

CURRICULUM

Dress Making (I)

**GRADE IX
2021**



GOVERNMENT OF PAKISTAN

Ministry Of Federal Education and Professional Training

National Curriculum Council

In collaboration with NAVTTC

ISLAMABAD

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Introduction

Pakistan is a developing country with 5th largest population in the world. Majority of our population is below 30 years of age which makes it second youngest country in South Asia. This “youth bulge” provides unique challenges as well as opportunities for the country’s social and economic development. The only remedy is to develop youth of Pakistan through education and training. To control the increasing un-employment, promoting entrepreneurship (self-employment), alleviate poverty and provide skilled manpower for industrial/economic growth, The Govt. of Pakistan has decided to introduce Technical Scheme at SSC Level.

The curriculum of Dress Making is designed to produce middle level human resource work force equipped with knowledge, skills and attitudes related to the field of Dress Making so as to meet the demand of such workforce in the country and abroad to contribute in the national streamline of poverty reduction of Pakistan.

Dress Making is a trade person specializing in garment manufacturing. Dress maker may be employed as a dress designer, pattern maker, industrial stitcher, etc. Dress Maker may also specialise in fabric cutting. Dress maker works in a variety of home, industries, vocational schools and any type of stitching units.

Working conditions for Dress Making vary by specialisation. Generally dress maker's work is physically demanding such as stitching, pattern making, surface adornment, etc.

Rationale

The Trade of Dress Making is a profession that is increasingly getting attention in Pakistan because of the population growth and the resultant immense opportunities in the fashion industry not only among the youth seeking to enter the industry but also among adults who wish to polish their skills to develop a career out of it.

On completing the course/curriculum, students should have acquired a set of knowledge and concepts, and have developed a range of technical, personal, interpersonal, organizational and generic skills, that can be applied in various contexts, both within and related to trade of dress making and designing. Furthermore, this course will stimulate the learners towards entrepreneurship in the industry.

Within this qualification relating to Dress Making interventions in schools, there are important interventions that integrated within school settings. The purpose of this qualification is to strengthen connections between schools and trade, and drawing on the concept of the socio technical network, theories the interactions between the relevant market and school contexts.

Dress Making, Matric Tech (9th&10th)

Aims and Objectives

The objectives of this curriculum are as under:

- Provide students with a smooth transition to work.
- Develops job-readiness & enhance students’ trade-specific employable skills and provide opportunities for the development of new skills.
- Provide students with the opportunity to obtain Matric Tech certification in a given trade.

- To introduce an individual skill, knowledge and understanding regarding relevant occupations.
- Provide flexible pathways and progressions in training and assessment field.

Objectives

After completing this course, the students will be able to:

- Know the importance of Dress Making.
- Know the basics of Textile Design.
- Understand the Evolution of Dress Making.
- Apply the basic tracing techniques.
- Perform surface designing.
- Perform surface embellishment techniques.
- Perform routine skilled and semi-skilled tasks to carry out pattern making and cutting.
- Perform garment sewing.

Grade-IX

Learning Themes and Students' Learning Outcomes					
Chapter 01 (Introduction to Dress Making)					
Theory (T)= 08, Practicum (P)= 15, Total=23					
Content/Themes	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction	<p>After studying this unit students must be able to:-</p> <ul style="list-style-type: none"> Define Dress Making Know different steps involved in Dress Making/Garment construction (pattern making, cutting, stitching etc.) Know about different tools and equipment used for dress making Understand the importance of Dress Making in everyday life 	<ul style="list-style-type: none"> Visit library and consult with related books, magazines, journals etc. Visit Lab to learn about tools and equipment involved in Dress Making 	04 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Lab
Scope	<ul style="list-style-type: none"> Know the scope of Dress Making on domestic level Understand the importance of Dress Making in Local Market 	<ul style="list-style-type: none"> Invite guest speaker from garment industry to address the students to highlight scope and importance of dress making 	02 Periods (T) 03 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Lab
Evolution of Dress Making	<ul style="list-style-type: none"> Know the evolution of Dress Making (mid 80's – till date) Understand the development of Garment Industry in Pakistan 	<ul style="list-style-type: none"> Visit any cultural museum to observe the evolution of Dress Making Visit garment industry to learn the process flow. 	02 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Lab

Chapter 02 (Basics of Textile Design)

Theory (T) = 7, Practicum (P) = 15, Total = 22

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Motifs creation for Design Through Research	<p>After studying this unit students must be able to:-</p> <ul style="list-style-type: none"> Know the importance of Brainstorming Understand Research board/Theme board Understand Mood board Understand Colour board Understand Story board/concept board Understand Motif 	<ul style="list-style-type: none"> Create Different types of boards <ul style="list-style-type: none"> Research board/Theme board Mood board Colour board Story board/concept board Develop motifs according to the research board 	06 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Lab
Textile Repeats	<ul style="list-style-type: none"> Define different types of textile repeats. <ul style="list-style-type: none"> Block Repeat Mirror Repeat Half drop Repeat 	<ul style="list-style-type: none"> Create design through Block Repeat in 2x2 block Create design through Mirror Repeat in 2x2 block Create design through Half drop Repeat in 2x3 block 	01 Periods (T) 09 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Lab

Chapter 03 (Basic Hand Embroidery)

Theory (T) = 08, Practicum (P) = 09, Total = 17

Content	Students Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to Hand Embroidery	<p>After studying this unit students must be able to:-</p> <ul style="list-style-type: none"> Know the basics of Hand Embroidery Know the Tools used for hand embroidery (frames, needles, scissor, thimble, etc.) Know the Material for embroidery (Thread, fabric, etc.) Understand the Tracing techniques Apply the tracing techniques 	<ul style="list-style-type: none"> Trace a design for embroidery on tracing paper using following techniques: <ul style="list-style-type: none"> Punching Tracing table Carbon paper 	05 Periods (T) 03 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) 	Classroom/ Lab
Basic Hand Embroidery Types	<ul style="list-style-type: none"> Know about different types of embroidery stitches Understand about the variations/Types of basic hand embroidery and their techniques 	<ul style="list-style-type: none"> Create an embroidery samples of 5x5 inches using following hand embroidery stitches: <ul style="list-style-type: none"> Running/skip stitch Chain stitch Back stitch 	03 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary 	Classroom/ Lab

	<ul style="list-style-type: none"> Apply different Types of basic hand embroidery and their techniques for creation of motif 	<ul style="list-style-type: none"> Shadow work Cross stitch Filling stitch Lazy daisy stitch French knots Short & long stitch <ul style="list-style-type: none"> Create an embroidery samples of 5x5 inches using any three hand embroidery stitches <ul style="list-style-type: none"> Running/skip stitch Chain stitch Back stitch Shadow work Cross stitch Filling stitch Lazy daisy stitch French knots Short & long stitch 		<ul style="list-style-type: none"> Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) Embroidery Material (Fabric, thread, needles, embroidery frames, etc.) 	
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Chapter 04 (Textile Surface Techniques-I)

Theory (T) = 09, Practicum (P) = 15, Total=24

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Design creation Using Textile Textures	<p>After studying this unit students must be able to:-</p> <ul style="list-style-type: none"> Know various types of Textures Know the difference between Natural and Man-made/synthetic materials Understand compatibility of Natural and man-made/synthetic material with fabric. Apply Natural and Man-made/synthetic materials or the creation of textile textures. 	<ul style="list-style-type: none"> Create a textile texture using natural material (Vegetables, Leaves and flowers, Tree bark, Fruits, etc.) and manmade material appropriate mediums (carpet, foam, tissue, toothbrush, thread, etc.) on paper Create a textile texture using natural material (Vegetables, Leaves and flowers, Tree bark, Fruits, etc.) and manmade material appropriate mediums (carpet, foam, tissue, toothbrush, thread, etc.) on fabric Create a design on fabric using natural materials or manmade materials 	04 Periods (T) 09 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebooks, Pencil Erasers, Sharpener s, Scales, etc.) 	Classroom/Lab
Weaving	<ul style="list-style-type: none"> Know the basics of weaving Know different types of weaves Understand the different processes of weaving Understand the process of creation of design on graph sheet 	<ul style="list-style-type: none"> Create a weave design of 8x8 by drafting on graph sheet <ul style="list-style-type: none"> Plain weave Create a sample of 8x8 on card sheet (off loom) using different weaving techniques: <ul style="list-style-type: none"> Plain weave 	05 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items 	Classroom/Lab

	<ul style="list-style-type: none"> Apply the design created on graph sheet to make a sample on card sheet. 			(Notebook s, Pencil Erasers, Sharpener s, Scales, etc.) <ul style="list-style-type: none"> Weaving Material (cardboard , Needle, wool, thread, etc.) 	
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Chapter 05 (Pattern Making-I)

Theory (T) = 14, Practicum (P) = 21, Total=35

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Take Measurements (Men/Women/Kids)	After studying this unit students must be able to:- <ul style="list-style-type: none"> Know about the basics of Anthropometry (the science of obtaining systematic measurements of the human body.) Know the Human Anatomy Understand the Sizing system Understand Measurement chart Apply the calculated Measurements of given garment on Measurement chart 	<ul style="list-style-type: none"> Take full body measurement using measuring tape according to the set standard <ul style="list-style-type: none"> Horizontally Vertically Diagonal Take measurements of the given garment and make measurement chart accordingly 	05 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebook s, Pencil Erasers, Sharpener s, Scales, etc.) Pattern tools and Material (Pattern sheets, cardboards , Japanese ruler, French curve, T-scale, etc.) 	Classroom/Lab
Draft and Construct Collar Patterns	<ul style="list-style-type: none"> Know different types of Collar (Band collar, one piece shirt collar, etc.) Understand the method to construct different types of collar: <ul style="list-style-type: none"> Band Collar Two-piece collar Apply the method to construct different types of collar: <ul style="list-style-type: none"> Band collar Two-piece collar 	<ul style="list-style-type: none"> Draft & cut the band Collar & Two Piece Shirt Collar on pattern sheet according to measurement 	03 Periods (T) 03 Periods (P)	<ul style="list-style-type: none"> ICT Resources (Multimedia, Internet, Computer system, etc.) General Stationary Items (Notebook s, Pencil Erasers, Sharpener s, Scales, etc.) Pattern tools and Material (Pattern 	Classroom/Lab

				sheets, cardboards, Japanese ruler, French curve, T-scale, etc.)	
Draft and Construct Basic Sleeve Block	<ul style="list-style-type: none"> • Know the different types of sleeves • Understand the procedure to construct pattern of basic sleeve block • Apply the procedure to construct pattern of basic sleeve block 	<ul style="list-style-type: none"> • Draft & Label the basic sleeve block on pattern sheet including: <ul style="list-style-type: none"> o Length & Width o Grain line o Bicep line o Elbow line o Wrist line o Front line o Back line o Crown depth line • Cut the basic sleeve block on cardboard sheet 	03 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> • ICT Resources (Multimedia, Internet, Computer system, etc.) • General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) • Pattern tools and Material (Pattern sheets, cardboards, Japanese ruler, French curve, T-scale, etc.) 	Classroom/Lab
Draft and Construct Basic Skirt Block	<ul style="list-style-type: none"> • Know the different type of skirts • Understand the procedure to construct pattern of basic skirt block • Apply the procedure to construct pattern of basic skirt block 	<ul style="list-style-type: none"> • Draft & Label the basic Skirt block on pattern sheet including: <ul style="list-style-type: none"> o Length & Width o Grain line o Waistline o Upper hip line o Hip line o Knee line/Hem line o Dart line o Centre front o Centre back o Side seam • Cut the basic Skirt block on cardboard sheet 	03 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> • ICT Resources (Multimedia, Internet, Computer system, etc.) • General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) • Pattern tools and Material (Pattern sheets, cardboards, Japanese ruler, French curve, T-scale, etc.) 	Classroom/Lab

Chapter 06 (Basic Sewing)

Theory (T) = 14, Practicum (P) = 18, Total=32

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Identify the performance of Sewing Machine	<p>After studying this unit students must be able to:-</p> <ul style="list-style-type: none"> • Know the different parts/components of sewing machines • Understand the procedure to check the operations of sewing machine components <ul style="list-style-type: none"> ○ Speed control ○ SPI adjustment ○ Lubrication ○ Threading and winding ○ Thread tension adjustment • Apply the procedure to check the operations of sewing machine components <ul style="list-style-type: none"> ○ Speed control ○ SPI adjustment ○ Lubrication ○ Threading and winding ○ Thread tension adjustment 	<ul style="list-style-type: none"> • Draw & label different parts of sewing machine • Perform sewing machine operations including: <ul style="list-style-type: none"> ○ Speed control ○ SPI adjustment ○ Lubrication ○ Threading and winding ○ Thread tension adjustment 	03 Periods (T) 06 Periods (P)	<ul style="list-style-type: none"> • ICT Resources (Multimedia, Internet, Computer system, etc.) • General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) • Stitching tools, equipment and Material (fabric, thread, sewing machine, etc.) 	Classroom/ Lab
Operate Industrial Sewing Machines	<ul style="list-style-type: none"> • Know the basics of Sewing • Know the difference between domestic and industrial sewing machines • Know the types of thread (2 ply, 3 ply, core spun, etc.) • Know the types of needles (ball point, round point, etc.) • Understand the functions and adjustments of different machine parts (SPI adjustment, thread tension adjustment, etc.) • Apply sewing machine operations • Apply the process of machine maintenance 	<ul style="list-style-type: none"> • Operate single needle Lock stitch machine including following operations <ul style="list-style-type: none"> ○ Threading ○ Needle attachment ○ Speed adjustment ○ Maintenance 	07 Periods (T) 03 Periods (P)	<ul style="list-style-type: none"> • ICT Resources (Multimedia, Internet, Computer system, etc.) • General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) • Stitching tools, equipment and Material (fabric, thread, sewing machine, etc.) 	Classroom/ Lab
Perform Basic Stitching Practice with Sewing Machine	<ul style="list-style-type: none"> • Know the importance of practicing on Paper with thread and without thread • Know the importance of practicing on fabric with thread • Understand adjustment of machine components according to fabric type. • Apply adjustment of machine components according to fabric type. 	<ul style="list-style-type: none"> • Perform basic stitching practice on paper without thread: <ul style="list-style-type: none"> ○ Straight line ○ Curves ○ Circles ○ Squares ○ Zigzags • Perform basic stitching practice on paper with thread: <ul style="list-style-type: none"> ○ Straight line ○ Curves ○ Circles ○ Squares 	04 Periods (T) 09 Periods (P)	<ul style="list-style-type: none"> • ICT Resources (Multimedia, Internet, Computer system, etc.) • General Stationary Items (Notebooks, Pencil Erasers, Sharpeners, Scales, etc.) • Stitching tools, 	Classroom/ Lab

		<ul style="list-style-type: none"> ○ Zigzags ● Perform basic stitching practice on Fabric with thread: <ul style="list-style-type: none"> ○ Straight line ○ Curves ○ Circles ○ Square ○ Zigzags 		equipment and Material (fabric, thread, sewing machine, etc.)	
Chapter 07 (Soft Skills)					
Theory (T) = 14, Practicum (P) = 18, Total = 32					
Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to soft skills	After studying this unit students must be able to:- <ul style="list-style-type: none"> ● know the basic soft skills ● understand the importance of soft skills in daily life ● apply soft skills for academic and professional success 	<ul style="list-style-type: none"> ● Group discussion and model presentation on soft skills 	03 Periods (T) 03 Periods (P)	Multimedia, projector or LED TV with good sound system	Classroom
Communication Skills	<ul style="list-style-type: none"> ● Know model of communication. ● Know importance of active listening and responding. ● Understand effective communication. ● Identify obstacles in communication. 	<ul style="list-style-type: none"> ● Perform role play and group exercises through listening audio or video documentaries. ● Carry out practice amongst students to reflect verbal and non-verbal communication. 	04 Periods (T) 06 Period (P)	Multimedia, projector or LED TV with good sound system	Classroom
Leadership and teamwork	<ul style="list-style-type: none"> ● Know the importance of teamwork in a professional environment. ● Understand the concept of teamwork and leadership. 	<ul style="list-style-type: none"> ● Arrange a group activity to demonstrate the concept of teamwork and leadership. 	02 Periods (T) 03 Period (p)	Multimedia, projector or LED TV with good sound system	Classroom
Time Management	<ul style="list-style-type: none"> ● Know the concept of better time management. ● observe time management in daily life ● Understand professional and personal time management. 	<ul style="list-style-type: none"> ● Arrange a small competition task following time management and make a schedule the tasks. 	03 Periods (T) 03 Period (p)	Multimedia, projector or LED TV with good sound system	Classroom/ Lab
Attitude, behavior, and customer care	<ul style="list-style-type: none"> ● Know the concepts of attitude and behavior ● understand the impact of positive and negative attitude in professional life 	<ul style="list-style-type: none"> ● Exercise and deal with problematic and angry persons by conducting role plays 	02 Periods (T) 03 Periods (P)	Multimedia, projector, or LED TV with good sound system	Classroom/ Lab

Assessment and Evaluation

The Technical subjects Curriculum just like Matric Tech emphasise having a classroom environment in which students will be encouraged to learn technical processes and knowledge of dress making within meaningful contexts. It is important that assessment strategies reflect this emphasis and are consistent in approach. An assessment program, which provides regular feedback, and is part of the learning process, is important to both student and teacher. Feedback tells students if they demonstrate understanding of concepts and if their actions display expected performance levels for inquiry, decision making, and problem solving. Regular feedback inspires confidence in learning dress making and in becoming technically literate.

Therefore the assessment of students' learning must be aligned with curriculum outcomes. The Curriculum provides suggestions for developing student learning across the general curriculum outcome

areas: knowledge; skill and attitude. These outcomes describe a balance of inquiry problem solving, and decision making, within a suggested social-environmental context, for a given set of technical knowledge.

Incorporating assessment into the learning process

Assessment of students' learning must be part of every teaching and learning experience.

Students should learn to evaluate their own learning. Traditional student testing programs, which rely on final, one-time evaluations, provide data that is of limited use to students as they construct knowledge. Meaningful assessment, like meaningful learning, must be authentic and connected to real-life problems. A constructivist approach to learning and teaching has profound implications for the way learning is measured. Traditional classroom practice relies heavily on paper-and-pencil tests to measure students' learning and ability to apply knowledge. Learning is a processor connecting prior understanding with new learning. Consequently, an assessment strategy that measures the acquisition of facts and elements cannot serve a constructivist model.

To allow students to construct learning in the classroom through authentic experiences, assessment must be:

- Valid, leading to attainment of multi-dimensional technical learning;
- Open-ended, allowing for discussion and revision of new understanding;
- Tolerant of divergent thinking and promote the notion of no "one right answer";
- Presented in alternative modes, not just paper-and-pencil responses to limiting questions;
- Designed to promote analysis, comparison, generalization, prediction, and modification;
- Capable of promoting collaboration and team effort in demonstration of competence; and ongoing and cumulative, showing development over time.

Types of assessment

Assessment serves many important purposes. Some of them are given below:

- Diagnostic (to plan instruction to fit the student's prior knowledge)
- Formative (to improve performance and adapt instruction)
- Summative (to report on final performance)

Classroom assessment

The primary purpose of classroom assessment is not only to evaluate and classify students' performance but also to inform of teaching methods and learning environment, and to monitor student progress in achieving year-end learning outcomes. Therefore, classroom assessment is used for various purposes:

- Assessment as Learning
- Assessment for Learning
- Assessment of Learning

Traditionally, the focus of classroom assessment has been on assessment of learning (summative assessment). Assessment for learning has been used only for diagnostic processes and for feedback. In order to enhance learning of all students, the role of assessment as learning must provide an opportunity to students whereby they become critical and analysts of their own learning.

Assessment strategies

Teachers learn about students' progress not only through formal tests, examinations, and projects, but also through moment-by-moment observation of students. To assess students' knowledge, skills, competencies and attitudes, teachers require a variety of tools and approaches, such as:

- **Selected Response:** Multiple-choice, matching, completion tests, etc.
- **Self-constructed Response Questions:** Fill-in-the-blank phrase(s), essay (restricted and extended response), reports, procedures, explanations, short answer sentence(s), paragraph(s), label diagram, and graph/table, etc.
- **Performance and Activity Based Assessment:** Portfolios, presentation, illustrations, lab, workshops, workstations, field visits, demonstration, process skills, enactment, project, group discussion, exhibition, table, graph, portfolios, etc.
Note: Rubrics for all assessment tools must be prepared before administration.
- **Communication, Attitudes and Values Assessment:** Oral questioning, observation, interview, conference, process description, checklists, rating scales, anecdotal records etc.

Students' self-assessment

Students recognize the relationship between content achievement, skill proficiency, and assessment opportunities by setting their sights on their own demonstration. They can do self-assessment if they are provided with the knowledge-related checklists as well as checklists specific to applications and attitudes. Students assume the role of a researcher and use critical thinking skills as they find facts and make inferences to reach more conclusions about their learning. They are not receiving information passively and then simply giving it back to the teacher after memorizing it. Assessment should allow students to monitor their progress in various technical skills: initiating and planning; performing and recording; analyzing and interpreting; communication and teamwork. The curriculum calls for students to be actively involved in their learning, using the tools of dress making during classroom, laboratory, and workshop activities.

Quality in assessment

Assessment of professional and vocational learning must change as technical instruction moves from a focus on facts to a focus on in-depth understanding of major concepts and processes. Whereas the Quality Assessment will have the following major objectives:

- Measurement of what students should know and are able to do according to the Learning Outcomes
- Objective verification of the application of technical principles to familiar and unfamiliar situations; and
- Alignment with the Learning Outcomes and the Teaching/Learning Strategies.

Therefore, assessment and evaluation of the students' learning of technical aspects according to predetermined objectives and learning outcomes will ensure the quality of their academic achievements.

CONSTRUCTION OF TEST ITEMS

Written test items (selected response and creative response) should adhere to the following criteria:

- Items should be clearly written according to domain and depth of concept.
- Each test items should be written on the understanding level of learners.
- Test items should cover what learners have had opportunities to learn.

Too frequently, these test items measure students' gains in recall of factual information. There are other relevant facts for students to acquire. These are higher levels of thinking and competency that students should also develop.

These test items should measure students' achievement in:

- Understanding basic technical education concepts of dress making and acquired learning;

- Evaluating contents in terms of criteria or learning outcomes;
- Problem-solving skills;
- Analytical and creative thinking;
- Positive attitudes developed toward methods of thinking;
- Ability to work together with others;
- Relevant concepts and generalisations developed; and
- The ability to manipulate and utilise techniques and technical equipment.
- Understanding the concepts of Design development
- Constructing a pattern
- Developing surface designing
- Performing surface embellishment techniques
- Following procedures of cutting and sewing

Guidelines for Writing a Textbook

A textbook is an important teaching and learning resource and one of the most extensively used resources in classrooms. To reflect national needs and aspirations the needs and aspirations, the textbooks should be written in accordance with this curriculum. This curriculum meets not only the general aims and objectives but also fulfills the specific requirements of the individual subject. As the textbook serves as a framework for teaching, the author/authors should consider the following features:

- A textbook must include an introduction to the textbook, explaining how to use the textbook
- The textbook must be in line with the national curriculum, covering all SLOs of each content.
- Content and illustrations must be culturally, contextually and age appropriate.
- All text and material must be accurate, up-to-date and error-free.
- The continuity of the concepts, their integration and logical development should be ensured.
- Horizontal and vertical overlapping of the concepts should be avoided.
- The textbook should be informative and interactive with questions to be put at suitable intervals to provoke the students to think.
- The language used should be simple, clear, straight forward, unambiguous and easily comprehensible by the students of the particular level.
- Simple questions may be asked within the chapter, which requires students to recall, think, and apply what they have just learnt as well as to reinforce the learning of the concepts and principle.
- The examples and applications should be from everyday life and be supportive of our cultural values.
- Photographs and illustrations should be clear, labeled and supportive of the text. Tables, flow charts and graph may be given wherever needed.
- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.
- End-of-the-chapter exercises must include a variety of assessment styles based on levels of Bloom's Taxonomy. These should encourage students to think, develop skills, and use information for a variety of purposes.
- Textbooks should be free from all kinds of biases including, gender, religion, occupation, social background etc.
- To make the students self-learner use of IT based resources may be encouraged. Relevant internet links and other online resources may be included.
- Glossary of the new vocabulary must be included.

Guideline for planning and writing a chapter

The textbook author may decide the titles of each chapter and can choose to cover students' learning outcomes (SLOs) from any themes in developing the content of the chapter. The textbook author must also keep in mind that a number of SLOs cannot be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the realization of the curriculum). These SLOs could be realized through questions and practical activities within and at the end of the chapter exercises.

- Learning outcomes must be given at beginning of each chapter.
- Decide on key ideas, facts, concepts, skills and values that can be developed.
- Illustrations must clearly convey the desired concept.
- Activities must demand from students to do inquiry and problem solving according to grade level.
- Ensure that the content is up to date, accurate and developmentally appropriate.
- Contents must be in line with chapter outcomes.
- Language must be consistent, culturally appropriate and grammatically correct (as if talking to a group).
- Language must engage and hold reader's attention.
- Recall previous learning, where possible.
- Structure the writing so that the sentence is simple, paragraphs deal with single ideas etc.
- Interesting information in the form of tidbits, fact file, point to ponder etc. must be given.
- Write a summary/concept map at end of each chapter, reviewing key knowledge and skills.
- End-of-chapter exercises
- Recall and integrate previous learning
- Engage students and develop their creativity
- Move from lower to higher order thinking
- Focus on multiple intelligences
- Keep the text contextually relevant in line with local teaching and learning.
- Provide website links for further research
- Add relevant designs, images and examples

Guidelines for Writing Learner Workbook

Workbooks are books that contain writing activities and exercises that build upon each chapter in the textbook. Workbook exercises help students to develop conceptual understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations. Basic features of a workbook A workbook should have:

- Various exercises and activities for each chapter, topic, subtopic.
- Exercises and activities that will enable student to develop and practice the content knowledge, skills and higher order thinking.
- Accurate and variety of exercises.
- Clear illustrations/ examples/ explanations to show what students are supposed to do, and/or what product looks like.
- Exercises and activities with a variety of purposeful, stimulating, challenging and innovative items to encourage students to review and practice the knowledge and skills they have learnt.
- Exercises that include both constructed and restricted response items.
- Activities, which requires readily available, acceptable, and affordable materials and resources.

Basic Requirements for Lab (Tools/Equipment)

SR#	Tools & Equipment	Quantity
1	Measuring Tape	25
2	Scissors (paper/fabric)	
3	Set Square	25
4	T-square	25
5	Curve Square	25
6	Sewing Machine	25
7	Steam Iron	25
8	Seam opener	5
9	Clipper	25
10	Safety pins	25 boxes
11	Screw Drivers	5
12	Over-lock Machine	5
13	Knitting Needles (Hand) different sizes	25 sets
14	Embroidery Frames	25
15	Embroidery Adda	25
16	Adda Needles/Aar	25
17	Industrial double needle lock stitch machine	5
18	Industrial single needle lock stitch machine	5
19	Flat lock machine	25
20	Button attachment machine	5
21	Buttonhole machine	5
22	Feed off the arm machine	5
23	Bar Tack Machine	5

24	Loop Making Machine	5
25	Godda Machine (Knee operated embroidery Machine)	10
26	Mannequins	25
27	Stencils	25
28	Plair	5
29	Waist band attachment Machine	5
30	Fusing Machine	5
31	Crochet needles in different sizes	25
32	Rib attachment Machine	5
33	Drawing Board	25
34	Tracing wheels	25
35	Pressing steam irons	5
36	Computers	25
37	Sleeve pressing boards	5
38	Colour palette	25
39	Paint brushes	25 sets
40	Compass	25
41	Wooden blocks for block printing	25
42	Squeegee	25
43	Screens for screen printing	25
44	Seam ripper	25
45	Japanese Ruler	25
46	French curve	25
47	Stain removal gun	5
48	Mannequins	25

49	Hangers	25
50	Measuring Tape	25

Curriculum Review and Validation Committee

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