Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"

Course Contents / Lesson Plan
Course Title: Professional Stone Setter
Duration: 3 Months

Revised Edition

Trainer Name	
Course Title	**Professional Stone Setter**
Objectives and Expectations	Employable skills and hands on practice for Professional Stone Setter This course offers a broad, cross-disciplinary learning experience for students looking to pursue careers in Professional Stone Setter field. The main objective of the course is to acquaint student with the span of a wide range of stone setting techniques and build skills in them to professionally setting stones. In this course students are introduced to key aspects of the Stone setting, designing, and mounting in jewellary while considering cost, revenue and quality of the work so that they can enter the market as strong candidates for beginner to intermediate level Professional stone setter. **Main Expectations:** In short, the course under reference should be delivered by professional instructors in such robust hands- on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion. This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each individual trainee to prepare them for such market roles during/after the training. 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- In order to materialize the main expectations, a special module on Job Search & Entrepreneurial Skills has been included in the later 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. Awareness around the visa process and immigration laws of the most favored labor destination countries also forms 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 Work Place Ethics has also been included to highlight the importance of good and positive behavior at work place 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 Pakistani workforce would undergo a positive transformation in the local as well as international job markets. In order 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 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 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. 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 longer time without boredom and loss of interest because they can clearly 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 lecture online link is available in annexure II

(ii) Success Stories

Another effective way of motivating the trainees is by means of 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 by means of 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 comprehendible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. Optimum impact is created when the story is revealed in the form of:

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

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

Suggestive structure and sequence of a sample success story and its various shapes can be seen at annexure III.

(iii) Case Studies

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby

	boost their confidence. It also makes class room atmosphere interesting thus maintaining the trainee interest in training till the end of the course.
	
	Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies to be presented to the trainees. The trainer may adopt a power point presentation or video format for such case studies whichever is deemed suitable but it's important that only those cases are selected that are relevant and of a learning value.
	
	The Trainees should be required and supervised to carefully analyze the cases.
	
	For the purpose they must be encouraged to inquire and collect specific information / data, actively participate in the discussions and intended solutions of the problem / situation.
	
	Case studies can be implemented in the following ways:
	    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	Matric
Learning Outcomes of the course	By the end of this course, students will be able to: • Mastering Various Stone-Setting Techniques • Understanding Different Gemstone Cuts and Types • Precision Work and Attention to Detail • Metalwork and Jewelry Structure • Problem Solving and Troubleshooting • Client Interaction and Customization • Advanced Techniques and Specialized Settings
Course Execution Plan	The total duration of the course: **3 months (12 Weeks)** Class hours: **4 hours per day** Theory: **20%** Practical: **80%** Weekly hours: **20 hours per week** Total contact hours: 22**0 hours**
Companies offering jobs in the respective trade	1- **Multinationals** 2- **NGOs** 3- **Project planning firms** 4- **Construction** 5- **Consultancy**
Job Opportunities	• **Project manager** • **Assistant project manager** • **Project planning consultant** • **Consultant** • **Project officer**

No of Students	25
Learning Place	Classroom / Lab
Instructional Resources	- https://www.pmi.org/-/media/pmi/documents/public/pdf/learning/ugcr-vol-one and-vol-two.pdf?v=4f7f7946-5ce6-42ed-9277-3b8bb2bd3885 **Project management** - http://www.opentextbooks.org.hk/system/files/export/15/15694/pdf/Project_Management_15694.pdf **Project management book** - https://blog.taskque.com/pmbok-knowledge-areas/ **PMBoK Knowledge Areas: 9 Must Know Aspects Related to PM** - https://www.business.qld.gov.au/running-business/marketing-sales/tendering/improve-approach/capability/response **Planning a tender response** - https://www.business.qld.gov.au/running-business/marketing-sales/tendering/improve-approach/tender/glossary - https://www.slideshare.net/TenderProcess/tender-process-27047746 **Tender** - https://www.fool.com/the-blueprint/project-proposal/ **Proposal writing** https://www.icertglobal.com/What-is-the-Importance-of-Project-Integration-Management-to-Ensure-Project-Success/detail **Planning & Integration** - https://www.youtube.com/watch?v=s1qdDRGzK9g **Project Management in Hindi / Urdu**

MODULES

Weeks	Module Title	Day	Hour	Learning Units	Tasks
Week 1	**Introduction to Stone Setting Basics**	1	1-4	Overview of stone setting and its importance in jewelry.	Task 1
		2	1-4	Introduction of stone setting and bright cutting tools and equipment.	
		3	4	Types of stones and their characteristics.	
		4-5	4+4	Understanding metal types used in stone setting.	
Week 2		1	1-4	Overview of different stone settings (prong, bezel,Tube setting etc.).	- Task 2
		2	4	Practical exercises: Handling of tools and component mounting on pitch or holding with devices.	
				Practices of basic stone settings.	

		3	4	bezel,Tube etc.	
		4-5	4+4	Hands-on project: A simple cabochon in bezel setting	Task 3
Week 3	**Stone Setting Techniques**	1	1-4	Practical of Bezel settings.	Task 4
		2	1-4	Practical of Tube setting techniques.	
		3	1-4	Practical of pave or bead setting.	
		4-5	4+4	Practical exercises of tube setting Cluster setting Bezel setting	
Week 4		1	1-4	Introduction of types of graver. Introduction of graver sharpening tools.	Task 5
		2-3	4+4	Practical of graver sharpening exercise.	
		4-5	4+4	Hands-on project: Setting multiple stones in different styles.	
Week 5	**Introduction of Flush Setting**	1	1-4	Spacing and marking for flush setting on component.	Task 6

		2	1-4	Seat making for flush setting on component.	
		3	1-4	Securing and fixing of stones in flush setting.	
		4-5	4+4	Different exercise for flush setting	
Week 6	interpernorship Guidance Cv making Mid Exam				
Week 7	**Pave setting.**	2-2	4+4	Exercising of spacing and marking pave on paper. Spacing and marking on components for pave setting. Different exercising spacing and marking of pave	Task 7
		3	1-4	Exercise of pilot hole making for pave setting. Seat making of pave setting.	
		4-5	4+4	Practical of Stone securing for pave setting. Different exercise of pave setting	

Week 8		1	1-4	Exercises of pave setting technique	Task 8
		2	1-4	Bright cutting and finishing of pave setting.	
		3	1-4	Exercises of pave setting bright cutting and finishing technique.	
		4-5	4+4	Practice of pave setting and bright cutting Article removing from Pitch /shellac. Finishing and polishing of the articles	
Week 9	Prongs Setting	1-2	4+4	Practice of four prong setting. Prong cutting. Seat making. Stone securing Prongs finishing	Task 9

		3/4/5	12	Six prongs setting. Prong cutting. Seat making. Stone securing Prongs finishing V prongs setting. Prong cutting. Seat making. Stone securing Prongs finishing	
Week 10		1	1-4	Marquise Setting in V prongs Prong cutting. Seat making. Stone securing Prongs finishing	Task 10
		2	1-4	Princesses Cut setting in V prong Prong cutting. Seat making. Stone securing Prongs finishing	
		3	1-4	Baguette setting in V prongs Prong cutting. Seat making. Stone securing Prongs finishing	
		4	1-4	Decorated prong setting Prong cutting. Seat making. Stone securing Prongs finishing	
		5	1-4	Different Exercises of all prongs settings Prong cutting. Seat making. Stone securing Prongs finishing	

Week 11	Channel setting	1	1-4	Exercises of Marking and spacing on component for channel setting	Task 11
		2	1-4	Exercise of channel making at flat surface.	
		3	1-4	Exercise of seat making for stone in channels.	
		4	1-4	Setting of stone in channel and finishing of channel.	
		5	1-4	Practice of all technique of channel setting	
Week 12	Final Exams				

Annexure-I:

Tasks for Certificate in Project Management

Task No	Task	Description	Week
1.	Reading assignment Tool identification Exercise Research assignment	Review a provided article or textbook chapter on the overview of stone setting in jewelry. Study images or diagrams of essential tools used in stone setting. Investigate different types of gemstones, their origins, and notable characteristics.	Week 1
2.	Visual Aids Comparative Analysis	Use visual aids, diagrams, and videos to illustrate the characteristics and applications of each stone setting technique. Have students create a comparative analysis chart highlighting the key features of each stone setting method.	Week 2
3.	Reflection Assignment Interactive Lecture	Ask students to reflect on the workshop, discussing what they learned, difficulties encountered, and strategies for improvement. Student Deliver an interactive lecture introducing pave and bead setting techniques.	Week 3
4.	Skill Assessment	Assess each student's proficiency in advanced stone setting through a structured skill assessment, highlighting areas of strength and improvement.	Week 4
5.	Gravers Information	Graver Types Graver sharpening technique	Week 5
6.	Flush setting	Spacing and marking seat making and stone securing for flush setting.	Week 7

7.	Use of tools and materials in Pave setting.	And perform marking and spacing for pave setting.	Week 8
	Design Your Pendant:	Sketch a simple design for your pendant. Pave settings work well with small, closely spaced gemstones to create a continuous, sparkling surface.	
8.	Bright cutting.	Selection of tools Fix metal sheet or component on shallec.	Week 9
9.	Prong setting	Select tools to cut prongs and mark for stone.	Week 10
10.	V prong setting	Set A marquise shape stone and polish the prongs after setting	Week 11
	Channel setting	Mark and make a channel stone	

Motivational Lectures and resources
Project Management

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

https://www.youtube.com/watch?v=Qi6Xn7yKIlQ

How to set a Round center stone in a Ring with Platinum Prongs./GIA
https://youtu.be/EB8juj3Stw0?si=8c_nqDbi22J5ZD1m
Setting Round Diamonds
   https://youtu.be/bCYAhQS_izo?si=Jk2x31qivz_AFhtM
Stone Setting Tips and Trick with Blaine Lewis
https://youtu.be/j4NUITpgWUQ?si=kkWrslYs2h-Z2Cba

The guide to gemstone settings styles and technique

https://www.eventplanner.stormspakhus.dk/i/ebook/list?PDF=the+guide+to+gemstone+settings+styles +and+techniq.pdf

Annexure-III

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:
• 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:**
• Understand the communication skills and how it works. • Understand what communication skills mean • Understand what skills are important for communication skills	• Podium • Projector • Computer • Flip Chart • Marker		• 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. • "IDENTIFY ENTREPRENEURS" TEAM ACTIVITY • "BRAINSTORMING SOCIAL PROBLEMS" TEAM ACTIVITY" *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.* 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. |

MOTIVATIONAL LECTURES LINKS.

TOPIC	SPEAKER	LINK
How to Face Problems In Life	Qasim Ali Shah	https://www.youtube.com/watch?v=OrQte08Ml90
Just Control Your Emotions	Qasim Ali Shah	https://www.youtube.com/watch?v=JzFs__yJt-w
How to Communicate Effectively	Qasim Ali Shah	https://www.youtube.com/watch?v=PhHAQEGehKc
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	https://www.youtube.com/watch?v=5fS3rj6eIFg
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	https://www.youtube.com/watch?v=chn86sH0O5U
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	https://www.youtube.com/watch?v=s10dzfbozd4
Wisdom of the Eagle	Learn Kurooji	https://www.youtube.com/watch?v=bEU7V5rJTtw
The Power of ATTITUDE	Titan Man	https://www.youtube.com/watch?v=r8LJ5X2ejqU
STOP WASTING TIME	Arnold Schwarzenegger	https://www.youtube.com/watch?v=kzSBrJmXqdg
Risk of Success	Denzel Washington	https://www.youtube.com/watch?v=tbnzAVRZ9Xc

SUCCESS STORY

S. No	Key Information	Detail/Description
1.	**Self & Family background**	**Amjad Ali,** who lives in Sadiqabad, is an example of how hard work and perseverance can reap rich rewards. He is a construction manager. After spending so many years in the industry, he learnt some skills of projects however he was lacking disciplined and professional tools to handle the projects. His limitation was not letting him to exceed his current portfolio. His intention and resolve to learn new skills and recognitions lead him to project management trainings.
2.	**How he came on board NAVTTC Training/ or got trained through any other source**	Attended a formal training of project management from NAVTTC partner institute
3.	**Post-training activities**	**Amjad Ali** learnt ne skills and tools to effectively manage the larger projects. His company has lifted its portfolio from small housing projects to mega construction works. He has adopted the skills of knowledge areas to handle every aspect of the project.
4.	**Message to others** **(under training)**	Take the training opportunity seriously Impose self-discipline and ensure regularity Make Hard work pays in the end so be always ready for the same.

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

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

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

Workplace/Institute Ethics Guide

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.