

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

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents / Lesson Plan**

**Course Title:** Leather Garments Pattern Maker

**Duration:** 3 Months

**Revised Edition**

<b>Trainer Name</b>	
<b>Course Title</b>	<b>Leather Garments pattern maker</b>
<b>Objectives and Expectations</b>	<p><b>Employable skills and hands-on practice in Leather Garments pattern maker</b></p> <p>To provide the basic skill in garment pattern drafting &amp; grading and enables the Students to meet the challenges in the Field of pattern making. Moreover, this course Will help to prepare a skilled workforce of pattern makers for the garment sector. So that They can start their career as a pattern maker in the apparel industry.</p> <ul style="list-style-type: none"> <li>● Candidate will be well equipped with the job knowledge, techniques, and precision in performance. Furthermore,</li> <li>● In the garment industry, products are only as good as the patterns that they are</li> </ul> <p>Made from. It is up to the professional patternmaker to develop a workable Pattern for sampling and mass production. With so much of the profitability and success of the business riding on the original pattern, apparel manufacturers naturally want to hire only the most highly trained Pattern makers.</p> <p><b>Competencies gained after completion of the course</b></p> <p>After completing this course successfully, the trainee would be able to do</p> <ol style="list-style-type: none"> <li>1. Taking measurements on sample/ human body</li> <li>2. Difference in taking Measurements between gents and ladies</li> <li>3. Taking body measurements and developing into the block pattern</li> <li>4. Develop an initial pattern according to specifications (Technical package)</li> <li>5. Converting design into the initial pattern</li> <li>6. Fundamental concepts and methods of technical design in production development</li> <li>7. The elements of technical design, technical sketching, and documentation</li> <li>8. Develop paper patterns and cut in fabric</li> <li>9. Prepare the pattern for mass production.</li> <li>10. Assess the proper fitting and adjustments of a garment</li> <li>11. Developing patterns in various styles from initial templates</li> <li>12. Applying muslin templates to mannequins with attention to specification and fitting</li> <li>13. Grading and marker layouts for samples, costing, and mass production</li> <li>14. Developing linings, cutting, facings, fusible, stays, and stampers for tops and bottoms</li> <li>15. Variation of cutting margin on the different panels of pattern</li> <li>16. Developing lining pattern as style</li> <li>17. Knowledge of basic jacket, product &amp; development</li> </ol>

### **(i) Motivational Lectures**

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

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

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

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

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

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

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

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

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

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

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

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

### **(iii) Case Studies**

	<p>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.</p> <p>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.</p> <p>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.</p> <p>The Trainees should be required and supervised to carefully analyze the cases.</p> <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>i. A good quality trade-specific documentary (At least 2-3 documentaries must be arranged by the training institute)</li> <li>ii. Health &amp; Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)</li> <li>iii. 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>	Matric / Intermediate
<b>Learning Outcomes of the course</b>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes</li> <li>• Demonstrate a verbal-working use of the vocabulary relating to Leather garment Pattern making</li> <li>• Develop an understanding of the properties and the preparation of Leather garment Pattern</li> <li>• Communicate ideas through artworks by selecting and applying the elements of art and principles of Leather garment Pattern making</li> <li>• Respond aesthetically to artworks based upon their personal experience and cultural values</li> <li>• Analyze, interpret, and evaluate the quality of artwork through art criticism</li> <li>• Understand the role and functions of art in history and culture</li> <li>• Students will produce a portfolio of art using a variety of Leather garment Pattern making.</li> </ul>
<b>Course Execution Plan</b>	<p>The total duration of the course: <b>3 months (12 Weeks)</b>  Class hours: <b>5 hours per day</b>  Theory: <b>20%</b></p>

	<p>Practical: <b>80%</b>  Weekly hours: <b>25 hours per week</b>  Total contact hours: <b>300 hours</b></p>
<b>Companies offering jobs in the respective trade</b>	<ol style="list-style-type: none"> <li>1. Apparel industries</li> <li>2. Sports Wear Industry</li> <li>3. Leather Products Manufacturer Industry</li> <li>4. Freelancing Websites</li> <li>5. Textile Industry</li> <li>6. Independent Business</li> <li>7. Youtube / Instagram / TikTok content creators</li> </ol>
<b>Job Opportunities</b>	<p>Job opportunities available immediately and in the future  After completion of this course, the candidates can do the following areas/field</p> <ul style="list-style-type: none"> <li>- Can work as Pattern Maker in apparel industries</li> <li>- Start their own unit</li> <li>- Can teach in vocational institutes.</li> <li>- Opportunities to work abroad</li> </ul>
<b>No of Students</b>	25
<b>Learning Place</b>	Classroom / Lab

Schedu led Weeks	Module Title	Days	Learning Units	Home Assignment
Week 1	<b>Takes Measurements</b>  <b>Aim: This Competency deals for taking Measurements of Garments.</b>	Day 1	Motivational Lecture Introduction of Pattern Job market  Knowledge of: 1. Usage of pattern in factor 2. Need to create a pattern 3. Role of pattern drafting in the garment industry 4. Knowledge about taking measurements 5. Importance points to be	<ul style="list-style-type: none"> <li>•Task 1</li> <li>•Task 2</li> <li>•Task 3</li> <li>•Task 4</li> <li>•Task 5</li> </ul>  <u>Details may be seen at Annexure-I</u>
		Day 2	Select proper instruments  1. Knowledge of various instruments used on the pattern making  2. Knowledge about required tools  3. Quality of instruments  4. Availability of instrument	

		<b>Day 3</b>	<p>Take Sample</p> <ol style="list-style-type: none"> <li>1. Knowledge about sample style</li> <li>2. Position of sample</li> <li>3. Material used in the sample</li> <li>4. Important points to be measured</li> <li>5. Knowledge about sample problems</li> <li>6. Write measurements with alignment</li> </ol>	
		<b>Day 4</b>	<ol style="list-style-type: none"> <li>5. Knowledge about sample problems</li> <li>6. Write measurements with alignment</li> </ol>	
		<b>Day 5</b>	<p>Record measurements</p> <ol style="list-style-type: none"> <li>1. Importance of measurement chart after completing the sample</li> <li>2. Importance of keeping measurements</li> </ol>	

Week 2	<b>Takes Measurements</b>  <b>Aim:</b> <b>This Competency deals for taking Measurements of Garments.</b>	Day 1	Take specification 1. Measurements direction given in the specification 2. Measurements units 3. Difference between gents and ladies measurements	<ul style="list-style-type: none"> <li>•Task 6</li> <li>•Task 7</li> <li>•Task 8</li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
		Day 2	4. Important points of specification 5. Instruction of pattern given in the specification	
		Day 3	6. Knowledge of body parts name In English	



		<b>Day 4</b>	Record measurements 1. Importance of measurement chart after completing the sample	
		<b>Day 5</b>	2. Importance of keeping measurements	
<b>Week 3</b>	<b>Prepare sketch/ pattern</b>  <b>Aim: this Competency deals for preparing Sketches of Garments</b>	<b>Day 1</b>	Draws front base 1. Knowledge about basic lines 2. Interpret specs for front block 3. Identify required tools and instruments 4. Card board/ pattern sheet for pattern making has been set on the table.	<ul style="list-style-type: none"> <li>•Task 9</li> <li>•Task 10</li> <li>•Task 11</li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

		<b>Day 2</b>	<ol style="list-style-type: none"> <li>5. Prepare the draft sketch according to specification</li> <li>6. Proceed systematically as per given dimensions/ shapes</li> <li>7. Give proper dimensions as per fashion and styles</li> <li>8. Sequence of operation</li> </ol>	
		<b>Day 3</b>	<p>Draws back base</p> <ol style="list-style-type: none"> <li>1. Interpret specs for back block</li> <li>2. Draw create pattern according to product specification</li> <li>3. Pattern terminology use to make back part</li> <li>4. Safety and health procedure of the organization have proper arrangement of light and ventilation.</li> <li>5. Develop patterns as per reference material</li> <li>6. Plan and organize to create back patterns</li> </ol>	

		<b>Day 4</b>	<p>Draws sleeve base</p> <ol style="list-style-type: none"> <li>1. Interpret specs for sleeve base</li> <li>2. Draw block of sleeve pattern according to product specification</li> <li>3. Pattern terminology use to make sleeve base</li> <li>4. Identifying different kinds of sleeve</li> <li>5. Perform calculation for preparing upper and lower sleeve</li> <li>6. Perform arm hole line according to style</li> <li>7. Prepare sleeve sketch different procedures</li> <li>8. Knowledge about cuff according to style</li> </ol>	
		<b>Day 5</b>	<p>Draws collars</p> <ol style="list-style-type: none"> <li>1. Interpret specs for collar base</li> <li>2. Draw block of collar pattern according to product specification</li> <li>3. Pattern terminology use to make collar base</li> <li>4. Identifying different kinds of collar</li> <li>5. Perform calculation for preparing collar</li> </ol>	

<b>Week 4</b>  <b>Prepare sketch/ pattern</b>  <b>Aim: this Competency deals for preparing Sketches of Garments</b>	<b>Day 1</b>	<b>Make design in base</b>  1. Convert design according to sketch sheet given by client  2. Develop design according to base pattern  3. Proportions of designs  4. Follow the design creation according to fabric and existing fashion  5. Create an exciting shape that is figure flattering	<ul style="list-style-type: none"> <li>• <b>Task 12</b></li> <li>• <b>Task 13</b></li> <li>• <b>Task 14</b></li> </ul> <p style="text-align: center;"><u>Details may be seen at Annexure-I</u></p>
	<b>Day 2</b>	<b>Perform cutting of sketch</b> 1. Cut the pattern according to marked design  2. Properly use/handle of tools and cutting instrument  3. Importance of proper cutting  PH4. Identify the require tools  5. Accuracy including of cutting pattern	

		<b>Day 3</b>	<p>Draws lining</p> <ol style="list-style-type: none"> <li>1. Importance of usage of lining in garments</li> <li>2. Type and style of garment in which the lining will be used</li> <li>3. Separate lining pattern in to the body base pattern</li> <li>4. Joining procedure of lining in outer shell</li> <li>5. Difference between lining and outer shell pattern</li> </ol>	
		<b>Day 4</b>	<p>Give seam allowance</p> <ol style="list-style-type: none"> <li>1. Importance of seam allowance for stitching</li> <li>2. Cut the pattern according to marked points</li> <li>3. Knowledge about variation on the different parts of panels</li> </ol>	
		<b>Day 5</b>	<p>Perform grading</p> <ol style="list-style-type: none"> <li>1. Interpret order sheet for grading</li> <li>2. Knowledge about Even/Uneven Grading procedure</li> <li>3. Pattern wise difference in sizes</li> <li>4. Alignments of master pattern before perform grading</li> <li>5. Knowledge about size ups and down</li> <li>6. Knowledge of pattern grading for different styles and sizes of garments by master plan after getting complete size chart.</li> <li>7. Make grading for different variation of garments</li> <li>8. Follow the basic size and increasing and decreasing sizes on the different points</li> </ol>	

Week 5	<b>Prepare Components for Sample</b>  <b>Aim: This Competency deals for prepare Components for Sample</b>	Day 1	Draws sketch on raw material 1. Draw patterns on fabric according to cutting plan 2. Fabric work specification and tools 3. Knowledge about fabric width 4. Knowledge about line of stretch ability of fabric	<b>•Task 5</b> <b>•Task 16</b> <u>Details may be seen at Annexure-I</u>
		Day 2	5. Maximum utilization of fabric with excellence and carefully tracing according to pattern layout 6. Draw notches on fabric according to pattern 7. Make the fabric best useful in the layout of pattern and pattern places on the fabric 8. Align the fabric and cutting plan	
		Day 3	Cut component of front, back, sleeve and other parts of pattern for sample development 1. Cut pattern components according to pattern information 2. Cut front portion with best part of fabric 3. To get the cutting material for numbering 4. Check before, after and during	

			parts cutting with regard to the pitch of cutting	
		<b>Day 4</b>	<p>5. Separate the cut pieces and mark numbering</p> <p>6. After the separation of cut pieces to make bundles according information and mark label and size.</p>	
		<b>Day 5</b>	<p>7. Minimize wastage of fabric during cutting and utilize the best techniques</p> <p>8. Hat notches make small notches during cutting</p>	
<b>Week 6</b>	<b>Prepare components for sample</b>	<b>Day 1</b>	<p><b>Coordinate with stitcher for preparation of sample</b></p> <p><b>1. Importance of coordinate of pattern master with sample man</b></p>	<ul style="list-style-type: none"> <li>• <b>Task 17</b></li> <li>• <b>Task 18</b></li> <li>• <b>Task 19</b></li> <li>• <b>Task 20</b></li> <li>• <b>Task 21</b></li> <li>• <b>Task 22</b></li> <li>• <b>Task 23</b></li> <li>• <b>Task 24</b></li> <li>• <b>Task 25</b></li> </ul>

		Day 2	2. Knowledge about material used in sample	<u>Details may be - seen at Annexure-1</u>
		Day 3	3. Importance of stitcher advise	
		Day 4	Record keeping of patterns 1. Pattern saving and hanging knowledge 2. Keep record of pattern on register	



		<b>Day 5</b>	<ul style="list-style-type: none"> <li>3. Keeping pattern on dry place</li> <li>4. Knowledge about saving paths</li> <li>5. Keep pattern with names</li> </ul>	
<b>Week 7</b>	<b>Upgrade skills</b>	<b>Day 1</b>	<p>Learn from seniors</p> <ul style="list-style-type: none"> <li>1. Knowledge about how can upgrade skills by consulting with senior pattern masters</li> <li>2. Apply knowledge and understanding through identifying, selecting and using various method or systems</li> </ul>	<p><b>•Task 7</b></p> <p><i><u>Details may be seen at Annexure-I</u></i></p>
		<b>Day 2</b>	<ul style="list-style-type: none"> <li>3. Consult with seniors which certain problem occurs while developing new style and products</li> </ul>	

		<b>Day 3</b>	Attend trainings 1. Experimental and combination of wide range of the development 2. Standard quality plan for garment industry	
		<b>Day 4</b>	3. Task on time according to define methodology 4. Importance of further training on pattern maker	
		<b>Day 5</b>	5. Understand the importance of the skill test for future growth/career 6. Knowledge of advantages of getting technical and professional trainings	
<b>Week 8</b>		<b>Day 1</b>	Read books 1. Gather books of relevant field 2. How to take advantage by using pattern books	<ul style="list-style-type: none"> <li>• <b>Task 26</b></li> <li>• <b>Task 27</b></li> <li>• <b>Task 28</b></li> </ul> <p><i><u>Details may be seen at Annexure-1</u></i></p>

		<b>Day 2</b>	3. Seeking ability 4. Knowledge about different method use for pattern development in other countries through books	
		<b>Day 3</b>	Learn from internet 1. Using internet in positive ways	

		<b>Day 4</b>	2. Techniques to search relevant web sites	
		<b>Day 5</b>	3. Take advantage through social network 4. Gathering material through internet	
<b>Week 9</b>	<b>Communication</b>	<b>Day 1</b>	Communicate with assistants 1. Knowledge about communication and its importance for conducive behavior with helper 2. Importance of Positive attitude for team work 3. Advantages of teamwork to achieve organizational goals	<ul style="list-style-type: none"> <li>• <b>Task 29</b></li> <li>• <b>Task 30</b></li> </ul> <u>Details may be seen at Annexure-I</u>

		<b>Day 2</b>	<p>Communicate with supervisor</p> <ol style="list-style-type: none"> <li>1. Knowledge about communication and its importance for conducive behavior with supervisor</li> <li>2. Importance of production in time</li> <li>3. Increase productivity</li> <li>4. Advantage of mind understanding with supervisor</li> </ol>	
		<b>Day 3</b>	<ol style="list-style-type: none"> <li>5. exchange knowledge with supervisor for enhancing production</li> <li>6. Explain and demonstrate effective communication skills and interaction with colleagues</li> </ol>	
		<b>Day 4</b>	<p>Communicate with stitcher.</p> <ol style="list-style-type: none"> <li>1. Knowledge about communication and its importance for conducive behavior with stitches</li> <li>2. Advantage of mind understanding with stitches</li> <li>3. Knowledge about pattern problems during sample stitching</li> </ol>	

		<b>Day 5</b>	<p>Communicate with fabric cutter</p> <ol style="list-style-type: none"> <li>1. Importance of cutting dept.</li> <li>2. Manual cutting procedure</li> <li>3. Knowledge about cutting plan</li> <li>4. Layout plan of fabric</li> <li>5. Kinds of fabric use in product</li> <li>6. Combination of fabric</li> </ol>	
<b>Week 10</b>		<b>Day 1</b>	<p>Communicate with quality controller</p> <ol style="list-style-type: none"> <li>1. knowledge about product quality</li> <li>2. Knowledge about different aspects of quality assurance</li> <li>3. acceptable and un acceptable garments</li> </ol>	<p>• <b>Task 31</b></p> <p><u>Details may be seen at Annexure-I</u></p>
		<b>Day 2</b>	<ol style="list-style-type: none"> <li>4. measurement tolerance given by customer</li> <li>5. knowledge about garments trimming</li> <li>6. Importance of quality assurance dept.</li> </ol>	

		<b>Day 3</b>	<p>Communicate with Merchandiser</p> <ol style="list-style-type: none"> <li>1. Knowledge of product developing instruction behalf of the Clint</li> <li>2. Importance of merchandiser in factory</li> </ol>	
		<b>Day 4</b>	<p>Communicate with clients</p> <ol style="list-style-type: none"> <li>1. An organization rules regarding communication.</li> <li>2. Effective communication skills including listening skills</li> </ol>	
		<b>Day 5</b>	<ol style="list-style-type: none"> <li>3. Workplace and profession related to vocabulary</li> </ol>	
<b>Week 11</b>	<b>Follow Health &amp; Safety</b>	<b>Day 1</b>	<p>Apply personal safety</p> <ol style="list-style-type: none"> <li>1. Basic legal requirements for health and safety at work</li> <li>2. Situational Awareness</li> <li>3. Know how to plan and organize their work to minimize risks to their personal safety</li> <li>4. Personal Protective Equipment</li> <li>5. Be able to identify and adopt practical ways of protecting their</li> </ol>	<p><b>•Task 32</b>  <u>Details may be seen at Annexure-I</u></p>

			<p>personal safety while at work</p> <p>6. Improve physical environment or comfort.</p>	
		<b>Day 2</b>	<p>Apply Workplace safety</p> <ul style="list-style-type: none"> <li>. Workplace Expectations</li> <li>2. Employer Responsibilities</li> <li>3. Incident Reporting</li> <li>4. Housekeeping1</li> <li>5. Manual Handling</li> <li>6. Emergency Procedures</li> </ul>	
		<b>Day 3</b>	<p>Apply safety for others</p> <ul style="list-style-type: none"> <li>1. Knowledge about safety precautions for others</li> </ul>	



		<b>Day 4</b>	Equipment : 1. Knowledge of the importance of the safety devices and their usage while working on a table	
		<b>Day 5</b>	1. Knowledge about safety precautions for tools and equipment	
<b>Week 12</b>	<b>Introduction of pattern</b>	<b>Day 1</b>	<b>The examiner can ask a trainee to describe the importance of pattern in apparel industries</b>  <b>interpret the word pattern making</b>	<b>• Task 33</b> <i><u>Details may be seen at Annexure-I</u></i>
		<b>Day 2</b>	Select proper instruments	

		<b>Day 3</b>	Take sample	
		<b>Day 4</b>	Take specification	
		<b>Day 5</b>	Record measurements	

**MODULES**

<b>Task No.</b>	<b>Task</b>	<b>Description</b>	<b>Week</b>
1.	<b>Introduction of pattern</b>	The examiner can ask a trainee to describe the importance of pattern in apparel industries  interpret the word pattern making	<b>Week 1</b>
2.		The examiner can ask a trainee to describe the importance of pattern in apparel industries  interpret the word pattern making	
3.	<b>Select proper instruments</b>	The examiner can ask a trainee to demonstrate the skill of require instrument for proper work  Can ask trainee to Identify a situation and object in which certain problem occurs while selecting wrong instrument	
4.		identify tools and equipment name and safety precautions for tools	
5.	<b>Take sample</b>	The examiner can ask a trainee to demonstrate the skill of how to measure sample for preparing pattern block	
6.	<b>Take specification</b>	The examiner can ask a trainee to demonstrate the skill of how to prepare pattern block according to the specs	<b>Week 2</b>
7.		Can ask trainee to Identify a situation and object in which certain problem occurs while preparing pattern according to the customer specifications	
8.	<b>Record measurements</b>	To demonstrate the skill	
9.	<b>Perform calculation</b>	The examiner can ask a trainee to demonstrate the skill of how to maintain record of measurements	<b>Week 3</b>
10		Can ask trainee to Identify a situation and object in which certain problem occurs while keeping record of specs	

11	<b>Prepare technical files</b>	The examiner can ask a trainee to demonstrate the skill of how to perform calculation for pattern block	
12		Can ask trainee to Identify a situation and object in which certain problem occurs while perform calculation identify require tools and equipment	
13	<b>Draws front base</b>	The examiner can ask a trainee to demonstrate the skill of preparing front block according to specs	<b>Week 4</b>
14		Can ask trainee to Identify a situation and object in which certain problem occurs while preparing front part	
15		identify require tools and equipment safety precautions for work	<b>Week 5</b>
16	<b>Draws back base</b>	The examiner can ask a trainee to demonstrate the skill of preparing back block according to specs	
17		Can ask trainee to Identify a situation and object in which certain problem occurs while preparing back part	<b>Week 6</b>
18		identify require tools and equipment safety precautions for work	
19	<b>Draws sleeve base</b>	The examiner can ask a trainee to demonstrate the skill of preparing sleeve block according to specs	
20		Explain different kinds of sleeve used in the garments Can ask trainee to Identify a situation and object in which certain problem occurs while preparing sleeve part identify require tools and equipment safety precautions for work	
21	<b>Draws collars</b>	The examiner can ask a trainee to demonstrate the skill of preparing collar block according to specs Explain different kinds of collar used in the garments Can ask trainee to Identify a situation and object in which certain problem occurs while preparing collar identify require tools and equipment safety precautions for work	

22	<b>Make design in base</b>	<p>The examiner can ask a trainee to demonstrate the skill of converting design into the base pattern</p> <p>Explain different kinds of design used in the garments</p> <p>Can ask trainee to Identify a situation and object in which certain problem occurs while making design into the base pattern</p> <p>identify require tools and equipment safety precautions for work</p>	
23	<b>Perform cutting of sketch</b>	<p>The examiner can ask a trainee to demonstrate the skill of cutting base sketch with scissor and knife</p> <p>Explain different kinds of cutting method</p> <p>Can ask trainee to Identify a situation and object in which certain problem occurs while perform cutting of base pattern</p> <p>identify require tools and equipment safety precautions for work</p>	
24	<b>Draws lining</b>	<p>The examiner can ask a trainee to demonstrate the skill of preparing lining</p> <p>Explain the usage of lining in garments</p> <p>Can ask trainee to Identify a situation and object in which certain problem occurs while developing lining pattern</p> <p>identify require tools and equipment safety precautions for work</p>	
25	<b>Give seam allowance</b>	<p>The examiner can ask a trainee to demonstrate the skill of giving seam margin for stitching</p> <p>Explain seam variation on the different parts of panels</p> <p>Can ask trainee to Identify a situation and object in which certain problem occurs while given seam allowance</p> <p>identify require tools and equipment safety precautions for work</p>	

26	<b>Perform grading</b>	<p>The examiner can ask a trainee to demonstrate the skill of grading</p> <p>Explain the grading difference in country wise</p> <p>Can ask trainee to Identify a situation and object in which certain problem occurs while perform grading to master pattern identify require tools and equipment safety precautions for work</p>	Week 7
27	<b>Mention identification number</b>	<p>The examiner can ask a trainee to demonstrate the skill applying identification on pattern</p> <p>Explain the importance of identification</p> <p>Can ask trainee to Identify a situation and object in which certain problem occurs while mention identification number on pattern identify require tools and equipment safety precautions for work</p>	
28	<b>Draws sketch on raw material, Cut component of front, back,sleeve and other parts of pattern for sample development</b>	<p>The examiner can ask a trainee to demonstrate the skill of tracing pattern on fabric</p> <p>Explain different kinds material used in garments</p> <p>Can ask trainee to Identify a situation and object in which certain problem occurs while tracing pattern on raw material identify require tools and equipment safety precautions for work</p> <p>The examiner can ask a trainee to demonstrate the skill cutting component for sample development</p> <p>Explain the different parts of pattern</p> <p>Can ask trainee to Identify a situation and object in which certain problem occurs while cutting components for preparation of sample identify require tools and equipment safety precautions for work</p>	

29	<b>Communicate with merchandiser, communicate with clients</b>	<p>The examiner can ask a trainee to Illustrate the importance of communication with merchandiser</p> <p>Explain the advantage of team work</p> <p>Identify the areas and points where pattern maker need to communicate with merchandiser The examiner can ask a trainee to Illustrate the importance of</p> <p>identify the areas and points where pattern maker need to communicate with clients.</p>	<b>Week 8</b>
30	<b>Communicate with supervisor</b>	<p>communication with supervisor. Explain the advantage of team work identify the areas and points where pattern maker need to communicate with supervisor. The examiner can ask a trainee to Illustrate the importance of communication with clients</p>	
31	<b>Apply personal safety</b>	<p>The examiner can ask a trainee Describe the importance of apply personal safety while working identify tools and equipment and for personal safety precautions</p>	<b>Week 9</b>
32	<b>Apply workplace safety</b>	<p>The examiner can ask a trainee Describe the importance of apply workplace safety while working  identify tools and equipment and for workplace safety precautions</p>	<b>Week10</b>
33	<b>Apply safety for others</b>	<p>The examiner can ask a trainee Describe the importance of apply safety for others while working  identify tools and equipment and for safety precautions for others</p>	<b>Week11</b>
34	<b>Apply safety for tools and equipment's</b>	<p>The examiner can ask a trainee Describe the importance of apply safety for tools and equipment  identify tools and equipment and for safety precautions for tools and equipment</p>	

**Motivational Lectures  
Garments Pattern Making**

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What is Garments Pattern & how to make pattern with ref. given blow

<https://www.youtube.com/watch?v=eBwPW8oknP8&pp=ygUbaG93IHRvIG1ha2UgZ2FybWVudCBwYXR0ZXJu>

<https://www.youtube.com/watch?v=49pnGcEvaig&pp=ygUbaG93IHRvIG1ha2UgZ2FybWVudCBwYXR0ZXJu>

<https://www.youtube.com/watch?v=jdYPWHsgVAg&pp=ygUbaG93IHRvIG1ha2UgZ2FybWVudCBwYXR0ZXJu>

<https://www.youtube.com/watch?v=v19406WGYss&pp=ygUbaG93IHRvIG1ha2UgZ2FybWVudCBwYXR0ZXJu>

<https://www.youtube.com/watch?v=YHSDd345joQ&pp=ygUbaG93IHRvIG1ha2UgZ2FybWVudCBwYXR0ZXJu>



## Annexure-II

### 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</li> </ul>	<ul style="list-style-type: none"> <li>Podium</li> <li>Projector</li> </ul>		<ul style="list-style-type: none"> <li>Communication</li> <li>Self Confidence</li> </ul>

<p>skills and how it works.</p> <ul style="list-style-type: none"> <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>• Drafting</li> <li>• Grading</li> <li>• Tracing</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork</li> </ul>
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<b>Schedule</b>	<b>Mentor Should do</b>
<p><b>Welcome:</b> <b>5 min</b></p>	<p>Short welcome and ask the <b>Mentor</b> to introduce him/herself.</p> <p>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.</p>
<p><b>Icebreaker:</b> <b>10 min</b></p>	<p>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.</p> <p>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.</p>
<p><b>Introduction &amp; Onboarding:</b> <b>20mins</b></p>	<p>Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following:</p> <ol style="list-style-type: none"> <li>1. Explanation of the program and structure. (Kamyab jawan Program)</li> <li>2. How you will use your communication skills in your professional life.</li> <li>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)</li> <li>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.</li> </ol>
<p><b>Team Activity Planning:</b> <b>30 minutes</b></p>	<p><b>MENTOR:</b> 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</p>

	<p>session requires a different 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.</p> <p>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>

## MOTIVATIONAL LECTURES LINKS.

<b>TOPIC</b>	<b>SPEAKER</b>	<b>LINK</b>
How to Face Problems In Life	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=OrQte08MI90">https://www.youtube.com/watch?v=OrQte08MI90</a>
Just Control Your Emotions	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=JzFs_yJt-w">https://www.youtube.com/watch?v=JzFs_yJt-w</a>
How to Communicate Effectively	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=PhHAQEGehKc">https://www.youtube.com/watch?v=PhHAQEGehKc</a>
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	<a href="https://www.youtube.com/watch?v=5fS3rj6eIFg">https://www.youtube.com/watch?v=5fS3rj6eIFg</a>
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	<a href="https://www.youtube.com/watch?v=chn86sH0O5U">https://www.youtube.com/watch?v=chn86sH0O5U</a>
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	<a href="https://www.youtube.com/watch?v=s10dzfbozd4">https://www.youtube.com/watch?v=s10dzfbozd4</a>
Wisdom of the Eagle	Learn Kurooji	<a href="https://www.youtube.com/watch?v=bEU7V5rJTtw">https://www.youtube.com/watch?v=bEU7V5rJTtw</a>
The Power of ATTITUDE	Titan Man	<a href="https://www.youtube.com/watch?v=r8LJ5X2ejqU">https://www.youtube.com/watch?v=r8LJ5X2ejqU</a>
STOP WASTING TIME	Arnold Schwarzenegger	<a href="https://www.youtube.com/watch?v=kzSBrJmXqdg">https://www.youtube.com/watch?v=kzSBrJmXqdg</a>
Risk of Success	Denzel Washington	<a href="https://www.youtube.com/watch?v=tbnzAVRZ9Xc">https://www.youtube.com/watch?v=tbnzAVRZ9Xc</a>

**SUCCESS STORY**

S. No	Key Information	Detail/Description
1.	<b>Self &amp; Family background</b>	<p><b>Hamza Shahid</b>, who lives in Sialkot, is an example of how hard work and perseverance can reap rich rewards when bidding for projects online. The graphic designer works exclusively on an online freelancing platform and has earned, on average, <b>US\$ 3000</b> per month for the past several months. But this isn't a story of overnight success – Danyal has had to work hard to differentiate himself and stay true to his goal.</p> <p>It was a full year later, in May 2021, when Danyal 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. 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 <b>Leather Garment Pattern Making</b> from (NAVTTC partner institute)
3.	<b>Post-training activities</b>	<p><b>Danyal's</b> area of expertise is in <b>Leather Garment Pattern Making</b>. In his first month using Fiverr, he pitched mostly for projects centered around Pattern Making. 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>Hamza says he understands why clients would be apprehensive giving projects to untested freelancers. They have hundreds of options to choose from, he</p>

		<p>explains, and to give a project to someone with no experience requires a strong leap of faith.</p> <p>A slow stream of projects started to come Hamza'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 Pattern Making to Pattern Grading,</p>
4.	<p><b>Message to others</b></p> <p><b>(Under training)</b></p>	<p>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.</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.

## 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.