

Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"



Course Contents / Lesson Plan

Course Title: Handicraft (Textile)

Duration: 6 Months

Revised Edition

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| Trainer Name | |
| Course Title | Handicraft (Textile) |
| Objectives and Expectations | <p>Employable skills and hands-on practice for Handicraft</p> <p>This course offers a broad, cross-disciplinary learning experience for students looking to pursue career in Textile Handicraft. The course is a rare opportunity to learn the cultural as well as technical aspects of traditional crafts from traditional artisans themselves, within an academic structure and with academic rigor.</p> <p>All are hands-on, and taught by highly skilled traditional artisans and specialists. Included in each is a brief introduction on traditional textile arts and their cultural context. The sessions together provide an understanding of craft skills and the deep traditional knowledge that supports them. Course offerings include extra weft weaving on a pit loom, hand block printing, batik block printing, bandhani (shibori), and dyeing with synthetic and natural dyes. Embroidery in Rabari and suf traditions, patchwork and appliqué can also be taught. Student will be able to identify correct material for handicrafts, manage craft material efficiently, make different types of versatile handicrafts, be creative with the available material and make versatile products, explain awareness of handicrafts and material used in them, describe various techniques/designs of making handicrafts, identify various color schemes, ideas, patterns and their application in handicrafts and express the values and demands of the market and society.</p> <p><u>Main Expectations:</u></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>The content learning provided on this course involves aspects such as the use of technical and traditional sector procedures, and a knowledge of contemporary art expressions. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <ol style="list-style-type: none"> i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document. ii. To materialize the main expectations, a special module on <u>Job Search & Entrepreneurial Skills</u> has been included in the latter part of this course (5th & 6th month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country. iii. A module on <u>Work Place Ethics</u> 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

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| | <p>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:-</p> <ul style="list-style-type: none"> • 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) <p>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.</p> <p>Suggestive structure and sequence of a sample success story and its various shapes can be seen in Annexure III.</p> <p>(iii) Case Studies</p> <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. 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"> i. A good quality trade-specific documentary (At least 2-3 documentaries must be arranged by the training institute) ii. Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute) iii. Field visits (At least one visit to a trade-specific major industry/ site must be arranged by the training institute) |
| Entry-level of trainees | Primary |
| Learning Outcomes of the course | <p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • Be able to recognize the dangers and observe relevant safety precautions while performing / supervising work. • Understand the differences and working principles of various welding equipment on board. |

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| | <ul style="list-style-type: none"> • learn one of the traditional techniques • learn a traditional aesthetic style • understand traditional art as a combination of aesthetics and skills • experience a traditional system of learning and expressing • *understand traditional art as an integrated part of life that expresses a world view • gain a perspective of their own culture and subculture |
| Course Execution Plan | <p>The total duration of the course: 6 months (26 Weeks) Class hours: 4 hours per day Theory: 20% Practical: 80% Weekly hours: 20 hours per week Total contact hours: 520 hours</p> |
| Companies offering jobs in the respective trade | <ol style="list-style-type: none"> 1. Textile sector companies (design team training, coordination and management). 2. Artisan workshops and art studios (design team training, coordination and management) 3. Clothing and homeware accessory industry 4. Local industry. 5. Local shops. 6. Shows, installations and artworks 7. Boutique and industrial homes. 8. Schools as a teacher for Home Economics/Drawings/Designing. |
| Job Opportunities | <p>All over the world there is a high demand in the textile industry. A handicraft professional work closely with clients and teams to construct fabrics using different concept of design and post production techniques. There are also opportunities for start-up entrepreneurship due to the high demand in the market in following designated jobs;</p> <ul style="list-style-type: none"> • Designer • Tracer • Production • Quality control |
| No of Students | 25 |
| Learning Place | Classroom / Lab |
| Instructional Resources | <ol style="list-style-type: none"> 1. National Institute of Folk and Traditional Heritage (Lok Virsa), History. Available online: http://lokvirsa.org.pk/history/ (accessed on 22 December 2017) 2. Who We Are. Available online: http://www.ahan.org.pk/who-we-are/ (accessed on 22 December 2017) 3. Title: Embroidery Traditional Techniques And Contemporary Applications For Hand And Machine Embroidery Author: Sophie Long published by Sally Milner Publishing Pty Ltd 4. Crochet Stitch Dictionary: 200 Essential Stitches with Step-by-Step Photos Paperback – Illustrated, October 22, 2013 by Sarah Hazell 5. House of Print: A Modern Block Printer's Journey Through Color, Texture, and Pattern Hardcover – July 7, 2020 by Molly Mahon 6. Introduction to Knitting published by Liberty books (Available on Daraz) 7. Inventive Weaving on a Little Loom-Discover the Full Potential of the Rigid-Heddle Loom, for Beginners and Beyond by Syne Mitchell |

MODULES

| Scheduled Weeks | Module Title | Learning Units | Remarks |
|-----------------|--|--|--|
| Week 1 | <p>Orientation/Course Introduction</p> <p>Understand the basic Textile Handicraft and Introduction</p> <p>Use arts and crafts materials safely</p> <p>Conduct research to select design theme</p> | <ul style="list-style-type: none"> • Motivational Lecture (<i>For further detail please see Page No: 3& 4</i>) • Job market • Course Applications • Institute/work ethics • Describe basic Handicraft <p>Using arts and crafts materials safety measure</p> <ul style="list-style-type: none"> • Health risks • General safety tips • Additional safety tips for children <p>Process to start your product design and create a idea</p> <ul style="list-style-type: none"> • Perform brainstorming through mind mapping • Carry out research using different research sources • Cultural and market trends • Fashion trend • Availability of resources/raw Material | <p>Home Assignment</p> <ul style="list-style-type: none"> • Task 1 • Task 2 • Task 3 <p><i><u>Details may be seen at Annexure-I</u></i></p> |
| Week 2 | Drawing & Tracing | <p>Process of design development from motif to surface pattern creation using elements and principles of design</p> <ul style="list-style-type: none"> • Importance of drawing and tracing • Design extraction • Motif creation extracted elements • Creation of final surface pattern designs • How to make a trace • Method of tracing on different material | |
| Week 3 | Introduction of hand Embroidery | <ul style="list-style-type: none"> ▪ Importance and use of hand embroidery ▪ Principles of hand embroidery <ul style="list-style-type: none"> ▪ Mixing of color in hand embroidery ▪ To create aesthetic sense of color | <ul style="list-style-type: none"> • Task 4 <p><i><u>Details may be seen at Annexure-I</u></i></p> |

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| | <p>Color Scheme & quality of threads in Hand Embroidery</p> <p>Making of different Stitches</p> | <p>texture and design</p> <ul style="list-style-type: none"> ▪ Use of different quality of threads according to material and proper finishing ▪ Introduction of stitches and its background ▪ Fixing of cloth in frame <p>Making of different stitches as, stem stitch, Long and short stitch, Cross stitch (single & double),</p> | |
| Week 4 | Carry out different types of embroidery stitches | <ul style="list-style-type: none"> • Motivational Lecture(<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to:</p> <ul style="list-style-type: none"> ▪ Making of different stitches as, Rose stitch, Spider stitch, Knot stitch, Mirror work, Bead work, knot stitch, | <ul style="list-style-type: none"> • Task 5 <p><u><i>Details may be seen at Annexure-I</i></u></p> |
| Week 5 | Carry out different types of embroidery stitches | <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Making of different stitches as, Chain stitch, Shadow stitch, Round Stitches, Moti tanka, Spider stitch | <ul style="list-style-type: none"> • |
| Week 6 | Perform Dyeing | <ul style="list-style-type: none"> • Motivational Lecture(<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • identify and select fiber and yarn required for end product • preparation of dye and dye of different shapes suitable for application • tying to develop different effects <ul style="list-style-type: none"> ▪ color application method | <ul style="list-style-type: none"> • Task 7 <p><u><i>Details may be seen at Annexure-I</i></u></p> |
| Week 7 & 8 | Tie and dye | <ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Introduction to tie and dye • Methods of tie and dye. • Dye & chemicals • Different procedures of tie and dye prepare at least 10 samples in different design and colours • Dupatta and shirt Identify <ul style="list-style-type: none"> ▪ Describe the radiographic and | <ul style="list-style-type: none"> • Task 8 <p><u><i>Details may be seen at Annexure-I</i></u></p> |

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| | | <ul style="list-style-type: none"> ▪ ultrasonic inspection processes. ▪ Describe destructive testing processes. ▪ | |
| Week 9 & 10 | Introduction of Block Printing | <ul style="list-style-type: none"> • Motivational Lecture(For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Historical Background of Block Printing • Block Printing of Different Types. • Different types of Dyes for Block Printing • Dyes affinity to Fabrics • Primary Secondary & Tertiary Colours • Preparing your own Colours • How to make designs for Block Printing • Understanding Placements • Tracing and Carving of Blocks • Treatment and Care of Blocks • Tools and equipment for Block printing • Usage of tools and equipment • Preparing the Printing Surface. | <ul style="list-style-type: none"> • Task 9 <p><u>Details may be seen at Annexure-I</u></p> |
| Week 11 &12 | Block Printing | <ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> ▪ Preparing pastes, dyes and Colours ▪ Preparing Eco friendly Binder ▪ Sampling different dyes & Materials ▪ Treatment of fabric for printing ▪ Learning to make corners ▪ Learning to put registration marks ▪ Single Colour Printing 1 ▪ Single Colour Printing 2 ▪ Double Colour Printing 1 ▪ Double Colour Printing 2 ▪ Multi Colour printing | <ul style="list-style-type: none"> • Task 10 • Task 11 <p><u>Details may be seen at Annexure-I</u></p> <div style="background-color: green; color: white; padding: 5px; display: inline-block;"> <ul style="list-style-type: none"> • Monthly Test 2 </div> |
| Week 13 | Applique work | <ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Introduction to Fabric Applique <ul style="list-style-type: none"> ▪ A guide to basic applique work ▪ Applique design cuttings ▪ Technique to do reverse applique work ▪ Combination of Applique and Reverse applique work ▪ Traditional Pakistani Applique-White on White ▪ Colorful Applique design ▪ Applique work on a waist coat | <ul style="list-style-type: none"> • Task 16 <p><u>Details may be seen at Annexure-I</u></p> |

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| Week 14 | Start Preparing your portfolio | <ul style="list-style-type: none"> • Motivational Lecture(<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • the concept of design portfolios • the concept of present design work/projects in a professional manner • websites that provide free portfolio hosting such as Behance and Dribble • creating a portfolio • how to select work for presenting in your portfolio | |
| | Build your CV | <p>Download professional CV template from any good site (https://www.coolfreecv.com or relevant)</p> <ul style="list-style-type: none"> • Add Personal Information • Add Educational details • Add Experience/Portfolio • Add contact details/profile links | |
| Midterm | | | |
| Week 15 | Patch work | <ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Introduction of Patch work <ul style="list-style-type: none"> ▪ Patchwork techniques ▪ Patchwork with painting on a pleated dress ▪ Patchwork with embroidery on a tunic ▪ Patch work with block print technique on a Scarf | <ul style="list-style-type: none"> • Home Assignment • Task 17 <p><i><u>Details may be seen at Annexure-I</u></i></p> |
| Week 16 | Introduction to Freelancing | <ul style="list-style-type: none"> • Motivational Lecture (<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • the concept of freelancing • how to become freelance and create a sustainable income • pros and cons of freelancing • the ethical and professional way of becoming a productive freelancer • resources available for freelancing in the field of design • how to join freelancing sites • the process of creating a freelancing profile | • |
| | Create an account profile on Fiverr (at | Create an account by following these steps: | • |

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| | least two gigs) and Upwork | <p>Step 1: Personal Info Step 2: Professional Info Step 3: Linked Accounts Step 4: Account Security</p> | |
| Week 17 | Basic crochet stitches | <ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> ▪ Information on crochet ▪ Identify equipment and materials ▪ Instructional notes on basic crochet stitches <p>Basic crochet stitches</p> <ul style="list-style-type: none"> • Holding the hook and yarn • Make chain stitch • Make slip stitch • Make double crochet <p>Standard body measurements /sizes</p> <ul style="list-style-type: none"> • Explain standard body measurements • Identify Body measurements for baby, child , man and women | <ul style="list-style-type: none"> • Task 19 <p><u>Details may be seen at Annexure-I</u></p> |
| Week 18 | Knitting | <ul style="list-style-type: none"> • Motivational Lecture (For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Basics of Knitting • Knitting types • Chronological Developments in Knitting • Ways to start knitting on time • Raw Material Selection & its Quality <p>Basic Knitting stitches</p> <ul style="list-style-type: none"> • Casting on • knit stitch and purl stitch • Bind Off | <ul style="list-style-type: none"> • Task 20 <p><u>Details may be seen at Annexure-I</u></p> <p>Monthly Test 3</p> |
| Week 19 | Weaving | <ul style="list-style-type: none"> • Motivational Lecture (For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • Introduction of weaving <ul style="list-style-type: none"> • Health and Safety, • Materials and Tools, • Posture and Position • Putting the warp on frame | <ul style="list-style-type: none"> • Task 24 <p><u>Details may be seen at Annexure-I</u></p> |
| Week 20 | Weaving | <ul style="list-style-type: none"> • Success stories (For further detail please see Page No: 3& 4) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • The basic process of weaving | <ul style="list-style-type: none"> • Task 25 <p><u>Details may be seen at Annexure-I</u></p> |

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| | | <ul style="list-style-type: none"> • Weaving two blocks of colour • Creating a diagonal • Hatching • Weaving a circle hardness test. | |
| Week 21 | Employable Project/ Assignment (6 weeks) i.e. 21-26 besides regular classes. OR On the job training (2 weeks) | <ul style="list-style-type: none"> • Guidelines to the Trainees for selection of students employable project like final year project (FYP) • Assign Independent project to each Trainee • A project-based on trainee's aptitude and acquired skills. • Designed by keeping in view the emerging trends in the local market as well as across the globe. • The project idea may be based on Entrepreneur. • Leading to successful employment. • The duration of the project will be 6 weeks • Final viva/assessment will be conducted on project assignments. • At the end of the session, the project will be presented in a skills competition • The skill competition will be conducted on zonal, regional, and National levels. • The project will be presented in front of Industrialists for commercialization • The best business idea will be placed in the NAVTTC business incubation center for commercialization. <p style="text-align: center;">OR</p> <p>On the job training for 2 weeks:</p> <ul style="list-style-type: none"> • Aims to provide 2 weeks of industrial training to the Trainees as part of the overall training program • Ideal for the manufacturing trades • As an alternative to the projects that involve expensive equipment • Focuses on increasing Trainee's motivation, productivity, efficiency, and quick learning approach. | |
| Week 22 | Capstone Project | | |
| | How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.) | <ul style="list-style-type: none"> • Browse the following website and create an account on each website <ul style="list-style-type: none"> ✓ Bayt.com – The Middle East Leading Job Site ✓ Monster Gulf – The International Job Portal ✓ Gulf Talent – Jobs in Dubai and the Middle East • Find the handy 'search' option at the | |

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| | | <p>top of your homepage to search for the jobs that best suit your skills.</p> <ul style="list-style-type: none"> • Select the job type from the first 'Job Type' drop-down menu, next, select the location from the second drop- down menu. • Enter any keywords you want to use to find suitable job vacancies. • On the results page you can search for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search. • Search for jobs by: <ul style="list-style-type: none"> ✓ Company ✓ Category ✓ Location ✓ All jobs ✓ Agency ✓ Industry | |
| Week 23 | Professional practice methods& legal side of design | <ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) <p>Students are introduced to:</p> <ul style="list-style-type: none"> • the standards that define the expectations of a professional welder • the principles of integrity that demonstrate respect for the profession, for colleagues, for clients, for audiences or consumers, and society as a whole • the perspectives of the welding profession i.e. understanding the profession, the meanings of environmental responsibility, copyright, and ethics • what legalities are involved in professional welding projects • how to build strong professional proposals • copyrights, copyright infringement, plagiarism, crediting creators, purchasing online products, downloading 'free' content • the do's and don'ts of how to price their time, effort, and creativity | |
| Week 24 | Entrepreneurship and Final Assessment in project | <ul style="list-style-type: none"> • Success stories (<i>For further detail please see Page No: 3& 4</i>) • Job Market Searching • Self-employment • Introduction • Fundamentals of Business Development • Entrepreneurship • Startup Funding • Business Incubation and Acceleration • Business Value Statement | Final Assessment |

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| | | <ul style="list-style-type: none">• Business Model Canvas• Sales and Marketing Strategies• How to Reach Customers and Engage• Stakeholders Power Grid• RACI Model, SWOT Analysis, PEST Analysis• SMART Objectives• OKRs• Cost Management (OPEX, CAPEX, ROCE, etc.) | |
| Final Assessment | | | |

Tasks For Certificate in Handicraft (Textile)

| Task No. | Task | Description | Week |
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| 1. | Find the career path | <ul style="list-style-type: none"> Prepare a career path related to your course and also highlight the emerging trends in the local as well as international market | Week 1 |
| 2. | Work Ethics | <ul style="list-style-type: none"> Generate a report on Institute work ethics and professionalism related to your course | |
| 3. | Identify hazards in workshop | <ul style="list-style-type: none"> Prepare a report of at least 10 safety practices and welding workshop related hazards | |
| 4. | Drawing & Tracing | <ul style="list-style-type: none"> Trace drawing on the tracing sheet as per given design Pining the paper Trace on a fabric | Week-2 |
| 5. | Introduction of hand Embroidery | <ul style="list-style-type: none"> Understand Embroidery and Hand Embroidery Identify various hand embroidery techniques done in Pakistan recognize tools and materials for different types of embroidery Color scheming Set fabric on a frame select appropriate needle and thread for the type of embroidery to be carried out according to the texture and fibre material Prepare samples of different stitches as, stem stitch, Long and short stitch, Cross stitch (single & double), | Week 3 |
| 6. | Making of different Stitches | <ul style="list-style-type: none"> Prepared samples of different stitches as, Rose stitch, Spider stitch, Knot stitch, Mirror work, Bead work, knot stitch | Week 4 |
| 7. | Making of different Stitches | <ul style="list-style-type: none"> Prepared samples different stitches as, Chain stitch, Shadow stitch, Round Stitches, Moti tanka, Spider stitch | Week 5 |
| 8. | Perform Dyeing | <ul style="list-style-type: none"> Prepare and ensure woven fabric dyeing parameters for exhaust dyeing Identify shade by using shade matching method for woven fabrics Prepare colors | Week 6 |
| 9. | Tie and dye | <ul style="list-style-type: none"> Understand tie and dye at least 10 samples in different design and colours welded to a plate coupon. | Week 7& |

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| 10. | Introduction of Block Printing | <ul style="list-style-type: none"> • Understand block printing techniques • Dyes affinity to Fabrics • Primary Secondary & Tertiary Colours | Week 9 |
| 11. | | <ul style="list-style-type: none"> • Understanding Placements • Tracing and Carving of Blocks • Treatment and Care of Blocks • Tools and equipment for Block printing • Usage of tools and equipment • Preparing the Printing Surface | Week 10 |
| 12. | Block Printing | <ul style="list-style-type: none"> • Prepared pastes, dyes and Colors • Performed block printing process • Develop a sample of duppta | Week 11 & 12 |
| 13. | Sketch welding drawing | <ul style="list-style-type: none"> • Draw a welding drawing based on an instructor-provided image or object. | |
| 14. | Pre heat base metal | <ul style="list-style-type: none"> • Preheat base metal to 350F (177C) and verify preheat using a temperature-indicating device. | Week 10 |
| 15. | Block Printing | <ul style="list-style-type: none"> • Swatch book of block printing samples • One color sample • Two color sample • Multicolor printing | Week 11 12 |
| 16. | Applique work | <ul style="list-style-type: none"> • Make an estimated calculation of material consumption for required work • Transfer design on given applique material • Fuse applique material [if required] using ironing/pinning/basting process while maintaining surface evenness • Cut material from design • Prepared a shirt sample | Week 13 |
| 17. | Patch work | <ul style="list-style-type: none"> • Understand patchwork techniques • Cut design as per require size • Prepared a pillow cover | Week 14 |
| 18. | Basic crochet stitches | <ul style="list-style-type: none"> • Understanding of crochet work • Prepare a placemat | Week 17 |
| 19. | Knitting | <ul style="list-style-type: none"> • Understand knitting techniques • Select raw material • Prepared a scarf | Week 16 |
| 20. | Weaving | <ul style="list-style-type: none"> • Understanding of weaving • Set up weaving frame | Week 19 |

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| 21. | Weaving | <ul style="list-style-type: none"> • Weaving two blocks of colour • Creating a diagonal • Hatching • Weaving a circle hardness test | Week 20 |
| 22. | Build your CV | <p>Download professional CV template from any good site (https://www.coolfreecv.com or relevant)</p> <ul style="list-style-type: none"> • Add Personal Information • Add Educational details • Add Experience/Portfolio • Add contact details/profile links | Week 21-26 |
| 23. | Create an account profile on Fiverr (at least two gigs) and Up-work | <p>Create an account by following these steps:</p> <p>Step 1: Personal Info Step 2: Professional Info Step 3: Linked Accounts Step 4: Account Security</p> | Week 21-26 |
| 24. | How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.) | <ul style="list-style-type: none"> • Browse the following website and create an account on each website <ul style="list-style-type: none"> ▪ Bayt.com – The Middle East Leading Job Site ▪ Monster Gulf – The International Job Portal ▪ Gulf Talent – Jobs in Dubai and the Middle East • Find the handy ‘search’ option at the top of your homepage to search for the jobs that best suit your skills. • Select the job type from the first ‘Job Type’ drop-down menu, next, select the location from the second drop-down menu. • Enter any keywords you want to use to find suitable job vacancies. • On the results page you can search for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search. • Search for jobs by: <ul style="list-style-type: none"> ▪ Company ▪ Category ▪ Location ▪ All jobs ▪ Agency ▪ Industry | Week 21-26 |

Motivational Lectures

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

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

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

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

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

How can we start Handicraft Business from Pakistan, Export of handicrafts from Pakistan

<https://www.youtube.com/watch?v=m4Z9-lZM06k>

Pakistan's Smallest Entrepreneur | Handicraft Business Ideas | Pakistan Got Talent

<https://www.youtube.com/watch?v=n2o1HkNkaal>

SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE.**Mentor**

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

Session- 1 (Communication):

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

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

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

| Schedule | Mentor Should do |
|---|---|
| Welcome: 5 min | Short welcome and ask the Mentor to introduce him/herself. Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened. |
| Icebreaker: 10 min | Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead. The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions. |
| Introduction & Onboarding: 20mins | Provide a brief introduction of the qualification to the class and play the "Onboarding Video or Presentation". In your introduction cover the following: 1. Explanation of the program and structure. (Kamyab jawan Program) 2. How you will use your communication skills in your professional life. 3. Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and "contact us" section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm) 4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic. |
| Team Activity Planning: 30 minutes | MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how. <ul style="list-style-type: none"> • "IDENTIFY ENTREPRENEURS" TEAM ACTIVITY • "BRAINSTORMING SOCIAL PROBLEMS" TEAM ACTIVITY <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> 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. |
| Session Close: 5 minutes | MENTOR: Close the session with the opportunity for anyone to ask any remaining questions. Instructor: Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be. |

SUCCESS STORY

| S. No | Key Information | Detail/Description |
|-------|--|--|
| 1. | Self & Family background | <p>Danyal Saleem, who lives in Mirpur (AJK), 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, US\$20,000 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 2017, 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.</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>If at first, you don't succeed, try try again</p> |
| 2. | How he came on board NAVTTC Training/ or got trained through any other source | Certification in graphic designing from STEPS(NAVTTC partner institute) |
| 3. | Post-training activities | <p>Danyal's area of expertise is in graphic design. In his first month using Fiverr, he pitched mostly for projects centered around 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>Danyal 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> <p>A slow stream of projects started to come Danyal'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,</p> |

| | | |
|----|---|--|
| | | <p>banners, Facebook cover pages, letterheads, and stationery.</p> <p>But he's had to face his fair share of challenges too. The shoddy state of internet infrastructure in his city, Mirpur, threatened to derail his freelancing career. "Sometimes I haven't had connectivity for two days straight," he explains. "That's unthinkable for someone who makes his livelihood on the internet."</p> |
| 4. | <p>Message to others (under training)</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.

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

Workplace/Institute Ethics Guide

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

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

1. Attendance:

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

2. Character:

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

3. Team Work:

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

4. Appearance:

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

5. Attitude:

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

6. Productivity:

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

7. Organizational Skills:

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

8. Communication:

Written communication, being able to correctly write reports and memos.

Verbal communications, being able to communicate one on one or to a group.

9. Cooperation:

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

10. Respect:

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