Fashion Designing Certificate</li> <li>Matriculation with One Year Dress Making Diploma / Minimum One Year Job Experience in relevant areas.</li> <li>The minimum age limit for trainee is 18 Years.</li> </ul>
<b>Learning Outcomes of the course</b>	<p>On completion of this training a learner should:</p> <ul style="list-style-type: none"> <li>Know about the roles and responsibilities of a fashion stylist</li> <li>Be able to demonstrate the principles of fashion design &amp; styling for an individual</li> <li>Be able to apply the principles of fashion designing &amp; styling to consumer groups</li> <li>Be able to produce fashion styling outcomes.</li> <li>Develop the skills required to direct and co-ordinate a team of people</li> <li>Be able to interpret and respond to client requirements in the fashion industry</li> <li>Understand the role of the photo shoot and in a marketing campaign</li> <li>Show an understanding of the contemporary and historical fashion product</li> <li>Be able to critically evaluate their own work and the work of other</li> <li>Improve the professional competence of Fashion design &amp; Dress Making industry</li> <li>Capacitate the local community and trainers in modern CBT trainings, methodologies and processes as envisaged under NVQF</li> <li>Provide flexible pathways and progressions in Fashion design &amp; Dress Styling industry</li> <li>Enable the trainees to perform their duties in efficient manner</li> <li>Establish a standardized and sustainable system of training in Fashion design &amp; Dress Styling industry in Pakistan</li> </ul>
<b>Course Execution Plan</b>	<p>The total duration of the course: <b>6 months (26 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>520 hours</b></p>

<b>Companies offering jobs in the respective trade</b>	<ol style="list-style-type: none"> <li>1. All Private organization who are relate to Fashion and Dress designing field in Pakistan</li> <li>2. Garments Business Units in Pakistan</li> <li>3. Boutiques</li> <li>4. Fashion Houses</li> <li>5. Garments outlets/Shops</li> <li>6. Garments Buying Offices</li> <li>7. TVET Institutes</li> </ol>
<b>Job Opportunities</b>	<p><b>Opportunities</b> in this field include areas as diverse as Production, Manufacturing, Merchandising, Sales &amp; Marketing and exporting. <b>Careers</b> in these areas have expanded as Fashion Stylist in Manufacturing of Garments has become more specialized and technological.</p> <ul style="list-style-type: none"> <li>• Brand Manager</li> <li>• Merchandiser</li> <li>• Designer Assistant</li> <li>• Jr. Instructor/Teaching Assistant</li> <li>• Domestic Tailoring</li> <li>• Entrepreneurship</li> <li>• Freelancing</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. The End of Fashion by Tri Agins</li> <li>2. The little dictionary of Fashion: A guide to dress sense for every Woman by Christian Dior</li> <li>3. Fashion - Oxford History of Art by Christopher Breward</li> <li>4. Love Style Life by Garance Dore</li> <li>5. Women in clothes by Sheila Heti, Heidi Julavits, Leanne Shapton</li> <li>6. The Fashion Designer Survival Guide by Mary Gehlhar</li> <li>7. Everyday Icon : Michelle Obama &amp; the power of style by Kate Betts</li> <li>8. Fashion, Marketing, Merchandising and Buying Nidhi</li> <li>9. Fashion Design Essentials: 100 Principles of Fashion Design by Jay Calderin</li> <li>10. Fashion Design: Process, Innovation and Practice (2nd Edition) by Kathryn McKelvey and Janine Munslow</li> <li>11. 9 Heads: A Guide to Drawing Fashion (3rd Edition) by Nancy Riegelman</li> <li>12. Colors for Modern Fashion (CFMF) By Nancy Riegelman</li> <li>13. Fashion Sketchbook (6th Edition) by <b>Bina Albing</b></li> </ol>

## MODULES

Scheduled Weeks	Module Title	Learning Units	Remarks
Week 1	<p>Introduction of Training and Trade</p> <p>Apply Occupational Health and Safety</p> <p>Fashion Theory</p>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• <b>Course Introduction</b></li> <li>• <b>Job market</b></li> <li>• <b>Course Applications</b></li> <li>• <b>Institute/work ethics</b></li> <li>• <b>Comply with occupational health and safety and environment sustainable work</b> <ul style="list-style-type: none"> <li>• Follow safe work practices</li> <li>• Report workplace hazard and accident</li> <li>• Follow emergency procedures</li> <li>• Identify the current environment issues</li> <li>• Seek opportunities to improve the environment</li> </ul> </li> <li>• <b>Fashion Terminologies</b> <ul style="list-style-type: none"> <li>• Fashion terms and their meanings</li> <li>• Main fashion categories</li> <li>• Fashion designing terms</li> <li>• Clothing terminology</li> <li>• Fashion style terms</li> </ul> </li> <li>• <b>Fashion Centre Definition</b> <ul style="list-style-type: none"> <li>• Fashion Capital</li> <li>• French Fashion</li> <li>• International fashion centers</li> <li>• Haute Couture</li> </ul> </li> <li>• <b>Product and Design Development</b> <ul style="list-style-type: none"> <li>• Product Development</li> <li>• Design Development</li> <li>• Sample Development</li> <li>• Line Development.</li> </ul> </li> <li>• <b>Fashion Research and Analysis</b></li> </ul>	<p><b>Home Assignment</b></p> <ul style="list-style-type: none"> <li>• Task 1</li> <li>• Task 2</li> <li>• Task 3</li> <li>• Task 4</li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>

	<b>Sociology of Fashion</b>	<ul style="list-style-type: none"> <li>• Fashion forecasting</li> <li>• Trend Prediction</li> <li>• Agencies</li> <li>• Sources of Fashion Forecasting Information</li> </ul> <ul style="list-style-type: none"> <li>• <b>Fashion and Social Visibility</b></li> <li>• Evolution of Fashion</li> <li>• Costumes from medieval to modern period</li> <li>• Sources of fashion</li> <li>• factors favoring / retarding fashion</li> <li>• Cycle the role of fashion in garment industry.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Sociological aspects of clothing</b></li> <li>• Clothing and wearer-</li> <li>• Personality factors and choice of clothing</li> <li>• Clothing awareness, Occupation, Status and Clothing</li> <li>• Fashion as a mechanism of innovation and conservation</li> </ul> <ul style="list-style-type: none"> <li>• <b>Sociology and clothing choices</b></li> <li>• Fashion as the mirror of Society</li> <li>• Anti-Fashion, Fashion Semiotics, Globalization, consumerism and fashion</li> <li>•</li> </ul> <ul style="list-style-type: none"> <li>• <b>Understanding the Trends</b></li> <li>• Market Survey- Developing a consumer Profile</li> </ul> <ul style="list-style-type: none"> <li>• <b>Market Research</b></li> <li>• Definition and Objectives- Developing the research design, Data collection, analysis of data, presenting the findings</li> </ul>	
<b>Week 2</b>	<b>Design Development Process</b>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• <b>Introduction to Fashion Research Boards</b></li> </ul>	<ul style="list-style-type: none"> <li>• Task 5</li> <li>• Task 6</li> </ul> <p><u>Details may be seen at Annexure-I</u></p>



		<ul style="list-style-type: none"> <li>• Introduction to various fashion research boards</li> <li>• Purpose of different fashion boards</li> </ul> <ul style="list-style-type: none"> <li>• <b>Create Visual Boards</b></li> <li>• Theme board</li> <li>• Inspiration board</li> <li>• Concept board</li> <li>• Illustration board</li> <li>• Color board</li> <li>• Mood board</li> <li>• Story board</li> <li>• Concept board</li> <li>• Silhouette board</li> <li>• Flat sketch board</li> <li>• Trim and fabric board</li> <li>• Trend board</li> <li>• Client board</li> <li>• Accessory board</li> </ul> <ul style="list-style-type: none"> <li>• <b>Color Theory</b></li> <li>• Color wheel</li> <li>• Color schemes</li> <li>• Color combinations</li> <li>• Color trends</li> <li>• Color components</li> <li>• Color dimensions</li> <li>• Cool colors</li> <li>• Warm colors</li> <li>• Color palates</li> </ul> <ul style="list-style-type: none"> <li>• <b>Fashion Study</b></li> <li>• Target market</li> <li>• Target audience</li> </ul>	
<b>Week 3</b>	<b>Fashion Drawings &amp; Illustrations</b>	<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>• <b>Introduction to Fashion Details</b></li> <li>• Introduction to various silhouettes</li> <li>• Silhouette drawing</li> </ul> <ul style="list-style-type: none"> <li>• <b>Create Croqui Drawings</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 7</b></li> </ul> <p><u><i>Details may be seen at Annexure-I</i></u></p>

		<ul style="list-style-type: none"> <li>• Difference between croquis and technical drawings</li> <li>• Types of fashion drawings for clothes</li> <li>• Analyzing proportion &amp; pose</li> <li>• Croquis measurements</li> <li>• Basic 8 head croqui</li> <li>• 9 head croqui</li> <li>• Basic 10 head croqui</li> <li>• Croqui movement &amp; mood of poses</li> <li>• Fashion croquis front &amp; back styles</li> <li>• Garment cutline / silhouette</li> </ul>	
<b>Week 4</b>	<b>Fashion Drawings &amp; Illustrations</b>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to learn:</p> <ul style="list-style-type: none"> <li>• <b>Create Garment Fashion Drawing</b></li> <li>• Create fabric textures drawings with water color</li> <li>• Garment rendering</li> <li>• Create different types of Garment on croqui</li> <li>• Create flat drawing techniques</li> <li>• <b>Create Experimental Fashion Illustrations</b></li> <li>• Color theory</li> <li>• Stylization of croqui using different kinds of materials</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 8</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p> <div>• <b>Monthly Test 1</b></div>
<b>Week 5</b>	<b>Pattern Making</b>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b>( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• <b>Introduction to Drafting &amp; Pattern Making</b></li> <li>• Drafting introduction</li> <li>• Pattern making introduction</li> <li>• Tools &amp; materials used in drafting and pattern making</li> <li>• <b>Pattern Making for Garments</b></li> <li>• Basic bodice block (Front &amp; Back)</li> <li>• Basic skirt block (Front &amp; Back)</li> <li>• Sleeve block</li> <li>• Drafting of collars</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 9</b></li> <li>• <b>Task 10</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

		<ul style="list-style-type: none"> <li>• <b>Pattern of Dresses without Waistline Seams</b></li> <li>• Close fitting dress block (Sheath silhouette)</li> <li>• Semi fitted dress block (Shift silhouette)</li> <li>• Straight line dress block (Box fitting silhouette)</li> <li>• <b>Princess Line Foundation Pattern</b></li> <li>• Plot and development</li> <li>• Princess Line foundation</li> <li>• A-Line princess</li> </ul>	
Week 6	Pattern Making	<ul style="list-style-type: none"> <li>• <b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• <b>Dart Manipulation</b></li> <li>• Types of darts</li> <li>• dart folds</li> <li>• Dart tucks</li> <li>• Gathers</li> <li>• Pleats</li> <li>• Flares etc</li> <li>• Development of styles through dart manipulation</li> <li>• Connecting darts to create seam lines</li> <li>• Style developments</li> <li>• <b>Pleats Styles</b></li> <li>• Pleats Definition, Purpose, Identification &amp; how to cut patterns,</li> <li>• Types of pleats as Box, Knife, Inverted, Double, kick etc.</li> <li>• <b>Fitted and Non-Fitted Seams</b></li> <li>• Seams within the silhouette- vertical, Horizontal, Diagonal, Straight, Curved, Angular</li> <li>• <b>Pattern Grading</b></li> <li>• Introduction to Pattern Grading</li> <li>• Sizes &amp; Measurement</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 11</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

		<ul style="list-style-type: none"> <li>• Sizes &amp; Development</li> <li>• Importance of grading</li> <li>• Methods of grading</li> <li>• Different types of grading- horizontal, vertical and diagonal</li> <li>• Grading of Trouser Block</li> </ul>	
Week 7	Fabric Artistry & Surface Adornment Techniques	<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>• <b>Surface Embellishment Through Hand Embroidery</b></li> <li>• Material exploration</li> <li>• Hand embroidery types and stitches</li> <li>• Create experimental designs with the combination of different hand stitches</li> </ul> <ul style="list-style-type: none"> <li>• <b>Surface Embellishment Through Machine Embroidery</b></li> <li>• Material exploration</li> <li>• Machine embroidery types and stitches</li> <li>• Create experimental designs with the combination of different stitches</li> </ul> <ul style="list-style-type: none"> <li>• <b>Surface Embellishment Through Fancy Techniques</b></li> <li>• Material exploration</li> <li>• Types of embellishments</li> <li>• Create patterns</li> <li>• Tracing methods</li> <li>• Crystal embellishment techniques</li> <li>• Sequin techniques</li> <li>• Create experimental designs with the combination of different materials</li> </ul>	<ul style="list-style-type: none"> <li>• Task 12</li> <li>• Task 13</li> <li>• Task 14</li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
Week 8	Fabric Artistry & Surface Adornment Techniques	<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>• <b>Surface Embellishment Through Smocking Techniques</b></li> <li>• Types of smocking</li> </ul>	<ul style="list-style-type: none"> <li>• Task 15</li> <li>• Task 16</li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

		<ul style="list-style-type: none"> <li>• Material selection</li> <li>• Smocking patterns</li> <li>• Smocking</li> <li>• <b>Surface Embellishment Through Printing Techniques</b></li> <li>• Embellishment on fabric / garment with block, stencil, screen printing etc</li> <li>• Industry visits to observe functioning of digital printing, roller printing, flat bed printing, foil printing etc.</li> <li>• <b>Couture Decorative Techniques &amp; Embellishments</b></li> <li>• Expands knowledge of the Couture by exploring various decorative techniques</li> <li>• Apply glass seed beads, sequins, pearls, and faux gems on different types of fabrics.</li> <li>• Create embellishments such as flowers and folds from fabric and ribbons</li> <li>• Learn the arts of quilting, cartridge pleating, and quilting</li> </ul>	<b>• Monthly Test 2</b>
Week 9	Pattern Draping	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture( For further detail please see Page No: 3&amp; 4)</b></li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• <b>Draping Introduction</b></li> <li>• Introduction to draping and dress forms</li> <li>• Grain and seam allowances</li> <li>• Preparation of fabrics</li> <li>• Basics of draping</li> <li>• Materials used for draping</li> <li>• Draping techniques</li> <li>• Create cut lines</li> <li>• Create Silhouette</li> <li>• Create Gathers</li> <li>• Create Flairs</li> <li>• Create A-symmetrical designs</li> </ul>	<p><b>•Task 17</b></p> <p><u>Details may be seen at Annexure-I</u></p>

		<ul style="list-style-type: none"> <li>• Create experimental designs with draping</li> <li>• <b>Basic Front and Back Bodice</b> <ul style="list-style-type: none"> <li>• Basic bodice (front &amp; back), Basic skirt (front &amp; back), Basic sleeve</li> <li>• Bodice variations – Dart manipulation (French dart, Centre front dart)</li> <li>• Straight side dart</li> <li>• Mid armhole dart) any two</li> </ul> </li> <li>• Basic Front and Back Cowl</li> </ul>	
Week 10	Pattern Draping	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• <b>Variations in Draping</b> <ul style="list-style-type: none"> <li>• Variations in necklines, armholes, waistlines, princess bodice and boned bodice</li> <li>• Variation of the basic skirt, flared, pegged, paneled, gathered, gored and pleated, Peplums- flared and gathered</li> </ul> </li> <li>• <b>Creating Patterns by Dart Manipulations</b> <ul style="list-style-type: none"> <li>• Multiple darts, Dart tucks, Gathers, Pleats, Flare, Style lines and control seams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 18</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
Week 11	Fashion / Industrial Sewing Techniques	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• <b>Introduction to Industrial Sewing Machine</b> <ul style="list-style-type: none"> <li>• Machine parts</li> <li>• Terminology</li> <li>• Safety Rules</li> <li>• Care and maintenance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 19</b></li> <li>• <b>Task 20</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

		<ul style="list-style-type: none"> <li>• Over lock machine and its application</li> <li>• Basic Hand Stiches: (10"x10") Temporary- even, uneven, diagonal basting, Permanent Stiches- Hemming, Slip stitch, blanket etc.</li> <li>• <b>Stitching Practice on Calico</b></li> <li>• Straight lines, Broken Lines, Cornered Lines, Waves, Concentric circles (10"x10")</li> <li>• <b>Seams</b></li> <li>• Super Imposed, Lapped, Bound, Self-enclosed, French, Mock French, Flat felled, self-bound, Decorative seam</li> <li>• Seam Finishes: Pinked, hand overcast, over locked, Bias bound, edge stitch (10"x10")</li> <li>• <b>Hem Finishes</b></li> <li>• Hand Hemming- Visible, Invisible</li> <li>• Decorative Hem- Piping, facing, ruffles Fullness</li> <li>• Tucks- Blind, Spaced, Pin Pleats- Knife, Box, Inverted, Pleat with Separate underlay Gathering, Ruffles, Godets (10"x10")</li> <li>• <b>Plackets</b></li> <li>• Plackets- Continuous placket, tailored placket, inseam seam, Bound placket, Faced Placket (10"x10")</li> </ul>	
<b>Week 12</b>	<b>Sewing of Design Details</b>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• <b>Necklines</b></li> <li>• U neck, V neck, Square, Sweet heart, Scoop, Boat with Key Hole, Glass, Asymmetrical (Neckline</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 21</b></li> <li>• <b>Task 22</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

		<p>samples size should be of 10" x 10")</p> <ul style="list-style-type: none"> <li>• <b>Neckline Finishes</b></li> <li>• Shaped Facing, Piping, Bias Binding-single layer, double layer, Banded neck line(Which should be done in basic plain jewel neck)</li> <li>• <b>Collars</b></li> <li>• How to assemble a collar</li> <li>• Types of Collars- Flat Collar, Rolled collar, Stand collar, Tie Collar, Turtle Collar, Shirt Collar, Peter-Pan Collar, Shawl Collar</li> <li>• <b>Pockets</b></li> <li>• Patch Pocket- Unlined patch pocket with Separate Flap, Lined Patch Pocket, Patch Pocket with Self Flap, Patch Pocket with Pleat, Pouched Patch Pocket</li> <li>• Inseam Pocket, Hip Pocket, Slashed Pocket- Welt, Welt with Flap, Bound, Bound with Flap</li> <li>• <b>Sleeves</b></li> <li>• Sleeveless- with facing set-in-sleeve-half sleeve, puff sleeve, flared sleeve, full sleeve, petal sleeve, leg-o-mutton sleeve, bishop sleeve, cap sleeve Reglon sleeve, kimono sleeve</li> <li>• Self Hem, faced hem, double binding and casing</li> <li>• <b>Cuff Application</b></li> <li>• Basic shirt cuff, French cuff and continuous cuff</li> <li>• <b>Fastners</b></li> </ul>	
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		<ul style="list-style-type: none"> <li>• Hooks And Eye- Hand, Press Studs, Velcro Positioning Buttons and button Holes- Handmade &amp; Bound Button Hole</li> <li>• <b>Zipper Application</b></li> <li>• Centre standard zipper, Lapped, Concealed zipper, Fly zipper, Open ended zipper</li> </ul>	
	<b>Start Preparing your portfolio</b>	<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>• the concept of design portfolios</li> <li>• the concept of present design work/projects in a professional manner</li> <li>• websites that provide free portfolio hosting such as Behance and Dribbble</li> <li>• creating a portfolio</li> <li>• how to select work for presenting in your portfolio</li> </ul>	
	<b>Build your CV</b>	<p>Download professional CV template from any good site (<a href="https://www.coolfreecv.com">https://www.coolfreecv.com</a> or relevant)</p> <ul style="list-style-type: none"> <li>• Add Personal Information</li> <li>• Add Educational details</li> <li>• Add Experience/Portfolio</li> <li>• Add contact details/profile links</li> </ul>	
<b>Week 13</b>	<b>Midterm</b>		
<b>Week 14</b>	<b>CAD (Computer Aided Designing)</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> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• <b>Basics of Computer</b></li> <li>• Computer</li> <li>• Types of computers</li> <li>• Computer software &amp; its types</li> <li>• Operating system</li> <li>• Using windows operating system</li> <li>• Creating, maintaining &amp; saving files in an operating system</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Home Assignment</b></li> <li>• <b>Task 23</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

		<ul style="list-style-type: none"> <li>• <b>Microsoft Office Software Package</b></li> <li>• Introduction</li> <li>• Interface</li> <li>• Menu Bar</li> <li>• Creating, saving, Editing and Maintaining Documents</li> <li>• Fonts</li> <li>• Bullets &amp; numberings</li> <li>• Formatting</li> <li>• Introduction to MS Power Point</li> <li>• Creating, saving, editing &amp; Maintaining files (Presentations)</li> <li>• Working with slides</li> <li>• Slide Designs &amp; Formatting</li> <li>• Adding animation to slides &amp; Data</li> </ul> <ul style="list-style-type: none"> <li>• <b>Adobe Photoshop</b></li> <li>• Organizing images and artwork</li> <li>• Saving Collections</li> <li>• Creating contact sheets</li> <li>• Batch renaming files</li> <li>• Making Selections in Photoshop</li> <li>• Saving and re-using selections</li> <li>• Refining selections</li> <li>• Vector masks and pixel mask</li> <li>• Using Channels and Paths</li> <li>• Painting and retouching</li> <li>• Content-Aware Retouching</li> <li>• Using Fill and adjustment layers in sketches</li> <li>• Using Solid Colors and pattern fill</li> <li>• Content-Aware Scaling</li> <li>• Working with textures</li> <li>• Color Correction</li> <li>• Defining highlights and shadows</li> <li>• Sharpening images</li> <li>• Working with Smart Objects</li> <li>• Using Adjustment layers to change color and make other corrections</li> <li>• Refining adjustment layer masks</li> <li>• Adjusting Hue and Saturation</li> <li>• Adding a pattern fill layer</li> </ul>	
<b>Week 15</b>	<b>Fashion Forecasting</b>	<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>• <b>Task 24</b></li> <li>• <b>Task 25</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Concept of Fashion Forecasting (Theory)</b></li> <li>• Awareness of fashion fairs and fashion centers</li> <li>• Knowledge of creative writing, Reading of fashion forecast magazine</li> <li>• Sources of information</li> </ul> <ul style="list-style-type: none"> <li>• <b>Fashion Forecasting Process (Theory)</b></li> <li>• Market Research- Consumer research, Shopping, Sales records</li> <li>• Evaluating the collections- Similar Ideas indicate fashion trends</li> <li>• Trends for target market</li> <li>• Design Sources- Historic inspirations, Folk influences, Vintage clothing shops, Museums, Libraries and bookstores, Arts, Fabrics/Textiles, Travel, Form follows function, The street scene</li> <li>• The turn of the century, innovations and technologies.</li> </ul>	<u>Details may be seen at Annexure-I</u>
<b>Week 16</b>	<b>Fashion Forecasting</b>	<ul style="list-style-type: none"> <li>• <b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• <b>Forecasting Exploration</b></li> <li>• Students will explore a variety of sources like Magazines, News Papers, Internet sites and in-site, their market research reports etc. to become familiar with apparel, textile, color, style, and general culture and consumer forecasting resources.</li> <li>• Each student will identify and report trends found to class.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Preparation of Story Boards</b></li> <li>• Students will prepare story boards for specific target.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Presentation of Designs</b></li> <li>• Students will prepare fashion forecast for different seasons</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 26</b></li> </ul> <u>Details may be seen at Annexure-I</u>

		<ul style="list-style-type: none"> <li>• <b>Final Presentation.</b></li> <li>• Each student have to submit their Research file in a standard format guided by the faculty for the final evaluation.</li> </ul>	
<b>Week 17</b>	<b>Fashion Styling / Styling Elements</b>	<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>• <b>Fashion Styling</b></li> <li>• Introduction to styling</li> <li>• Fundamentals of styling</li> <li>• Elements of style and trends</li> <li>• Styling specifics</li> <li>• Product and prop styling</li> <li>• Personal styling</li> <li>• Wardrobe styling</li> <li>• Color creativity</li> <li>• Makeovers</li> <li>• Create / design costumes for different personalities of daily life according to their jobs / work</li> <li>• Create personality image as per client's requirements</li> <li>• Create a bride look</li> <li>• Party wear look</li> <li>• Day wear night wear looks</li> <li>• Casual and formal looks</li> <li>• Trend analysis</li> <li>• Communicate effectively using a professional styling, hairstyling and make-up vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 27</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p> <div> <b>• Monthly Test 3</b> </div>
<b>Week 18</b>	<b>Fashion Styling / Styling Elements</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> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• <b>Fashion Image &amp; Styling</b></li> <li>• The basics of Photography</li> <li>• Cameras and Camera settings</li> <li>• Natural light photography</li> <li>• Artificial and studio light photography</li> <li>• Photo capture set up</li> <li>• Picture Framing and composition</li> <li>• Fashion styling for Capture</li> <li>• Picture Processing with Adobe Photoshop</li> <li>• Product photoshoot</li> <li>• Model photoshoot</li> <li>• Frames and poses</li> <li>• Lifestyle photoshoot</li> <li>• Portfolio collection</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 28</b></li> <li>• <b>Task 29</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

	<b>Introduction to Freelancing</b>	<ul style="list-style-type: none"> <li>the concept of freelancing</li> <li>how to become freelance and create a sustainable income</li> <li>pros and cons of freelancing</li> <li>the ethical and professional way of becoming a productive freelancer</li> <li>resources available for freelancing in the field of design</li> <li>how to join freelancing sites</li> <li>the process of creating a freelancing profile</li> </ul>	
<b>Week 19</b>	<b>Designing and Development of Fashion Accessories</b>	<ul style="list-style-type: none"> <li><b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>) Students are introduced to:               <ul style="list-style-type: none"> <li><b>Introduction to Fashion Accessories</b></li> <li>Types of fashion accessories</li> <li>Trends</li> <li>History of Jewellery and Accessories</li> </ul> </li> <li><b>Functional and Decorative Importance of Accessories</b> <ul style="list-style-type: none"> <li>Types of functional accessories</li> <li>Create designs for functional and decorative accessories</li> </ul> </li> </ul>	<p>• <b>Task 30</b></p> <p><u>Details may be seen at Annexure-I</u></p>
<b>Week 20</b>	<b>Designing and Development of Fashion Accessories</b>	<ul style="list-style-type: none"> <li><b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>) Students are introduced to:               <ul style="list-style-type: none"> <li><b>Designing and Developing Accessories</b></li> <li>Sketching and rendering of headgear, hand wear, foot wear and hand bags</li> </ul> </li> <li><b>Sketching and Rendering</b> <ul style="list-style-type: none"> <li>Sketching and rendering of belts, gloves</li> <li>Sketching of traditional jewellery</li> <li>Sketching of accessories on women and men's croqui (2 each)</li> <li>Jewelry designing based on theme. (with Concept Board)</li> </ul> </li> </ul>	<p>• <b>Task 31</b></p> <p><u>Details may be seen at Annexure-I</u></p>
<b>Week 21</b>	<b>Employable Project/ Assignment (6 weeks) i.e. 21-26 besides regular classes.</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> </ul>	

	<p><b>OR</b> <b>On the job training</b> <b>( 2 weeks)</b></p>	<ul style="list-style-type: none"> <li>• A project-based on trainee's aptitude and acquired skills.</li> <li>• Designed by keeping in view the emerging trends in the local market as well as across the globe.</li> <li>• The project idea may be based on Entrepreneur.</li> <li>• Leading to successful employment.</li> <li>• The duration of the project will be 6 weeks</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> <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</li> <li>• The best business idea will be placed in the NAVTTC business incubation center for commercialization.</li> </ul> <p><b>OR</b> <b>On the job training for 2 weeks:</b></p> <ul style="list-style-type: none"> <li>• Aims to provide 2 weeks of industrial training to the Trainees as part of the overall training program</li> <li>• Ideal for the manufacturing trades</li> <li>• As an alternative to the projects that involve expensive equipment</li> <li>• Focuses on increasing Trainee's motivation, productivity, efficiency, and quick learning approach.</li> </ul>	
<b>Week 22</b>	<b>Project</b>		
	<p><b>How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)</b></p>	<ul style="list-style-type: none"> <li>• Browse the following website and create an account on each website               <ul style="list-style-type: none"> <li>✓ Bayt.com – The Middle East Leading Job Site</li> <li>✓ Monster Gulf – The International Job Portal</li> <li>✓ Gulf Talent – Jobs in Dubai and the Middle East</li> </ul> </li> <li>• Find the handy 'search' option at</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 32</b> <i><u>Details may be seen at Annexure-I</u></i></li> </ul>

		<p>the top of your homepage to search for the jobs that best suit your skills.</p> <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> <li>• On the results page you can search for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search.</li> <li>• Search for jobs by: <ul style="list-style-type: none"> <li>✓ Company</li> <li>✓ Category</li> <li>✓ Location</li> <li>✓ All jobs</li> <li>✓ Agency</li> <li>✓ Industry</li> </ul> </li> </ul>	
<b>Week 23</b>	<b>Design Collection Research Project &amp; Product Development</b>	<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>• <b>Fashion Market Study</b></li> <li>• Fashion market research information helps the students to understand what, where, and why consumers are buying across all retail channels. It combines point-of-sale (POS) market tracking with consumer panel insights so students can stay on top of fashion industry trends and effectively connect with the fashion consumer.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 33</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
<b>Week 24</b>	<b>Design Collection Research Project &amp; Product Development</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> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• <b>Portfolio Development</b></li> <li>• A portfolio is a collection of work that shows an applicant's skills and knowledge across a number of projects or studies. It is a visual representation of interests, exploration, experimentation, development and final pieces. So fashion portfolio is a critically important tool for</li> </ul>	

		<p>successfully applying for additional education opportunities or landing in the first internship or entry level job. It reflects the professional skills and best work of designer.</p> <ul style="list-style-type: none"> <li>• <b>Digital Design Techniques &amp; Presentation</b></li> <li>• This include Computer-generated (CAD) mood, color, textile, fashion plate, and flat drawing pages as separate pages or in combinations, these demonstrate the designer's skills with CAD programs. Pages should be all portraits or all landscape orientation, with a few exceptions if needed, to allow for easy viewing by interviewers.</li> </ul>	
<b>Week 25</b>	<b>Design Collection Research Project &amp; Product Development</b>	<p><b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</p> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• <b>Range Development</b></li> <li>• The students will explore what makes a good range, taking into account customers, competitors, price points, fabrics, core items and seasonal specials</li> <li>• <b>Final Presentation</b></li> <li>• Final presentation</li> <li>• Fashion show</li> <li>• Exhibition</li> </ul>	
<b>Week 26</b>	<b>Entrepreneurship and Final Assessment in project</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>• Introduction to Entrepreneurship</li> <li>• Importance of Entrepreneurship</li> <li>• Entrepreneurial Opportunities and Enterprise Creation</li> <li>• Enterprise Planning and Resourcing</li> <li>• Supply Chain and Logistics</li> <li>• Fashion marketing</li> <li>• Fashion brand marketing</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> </ul>	<b>Final Assessment</b>



		<ul style="list-style-type: none"> <li>• RACI Model, SWOT Analysis, PEST Analysis</li> <li>• SMART Objectives</li> <li>• OKRs</li> <li>• Cost Management (OPEX, CAPEX, ROCE, etc.)</li> </ul>	
		<b>Final Assessment</b>	

Annexure-I:

### Tasks For Certificate in Fashion Stylist

Task No.	Task	Description	Week
1.	Find the career path	<ul style="list-style-type: none"> <li>• Prepare a career path related to your course and also highlight the emerging trends in the local as well as international market</li> </ul>	<b>Week 1</b>
2.	Work Ethics	<ul style="list-style-type: none"> <li>• Generate a report on Institute work ethics and professionalism related to your course</li> </ul>	
3.	Fashion Trends	<ul style="list-style-type: none"> <li>• Understanding of Fashion Trend, Categories and Fashion Forecasting. Enlist sources of Fashion Forecasting. at least 10 safety practices and welding workshop related hazards</li> </ul>	
4.	Market Survey	<ul style="list-style-type: none"> <li>• Developing a consumer Profile of any fashion Product</li> <li>•</li> </ul>	
5.	Fashion Research Boards	<ul style="list-style-type: none"> <li>• Create Visual Boards as Concept Board, Flat Sketch Board, Mood Board and Accessory Board</li> </ul>	<b>Week-2</b>
6.	Color Theory	<ul style="list-style-type: none"> <li>• Develop color wheel using secondary colors.</li> </ul>	
7.	Croqui Drawing	<ul style="list-style-type: none"> <li>• Create Croqui drawing by 8 head croqui and 9 head croqui and basic ten head croqui.</li> </ul>	<b>Week 3</b>
8.	Experimental Fashion Illustrations	<ul style="list-style-type: none"> <li>• Students may create their own style of illustrating croquis (Minimum 10 Nos.)</li> </ul>	<b>Week 4</b>
9.	Pattern Making for Garments	<ul style="list-style-type: none"> <li>• Draft Basic skirt block and cut its pattern</li> </ul>	<b>Week 5</b>

10.	Pattern of Dresses without Waistline Seams	<ul style="list-style-type: none"> <li>• Straight line dress block (Box fitting silhouette)</li> </ul>	
11.	Grading the Pattern	<ul style="list-style-type: none"> <li>• For task no.9 (Draft Basic skirt block and cut its pattern) grade 2 size up and 2 size down.</li> </ul>	<b>Week 6</b>
12.	Surface Embellishment Through Fancy Techniques	<ul style="list-style-type: none"> <li>• Create experimental designs with the combination of different materials</li> <li>•</li> </ul>	<b>Week 7</b>
13.	Surface Embellishment Through Machine Embroidery	<ul style="list-style-type: none"> <li>• Create experimental designs with the combination of different stitches</li> </ul>	
14.	Surface Embellishment Through Hand Embroidery	<ul style="list-style-type: none"> <li>• Create experimental designs with the combination of different hand stitches</li> </ul>	
15.	Surface Embellishment Through Printing Techniques	<ul style="list-style-type: none"> <li>• Prepare visit report on different types of industrial printings</li> </ul>	<b>Week 8</b>
16.	Couture Decorative Techniques & Embellishments	<ul style="list-style-type: none"> <li>• Create embellishments such as flowers and folds from fabric and ribbons</li> </ul>	
17.	Basic Front and Back Bodice	<ul style="list-style-type: none"> <li>• Mid armhole dart) any two</li> <li>• Basic Front and Back Cowl</li> </ul>	<b>Week 9</b>
18.	Creating Patterns by Dart Manipulations	<ul style="list-style-type: none"> <li>• Create pattern of given garment by Multiple darts, Dart tucks, Gathers, Pleats, Flare, Style lines and control seams</li> </ul>	<b>Week 10</b>
19.	Stitching the Parts of garment	<ul style="list-style-type: none"> <li>• Stitch shirt placket of Medium size Mens shirt by <ul style="list-style-type: none"> <li>✓ Continuous placket, tailored placket, inseam seam, Bound placket, Faced Placket (10"x10")</li> </ul> </li> </ul>	<b>Week 11</b>

20.	Stitching Parts the of garment	<ul style="list-style-type: none"> <li>• Attach/l assemble collar to Medium size Mens shirt by: <ul style="list-style-type: none"> <li>✓ Flat Collar</li> <li>✓ Rolled collar</li> <li>✓ Stand collar</li> </ul> </li> </ul>	Week 12
21.	Stitching Parts the of garment	<ul style="list-style-type: none"> <li>• Attach sleeves to Medium size Mens by: <ul style="list-style-type: none"> <li>✓ half sleeve</li> <li>✓ puff sleeve</li> <li>✓ flared sleeve</li> <li>✓ full sleeve</li> <li>✓ petal sleeve</li> <li>✓ bishop sleeve</li> </ul> </li> </ul>	
22.	Build CV	<ul style="list-style-type: none"> <li>• Download professional CV template from any good site Build your own CV</li> </ul>	
23.	Work on Photoshop	Take pictures of two fashion products and mix/attach them changing their back grounds and original colors of picture.	Week 14
24.	Fashion Forecasting	<ul style="list-style-type: none"> <li>• Report the Role of Exhibitions and Fashion shows</li> </ul>	Week 15
25.	Create an account profile on Fiverr (at least two gigs) and Up-work	Create an account by following these steps: Step 1: Personal Info Step 2: Professional Info Step 3: Linked Accounts Step 4: Account Security	
26.	Fashion Forecasting	<ul style="list-style-type: none"> <li>• Students will prepare story boards for specific target.</li> </ul>	Week 16
27.	Fashion Styling	<ul style="list-style-type: none"> <li>• Create personality image as per client's requirements</li> <li>•</li> </ul>	Week 17
28.	Fashion Image & Styling	<ul style="list-style-type: none"> <li>• Portfolio collection</li> </ul>	Week 18
29.	Fashion Style	<ul style="list-style-type: none"> <li>• Lifestyle photoshoot</li> </ul>	
30.	Designing and Development of Fashion Accessories	<ul style="list-style-type: none"> <li>• Create different designs of accessories</li> </ul>	Week 19
31.	Designing and Development of Fashion Accessories	<ul style="list-style-type: none"> <li>• Create illustrations showing fashion accessories</li> </ul>	Week 20
32.	apply for jobs in at least three	<ul style="list-style-type: none"> <li>• Browse the following website and create an account on each website</li> </ul>	Week 22

	<b>labor marketplace countries</b>	<ul style="list-style-type: none"> <li>✓ Bayt.com – The Middle East Leading Job Site</li> <li>✓ Monster Gulf – The International Job Portal</li> <li>✓ Gulf Talent – Jobs in Dubai and the Middle East</li> </ul>	
<b>33.</b>	<b>Design Collection Research Project &amp; Product Development</b>	<ul style="list-style-type: none"> <li>• Developing ideas from paper to object, theory to practice, and fabric to garment.</li> </ul>	<b>Week 23</b>

## ***Annexure-II:***

### **Motivational Lectures**

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

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

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

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

**Hisham Sarwar Motivational Story | Pakistani Freelancer**

[https://www.youtube.com/watch?v=CHm\\_BH7xAXk](https://www.youtube.com/watch?v=CHm_BH7xAXk)

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

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

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

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

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

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

### **How To Propel Your Career- Women in Welding**

[https://www.youtube.com/watch?v=S\\_LuVnW-UdQ](https://www.youtube.com/watch?v=S_LuVnW-UdQ)

### **Underwater Welder | I AM WOMAN | Lifetime**

<https://www.youtube.com/watch?v=LZilXOkE-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"> <li>• To introduce the communication skills and how it will work</li> <li>• Get to know mentor and team - build rapport and develop a strong sense of a team</li> <li>• Provide an introduction to communication skills</li> <li>• Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving</li> <li>• Gain an understanding of participants' own communication skills rating at the start of the program</li> </ul>			

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

<ul style="list-style-type: none"> <li>• Understand the communication skills and how it works.</li> <li>• Understand what communication skills mean</li> <li>• Understand what skills are important for communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Podium</li> <li>• Projector</li> <li>• Computer</li> <li>• Flip Chart</li> <li>• Marker</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Self Confidence</li> <li>• Teamwork</li> </ul>
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Schedule	Mentor Should do
<b>Welcome:</b> <b>5 min</b>	Short welcome and ask the <b>Mentor</b> 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.
<b>Icebreaker:</b> <b>10 min</b>	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.
<b>Introduction &amp; Onboarding:</b> <b>20mins</b>	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.
<b>Team Activity Planning:</b> <b>30 minutes</b>	MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second 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

	<p>strategy that must be agreed upon so that everyone knows what they are doing for this activity and how.</p> <ul style="list-style-type: none"> <li>• “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY</li> <li>• “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY</li> </ul> <p><i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.</i></p> <p>Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to communicate, the role of the project manager, etc. 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. Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p><b>Session Close:</b> <b>5 minutes</b></p>	<p><b>MENTOR:</b> Close the session with the opportunity for anyone to ask any remaining questions.</p> <p><b>Instructor:</b> Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>



**SUCCESS STORY**

S. No	Key Information	Detail/Description
1.	<b>Self &amp; Family background</b>	<p><b>Kaleem</b>, who lives in Lahore, is an example of how hard work and perseverance can reap rich rewards when bidding for projects online.</p> <p>The graphic designer works exclusively on an online freelancing platform and has earned, on average, <b>US\$2,000</b> per month for the past several months. But this isn't a story of overnight success – Kaleem has had to work hard to differentiate himself and stay true to his goal.</p> <p>It was a full year later, in May 2019, when Kaleem finally decided to jump in. He signed up for one of the numerous sites that connect designers or coders with people or companies that have small projects, like designing a logo or building a website.</p> <p>He had already started a small business to help pay for his college education, so he was nervous and apprehensive about the decision. "I gave myself two or three months at most. If I didn't succeed, then I would go back to running the business as it was showing potential," he says.</p> <p><b>If at first, you don't succeed, try try again</b></p>
2.	<b>How he came on board NAVTTC Training/ or got trained through any other source</b>	Certification in Fashion Stylist from GAMTI Township Lahore (NAVTTC partner institute)
3.	<b>Post-training activities</b>	<p><b>Kaleem</b> area of expertise is in Fashion Stylist. In his first month using Fiverr, he pitched mostly for projects centered on logo designing. But it wasn't so simple. In the first few weeks, he didn't hear back from even a single client, despite pitching for dozens of projects.</p> <p>"I needed to understand what worked, so I read blogs, participated in forums, and analyzed profiles of successful freelancers. It was an uphill struggle, but I didn't want to give up," he explains.</p> <p>Kaleem says he understands why clients would be apprehensive giving projects to untested freelancers. They have hundreds of options to choose from, he explains, and to give a project to someone with no experience requires a strong leap of faith.</p>

		A slow stream of projects started to come Kaleem's way. Within a few months, he was landing an average of a hundred projects every month, with a large number of repeat clients. He also expanded the range of his professional services, branching out from logo design to business cards, banners, Facebook cover pages, letterheads, and stationery.
4.	<b>Message to others (under training)</b>	Take the training opportunity seriously Impose self-discipline and ensure regularity Make Hard work pays in the end so be always ready for the same.

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

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

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

## **Workplace/Institute Ethics Guide**

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

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

**1. Attendance:**

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

**2. Character:**

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

**3. Team Work:**

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

**4. Appearance:**

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

**5. Attitude:**

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

**6. Productivity:**

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

**7. Organizational Skills:**

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

**8. Communication:**

Written communication, being able to correctly write reports and memos.  
Verbal communications, being able to communicate one on one or to a group.

**9. Cooperation:**

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

**10. Respect:**

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