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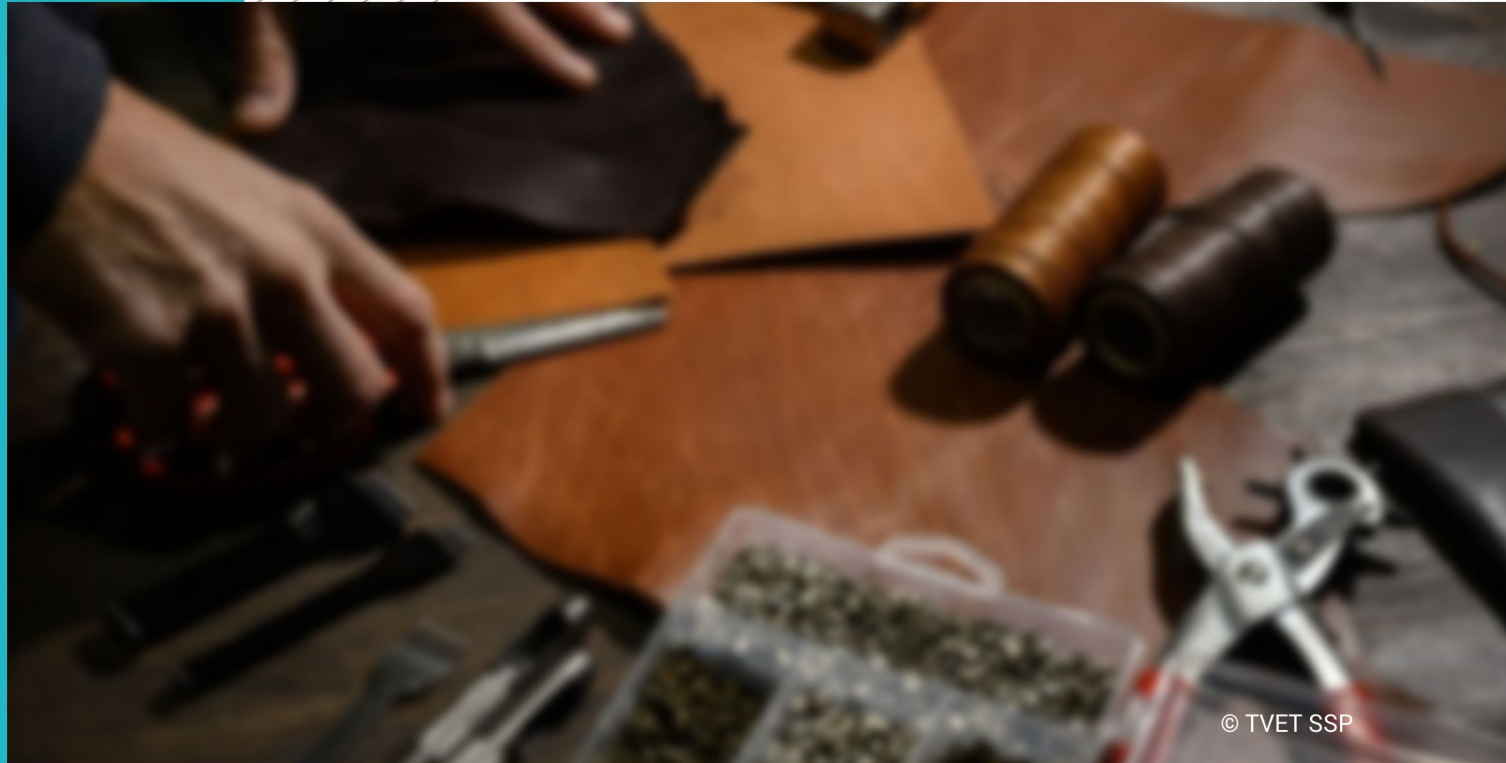
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# LEATHER PRODUCTS DEVELOPMENT TECHNICIAN



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## TRAINER GUIDE

National Vocational Certificate Level 3

Version 1 - October, 2019



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## Introduction

Competence-based training helps to bridge the gap between what is taught in training and what tasks will be performed on the job. Training trainees to perform actual job functions helps to ensure that future front-line workers have the skills, knowledge and abilities required to perform their jobs properly, safely and effectively. In addition to competence-based training, assessment based on the performance of actual work competencies helps to ensure that:

- trainees are performing their work tasks as safely as possible
- performance gaps are recognized prior to serious incidents
- training can be implemented to improve competence.

There are significant benefits to competence-based training:

### 1. Cost effectiveness

Since training activities and assessments in a competence-based approach are goal-oriented, trainers focus on clearly defined areas of skills, knowledge and understanding that their own industry has defined in the competence standards. At the same time, trainees are more motivated to learn when they realize the benefits of improved performance.

### 2. Efficiency

The transfer gap between the training environment and working on the job is reduced substantially in a competence-based approach. This is because training and assessment are relevant to what needs to be done on the job. As a result, it takes less time for trainees to become competent in the required areas. This, in turn, contributes to improved efficiency where training and assessment are concerned.

### 3. Increased productivity

When trainees become competent in the competence standards that their own industry has defined, when they know what the performance expectations are and receive recognition for their abilities through successful assessments, they are likely to be more motivated and experience higher job satisfaction. The result is improved productivity for organizations. The communication and constructive feedback between future employers and employees will improve as a result of a competence-based approach, which can also increase productivity.

### 4. Reduced risk

Using a competence-based approach to training, development, and assessment, employers are able to create project teams of people with complementary skills. A trainee's record of the skills, knowledge and understanding relating to the competence standards they have achieved can be used by a future employer to identify and provide further relevant training and assessment for new skills areas. Competence standards can shape employee development and promotional paths within an organization and give employees the opportunity to learn more competencies beyond their roles. It can also provide organizations with greater ability to scale and flex as needed, thereby reducing the risk they face.

## 5. Increased customer satisfaction

Employees who have been trained and assessed using a competence-based approach are, by the definition of the relevant competence standards, able to perform the required tasks associated with a job. The knock-on effect is that, in service-related industries, they are able to provide high service levels, thereby increasing customer satisfaction. In production or manufacturing industries, they are able to work closely to industry standards in a more effective and efficient way.

## Lesson plans

This manual provides a series of lesson plans that will guide delivery of each module for the *Pattern Maker* qualification. It is important for trainers to be flexible and be ready to adapt lesson plans to suit the context of the subject and the needs of their trainees.

Good teachers acknowledge that CBT means each and every trainee in the class learns at a different speed. The good teacher is prepared to throw aside the day's lesson plan and do something different (and unplanned) for the class even if it means 'writing' a lesson plan for each trainee to match their learning pace for that day or week.

Learning by doing is different from learning theory and then applying it. To learn to do something, trainees need someone looking over their shoulder saying 'it's not quite like that, it's like this', 'you do it like this because ...', or even 'tell me why you chose to do it like this?'

In this way, trainees learn that theoretical knowledge is meaningless if it is not seen in the context of what they are doing. In other words, if a trainee doesn't know why they do something, they will not do it competently (skills underpinned by knowledge = competent performer).

This is how a *Pattern Maker* acquires a practical grasp of the standards expected. It's not by learning it in theory, but because those standards are acquired through correction by people who show what the standards are, and correct the trainee where they do not meet those standards, and where they repeat it correction until they have internalised those standards.

## Modelling of skill

Modelling (or demonstrating) a skill is a powerful tool, which is used in vocational training. The instructions for trainers for demonstration are as under:

- a) Read the procedure mentioned in the Trainer Guide for the relevant Learning Unit before demonstration.
- b) Arrange all tools, equipment and consumable material, which are required for demonstration of a skill.
- c) Practice the skill before demonstration to trainees, if possible.
- d) Introduce the skill to trainees clearly at the commencement of demonstration.
- e) Explain how the skill relates to the skill(s) already acquired and describe the expected results or show the objects to trainees.
- f) Carry out demonstration in a way that can be seen by all trainees.
- g) Use the same tools and materials that the learner will be using.
- h) Go through EACH of the steps involved in performing the skill.
- i) Go SLOWLY - describe each step as it is completed.
- j) Encourage the learners to move around and watch what you are doing from a number of different angles.

- k) Identify critical or complex steps, or steps that involve safety precautions to be followed.
- l) Explain theoretical knowledge where applicable and ask questions to trainees to test their understanding.
- m) Try to involve the learners: Ask them questions about why they think the process may work that way.
- n) Repeat critical steps in demonstration, if required.
- o) Summarize the demonstration by asking questions to trainees.

Involvement in the process (actively seeing) is important at this stage. When you work on getting involved, getting people to participate, you make them a part of what is happening. Questions for clarification or explanation are important throughout the demonstration. It is up to the learners to ask questions about things they do not understand, but it is also important for trainers to seek out and elicit questions from learners. A trainer may need to do repeated demonstrations of difficult or complex skills.

## Lesson Plan Template

|  |                              |  |  |
|--|------------------------------|--|--|
| <b>Format of a Lesson Plan</b>   |                              |  |  |
| <b>Module 6:</b> Stitch Leather Gloves   |                              |  |  |
| <b>Learning Unit</b><br>LU1: Prepare the workstation   |                              |  |  |
| <b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Prepare the sewing machine according to the sewing operation (set the suitable needle and sewing thread, perform machine calibration)</li> <li>• Perceive the product information</li> </ul> |                              |  |  |
| <b>Methods</b>   | <b>Key Notes</b>             | <b>Media</b>   | <b>Time</b>  |
| Presentation<br>Practical Demonstration<br>Group Discussion<br>Practice Sessions   | Refer to the Trainer's Guide | Tools and equipment used for preparing the glove stitching workstation | Total: 30 Hours<br><br>• Theory: 05 Hours<br>• Practical: 25 Hours |
| <b>Introduction</b><br>This session shall introduce learners to the tools, techniques and material used for preparing the glove stitching workstation using presentation, demonstration, question and answer, and practical skills development.                |                              |  |  |
| <b>Main Body</b>   |                              |  |  |

- Understanding of workplace of organization and workplace cleaning
- Understanding of machine cleaning, oiling and basic maintenance requirements
- Understanding of product design information (technical file/sketch)
- Knowledge about various types of needles and understanding their usage
- Knowledge about various types of threads
- Know various components of stitching machines
- Understanding the usage of various types of stitching machines
- Knowledge about process sequence for leather products manufacturing
- Knowledge about various accessory attachments of products
- Understanding of Stitch per Inch(SPI)
- Knowledge about the Adjustment of pressure foot

**Conclusion**

To conclude the session, review the tools, techniques and material used for preparing the glove stitching workstation. Give learners the opportunity to ask questions.

**Assessment**

Question and answer, discussion groups with feedback, observation of practice skills development

**Total time: 30 hrs.**



## Modules and Learning Units

|  |  |
|--|--|
| <b>Course:</b> Leather Products Development Technician Level 3 (Pattern Maker)   | <b>Total Course Duration:</b> 3.5 months |
| <b>Course Overview:</b>  |  |
| The purpose of the Leather Products Development Technician Level 3 (Pattern Maker) course is to engage young people with a programme of development that will provide them with the knowledge, skills and understanding to start this career in Pakistan. The course has been developed to address specific issues, such as the work force availability within the country, and meeting and exceeding the needs and expectations of leather products industry. |  |

| Module   | Learning Unit   | Duration  |
|--|---|-----------|
| <b>Module 8:</b> Construct patterns for leather product          | <b>LU1:</b> Construct base pattern<br><b>LU2:</b> Construct design pattern<br><b>LU3:</b> Construct cutting pattern<br><b>LU4:</b> Construct lining pattern<br><b>LU5:</b> Construct fusing pattern<br><b>LU6:</b> Perform pattern grading                | 220 Hours |
| <b>Module 9:</b> Develop fashion drawing and design              | <b>LU1:</b> Draw figure template<br><b>LU2:</b> Draw different poses of figure template<br><b>LU3:</b> Draw various parts of figure template<br><b>LU4:</b> Perform rendering of figure template<br><b>LU5:</b> Adjust rendered leather product on figure | 100 Hours |
| <b>Module 10:</b> Design leather products using drawing software | <b>LU1:</b> Design leather product using photo editing software<br><b>LU2:</b> Design leather products using Graphic designing software   | 120 Hours |

# LEATHER PRODUCTS DEVELOPMENT TECHNICIAN



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Module-8

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## Teaching & Learning Activities

| Module 8: Construct Pattern for Leather Products |  |   |   |
|--|--|---|---|
| Learning Unit                                    | Suggested Teaching/ Learning Activities  | Delivery Context  | Media   |
| LU1: Construct Base pattern                      | <p>Recap essential concepts learnt in Leather Products Development Technician Level-2 (Stitcher) in a moderated discussion to ensure all learners have a grasp. Hold an additional session to clarify concepts in which learners have lack of understanding or knowledge. Make sure you recall following concepts which are necessary for Pattern Making;</p> <ul style="list-style-type: none"> <li>Measuring units e.g. mm, cm, inches etc.</li> <li>Understanding technical sheets, samples, sketches etc.</li> <li>Sizing systems used in leather sector e.g. European, UK, USA</li> <li>Construction of various leather garments and gloves</li> <li>Seam allowances used for different types of materials, styles and machines</li> </ul> <p>Demonstrate preparing the workstation for pattern making and highlight importance of good workstation layout. Show various tools and equipment used in the pattern making and demonstrates their usage to help learners familiarize with them.</p> <p>Give an illustrated presentation on constructing base patterns and ensure that you focus on the following;</p> <ul style="list-style-type: none"> <li>Perceive the product information (sketch, measurement chart)</li> <li>Draft block for various patterns considering required measurements on pattern sheet</li> <li>Mark all the necessary points on the block as</li> </ul> | <p>Classroom<br/>Realistic or real Pattern Making environment</p> | <p>Practice templates for lines, angles, and shapes<br/>Cutting Mat,<br/>Pattern shapers<br/>Measuring tape<br/>Different measuring scales<br/>Curve set (French Curve, Pant curve, Flexible Curve)<br/>Set square<br/>Scissors<br/>Knife<br/>Hole Punch<br/>Hanger<br/>Pattern Stand<br/>Tape Dispenser<br/>Korean Scale<br/>Tracing wheel<br/>Punch machine<br/>Notches<br/>Dummies<br/>Leather garment and glove samples, technical files, sketches<br/>Learners' guide for Leather Products Development Technician Level-2 (Stitcher)</p> |

| <b>Module 8: Construct Pattern for Leather Products</b> |   |                         |              |
|---|---|-------------------------|--------------|
| <b>Learning Unit</b>                                    | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b> |
|   | <p>per product requirement covering all required clearances</p> <ul style="list-style-type: none"> <li>• Draft the required shape of the product for base pattern</li> <li>• Draw dart points and dart according to product fitting requirement</li> <li>• Control the drawn pattern according to the measurement chart and control the matching of the pattern pieces</li> <li>• Cut the drafted base pattern</li> </ul> <p>It is very important for a pattern maker to have knowledge and skills to draw different lines, curves, angles and shapes. Give an illustrated presentation or demonstration on different types of shapes used in pattern making and their application. Hold practice sessions on drawing lines using templates provided by trainer.</p> <p>Explain human body proportions using dummies and illustrations e.g. head line, shoulder line, chest line, waist line, hip line, thigh line, calf line, bottom line; hold quizzes and discussion sessions to ensure all learners have thorough understanding.</p> <p>Explain purpose and application of dart, points and notches and elaborate dart transfer according to the product.</p> <p>Demonstrate method of calculating and constructing a base pattern using the product technical information, samples or sketches. Assign learners to calculate and construct a base pattern with provided technical package.</p> |                         |              |

| <b>Module 8: Construct Pattern for Leather Products</b> |   |  |  |
|---|---|--|--|
| <b>Learning Unit</b>                                    | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b>  | <b>Media</b>   |
|   | <p>Explain and demonstrate cutting technique and tools used in pattern making e.g. cutting with scissors, hand paper knife etc.</p> <p>Hold multiple practice sessions of constructing and cutting base patterns for panels of various leather garment and glove articles. Check work of all learners individually and give advice on improving their work.</p> <p>Make sure you emphasize on observing occupational safety and health (OSH) during all activities. Learners must be able to demonstrate their knowledge and skills relating to constructing base pattern for leather garments and gloves. Ensure that learners have the opportunity to ask questions to support their understanding.</p>                   |  |  |
| <b>LU2:</b> Construct Design pattern                    | <p>Give an illustrated presentation on purpose and method of constructing a design pattern. Ensure you focus on following points;</p> <ul style="list-style-type: none"> <li>• Trace the base pattern on the pattern sheet</li> <li>• Add the design according to product requirement on the base pattern (modify the block pattern according to the design)</li> <li>• Control the drawn design pattern according to the design and control the matching of the pattern pieces</li> <li>• Cut the design pattern</li> </ul> <p>Explain commonly used design elements applied to the design pattern. Include (at least) following in the session;</p> <ul style="list-style-type: none"> <li>• Dart manipulation</li> </ul> | <p>Classroom</p> <p>Realistic or real Pattern Making environment</p> | <p>Cutting Mat,</p> <p>Pattern shapers</p> <p>Measuring tape</p> <p>Different measuring scales</p> <p>Curve set (French Curve, Pant curve, Flexible Curve)</p> <p>Set square</p> <p>Scissors</p> <p>Knife</p> <p>Hole Punch</p> <p>Hanger</p> <p>Pattern Table / Stand</p> <p>Tape Dispenser</p> |

| <b>Module 8: Construct Pattern for Leather Products</b> |   |   |   |
|---|---|---|---|
| <b>Learning Unit</b>                                    | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b>                                   | <b>Media</b>  |
|   | <ul style="list-style-type: none"> <li>• Label and accessories placement in design pattern</li> <li>• Placement techniques according to the actual design using technical file, sketches or samples</li> </ul> <p>Demonstrate the tools and equipment needed for constructing design pattern. Enable learners to practice using the appropriate tools and equipment for constructing design pattern in a controlled environment.</p> <p>Learners practice constructing and cutting design patterns for panels of different leather garment and glove articles in an appropriate practical setting. Check work of all learners individually and give advice on improving their work.</p> <p>Make sure you emphasize on observing occupational safety and health (OSH) during all activities. Learners must be able to demonstrate their knowledge and skills relating to constructing design pattern for leather garments and gloves. Ensure that learners have the opportunity to ask questions to support their understanding.</p> |   | Korean Scale<br>Tracing wheel<br>Punch machine<br>Notches<br>Dummies<br>Leather garment and glove samples, technical files, sketches                  |
| <b>LU3: Construct Cutting Pattern</b>                   | <p>Ask learners what they remember from the module of Perform Cutting Operations about tracing the patterns; how they identified the line of tightness and stretchiness and how they used the seam allowance before stitching.</p> <p>Recap following concepts in a moderated discussion with learners;</p>   | Classroom<br>Realistic or real Pattern Making environment | Cutting Mat,<br>Pattern shapers<br>Measuring tape<br>Different measuring scales<br>Curve set (French Curve, Pant curve, Flexible Curve)<br>Set square |

| <b>Module 8: Construct Pattern for Leather Products</b> |  |                         |  |
|---|--|-------------------------|--|
| <b>Learning Unit</b>                                    | <b>Suggested Teaching/ Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b>   |
|   | <ul style="list-style-type: none"> <li>• Various types of seams used in leather garment and glove stitching e.g. overlock seam, safety overlock seam, lock stitch seam, piping seam etc.</li> <li>• Seam allowances used for various types of materials, products and seams</li> <li>• Matching of leather and direction of panels of the pattern</li> <li>• Understanding of product/article names, sizes, cutting quantities and panel names</li> </ul> <p>Demonstrate the tools and equipment needed for constructing cutting pattern. Enable learners to practice using the appropriate tools and equipment for constructing cutting pattern in a controlled environment.</p> <p>Demonstrate constructing a cutting pattern and hold practice sessions in which learners practice constructing cutting patterns for panels of different leather garment and glove articles. Check work of all learners individually and give advice on improving their work. Make sure you emphasize on following during the sessions;</p> <ul style="list-style-type: none"> <li>• Trace the design pattern on pattern sheet</li> <li>• Create the cutting pattern by adding seam allowances to the design pattern</li> <li>• Add grain line, notches and marks for sewing process</li> <li>• Add nomenclature to identify the cutting pattern pieces</li> <li>• Cut the cutting pattern</li> </ul> |                         | Scissors<br>Knife<br>Hole Punch<br>Hanger<br>Pattern Table / Stand<br>Tape Dispenser<br>Korean Scale<br>Tracing wheel<br>Punch machine<br>Notches<br>Dummies<br>Leather garment and glove samples, technical files, sketches<br>Learners' guide for Leather Products Development Technician Level-2 (Stitcher) |

| <b>Module 8: Construct Pattern for Leather Products</b> |  |   |  |
|---|--|---|--|
| <b>Learning Unit</b>                                    | <b>Suggested Teaching/ Learning Activities</b>   | <b>Delivery Context</b>   | <b>Media</b>   |
|   | Make sure you stress on observing occupational safety and health (OSH) during all activities. Learners must be able to demonstrate their knowledge and skills relating to constructing cutting pattern for leather garments and gloves. Ensure that learners have the opportunity to ask questions to support their understanding.   |   |  |
| <b>LU4:</b> Construct Lining Pattern                    | <p>Recall purpose of lining and various lining materials used in leather garments and gloves.</p> <p>Give an illustrated presentation or demonstration on purpose and method of constructing a lining pattern. Explain commonly used design elements in lining pattern. Include (at least) following in the session;</p> <ul style="list-style-type: none"> <li>• Difference between base and lining pattern</li> <li>• Seam allowance used in various types of lining material</li> <li>• Labels and accessories used in lining and their placement in lining pattern</li> <li>• Direction of panels of the pattern in lining</li> </ul> <p>Demonstrate the tools and equipment needed for constructing lining pattern. Enable learners to practice using the appropriate tools and equipment for constructing lining pattern in a controlled environment.</p> <p>Demonstrate constructing a lining pattern and hold practice sessions in which learners practice constructing lining patterns for different leather garment and glove articles. Check work of all learners individually and give advice on improving their work. Make sure you include following activities;</p> | Classroom<br>Realistic or real<br>Pattern Making<br>environment | Cutting Mat,<br>Pattern shapers<br>Measuring tape<br>Different measuring scales<br>Curve set (French Curve, Pant curve, Flexible Curve)<br>Set square<br>Scissors<br>Knife<br>Hole Punch<br>Hanger<br>Pattern Table / Stand<br>Tape Dispenser<br>Korean Scale<br>Tracing wheel<br>Punch machine<br>Notches<br>Dummies<br>Leather garment and glove |



| <b>Module 8: Construct Pattern for Leather Products</b> |  |   |  |
|---|--|---|--|
| <b>Learning Unit</b>                                    | <b>Suggested Teaching/ Learning Activities</b>   | <b>Delivery Context</b>   | <b>Media</b>   |
|   | <ul style="list-style-type: none"> <li>Trace the base pattern on pattern sheet</li> <li>Create the lining pattern by adding seam allowances and designs to the base pattern</li> <li>Control the drawn pattern according to the measurement chart and control the matching of the pattern pieces</li> <li>Add grain line, notches and marks for sewing process</li> <li>Add nomenclature to identify the cutting pattern pieces</li> <li>Cut the lining pattern</li> </ul> <p>Make sure you emphasize on observing occupational safety and health (OSH) during all activities. Learners must be able to demonstrate their knowledge and skills relating to constructing lining pattern for leather garments and gloves. Ensure that learners have the opportunity to ask questions to support their understanding.</p> |   | samples, technical files, sketches   |
| <b>LU5:</b> Construct Fusing pattern                    | <p>Recap concepts of applying fusing on leather garments in a moderated discussion. Ensure you include following concepts and assess learners on their level of understanding. Hold additional session if there are gaps in understanding of learners;</p> <ul style="list-style-type: none"> <li>Interface material (fusing) and its types</li> <li>Product components that require fusing</li> <li>Application of interface material (fusing) according to the products</li> </ul> <p>Show various fusing patterns (e.g. under collar, under cuff, Flap, bone pocket etc.) to learners and help them familiarize with their shapes. Explain direction of</p>   | Classroom<br>Realistic or real<br>Pattern Making<br>environment | Cutting Mat,<br>Pattern shapers<br>Measuring tape<br>Different measuring scales<br>Curve set (French Curve, Pant curve, Flexible Curve)<br>Set square<br>Scissors<br>Knife<br>Hole Punch |

| <b>Module 8: Construct Pattern for Leather Products</b> |   |  |  |
|---|---|--|--|
| <b>Learning Unit</b>                                    | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b>  | <b>Media</b>   |
|   | <p>panels of the pattern in fusing.</p> <p>Demonstrate the tools and equipment needed for constructing fusing pattern. Enable learners to practice using the appropriate tools and equipment for constructing fusing pattern in a controlled environment.</p> <p>Demonstrate constructing a fusing pattern and hold practice sessions in which learners practice constructing fusing patterns for different articles. Check work of all learners individually and give advice on improving their work. Ensure that you include following;</p> <ul style="list-style-type: none"> <li>• Trace the cutting pattern on pattern sheet</li> <li>• Draw the fusing pattern according to product requirement</li> <li>• Control the drawn pattern according to the measurement chart and control the matching of the pattern pieces</li> <li>• Cut the fusing pattern</li> </ul> <p>Make sure you emphasize on observing occupational safety and health (OSH) during all activities. Learners must be able to demonstrate their knowledge and skills relating to constructing fusing pattern. Ensure that learners have the opportunity to ask questions to support their understanding.</p> |  | <p>Hanger</p> <p>Pattern Table / Stand</p> <p>Tape Dispenser</p> <p>Korean Scale</p> <p>Tracing wheel</p> <p>Punch machine</p> <p>Notches</p> <p>Dummies</p> <p>Leather garment and glove samples, technical files, sketches</p> |
| <b>LU6:</b> Perform pattern grading                     | <p>Recap various sizing systems used in leather garments and gloves e.g. UK, European and USA</p> <p>Enlighten learners on housekeeping of pattern e.g. proper marking, binding, labelling, hanging etc.</p>  | <p>Classroom</p> <p>Realistic or real Pattern Making environment</p> | <p>Cutting Mat</p> <p>Pattern shapers</p> <p>Measuring tape</p> <p>Different measuring scales</p>  |

| <b>Module 8: Construct Pattern for Leather Products</b> |  |                         |   |
|---|--|-------------------------|---|
| <b>Learning Unit</b>                                    | <b>Suggested Teaching/ Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b>  |
|   | <p>Give an illustrated presentation on grading methods (Machine Grading, Manual Grading). Explain various grading techniques e.g. standard grading, restriction grading, coordinated grading (break size grading) etc. Make sure you include following;</p> <ul style="list-style-type: none"> <li>• Trace base or design pattern on pattern sheet</li> <li>• Mark grading points as per measurement of required pattern</li> <li>• Trace the pattern as per grading points</li> <li>• Control the graded pattern according to the measurement chart and control the matching of the pattern pieces</li> <li>• Add nomenclature to identify the cutting pattern pieces</li> <li>• Cut the graded pattern</li> </ul> <p>Demonstrate the tools and equipment needed for performing pattern grading. Enable learners to practice using the appropriate tools and equipment for performing pattern grading in a controlled environment.</p> <p>Demonstrate grading using different methods and techniques and hold multiple practice sessions in which learners practice performing pattern grading for different articles and sizes. Check work of all learners individually and give advice on improving their work.</p> <p>Make sure you emphasize on observing occupational safety and health (OSH) during all activities. Learners must be able to demonstrate their knowledge and skills relating to performing pattern grading for different articles and sizes of leather garments and</p> |                         | <p>Curve set (French Curve, Pant curve, Flexible Curve)<br/> Set square<br/> Scissors<br/> Knife<br/> Hole Punch<br/> Hanger<br/> Pattern Stand<br/> Tape Dispenser<br/> Korean Scale<br/> Tracing wheel<br/> Punch machine<br/> Notches<br/> Dummies<br/> Leather garment and glove samples, technical files, sketches</p> |

| <b>Module 8: Construct Pattern for Leather Products</b> |  |                         |              |
|---|--|-------------------------|--------------|
| <b>Learning Unit</b>                                    | <b>Suggested Teaching/ Learning Activities</b>   | <b>Delivery Context</b> | <b>Media</b> |
|   | gloves. Ensure that learners have the opportunity to ask questions to support their understanding. |                         |              |

# LEATHER PRODUCTS DEVELOPMENT TECHNICIAN



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Module-9

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| <b>Module 9: Develop fashion drawing and design</b> |   |                           |   |
|---|---|---------------------------|---|
| <b>Learning Unit</b>                                | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b>   | <b>Media</b>  |
| <b>LU1:</b> Draw Figure Template                    | <p>Recap various measuring systems and size charts using in leather garments and gloves including different standard sizes (children, men, and women). Explain purposes and differences among drawing and design</p> <p>Let learners practice drawing different lines, angles and geometrical shapes as learnt in Module-8. Identify learners with gaps in skills and understanding and hold additional sessions for such learners. Encourage other learners with better skills to help fellow learners and make sure all learners are able to trace / draw geometrical shapes.</p> <p>Give an illustrated presentation on basic human body construction (head, arms, foot etc.) and explain methods of drawing human figure.</p> <p>Ensure learners understand segregation of fashion figure according to shapes and sizes</p> <p>Demonstrate the tools and equipment needed for fashion drawing and design. Enable learners to practice using the appropriate tools and equipment for fashion drawing and design in a controlled environment.</p> <p>Demonstrate drawing different fashion figures (eight, nine, ten heads) from geometric shapes (triangle, square, circle) and hold multiple practice sessions. Ensure you include following;</p> <ul style="list-style-type: none"> <li>• Draw a fashion figure through measurement using appropriate method (eight, nine and ten head)</li> </ul> | Classroom, drawing studio | <p>Drawing pencils (assorted range)</p> <p>Pencil eraser</p> <p>Pencil sharpener</p> <p>Drawing board</p> <p>Sketch book</p> <p>Measuring tape</p> <p>Set squares</p> |

| <b>Module 9: Develop fashion drawing and design</b> |   |                           |   |
|---|---|---------------------------|---|
| <b>Learning Unit</b>                                | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b>   | <b>Media</b>  |
|   | <ul style="list-style-type: none"> <li>• Draw fashion figure through applicable geometrical shapes</li> </ul> <p>Check work of all learners individually and give advice on improving their work.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to drawing figure templates. Ensure that learners have the opportunity to ask questions to support their understanding.</p>   |                           |   |
| <b>LU2:</b> Draw different Poses of Figure Template | <p>Give an illustrated presentation on figure movements and postures (front, side, back, quarter poses). Help learners understand perspective (shoulder, arms, legs movements) and different fashion poses (front, side, back, quarter).</p> <p>Demonstrate drawing different poses of figures templates and hold multiple practice sessions. Ensure you include following;</p> <ul style="list-style-type: none"> <li>• Draw front pose</li> <li>• Draw Side pose</li> <li>• Draw Back pose</li> <li>• Draw Quarter pose</li> </ul> <p>Check work of all learners individually and give advice on improving their work.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to drawing different poses of figure templates. Ensure that learners have the opportunity to ask questions to support their understanding.</p> | Classroom, drawing studio | <p>Drawing pencils (assorted range)</p> <p>Pencil eraser</p> <p>Pencil sharpener</p> <p>Drawing board</p> <p>Sketch book</p> <p>Measuring tape</p> <p>Set squares</p> |

| <b>Module 9: Develop fashion drawing and design</b> |   |                           |   |
|---|---|---------------------------|---|
| <b>Learning Unit</b>                                | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b>   | <b>Media</b>  |
| <b>LU3:</b> Draw various parts of Figure Template   | <p>Give an illustrated presentation on different figure parts (face, hand, arm, foot etc.).</p> <p>Explain and demonstrate drawing following features;</p> <ul style="list-style-type: none"> <li>• Facial features (eyes, nose, lips, ears etc.)</li> <li>• Parts of hand (fingers, thumb, wrist)</li> <li>• Hand movements ( front, back, side )</li> <li>• Arm (shoulder, bicep, elbow etc.) parts and movement</li> <li>• Parts of foot (toe, ankle, heel)</li> <li>• Foot movements ( front, back, side )</li> </ul> <p>Hold multiple practice sessions where learners draw various parts of figure templates. Check work of all learners individually and give advice on improving their work.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to drawing different parts of figure templates. Ensure that learners have the opportunity to ask questions to support their understanding.</p> | Classroom, drawing studio | <p>Drawing pencils (assorted range)</p> <p>Pencil eraser</p> <p>Pencil sharpener</p> <p>Drawing board</p> <p>Sketch book</p> <p>Measuring tape</p> <p>Set squares</p> |
| <b>LU4:</b> Perform Rendering of Figure Templates   | <p>Give an illustrated presentation on rendering including following;</p> <ul style="list-style-type: none"> <li>• Media (pencil colours, posters etc.),</li> <li>• Directions of light sources (indoor, outdoor) on the figure</li> <li>• Skin tone rendering (dark, medium, light)</li> <li>• Rendering of skin in single and two colours (brown, peach)</li> </ul> <p>Hold multiple practice session starting from monotone rendering and slowly moving towards multi-tone</p>   | Classroom, drawing studio | <p>Colour pencils</p> <p>Poster colours</p> <p>Water colours</p> <p>Pointers</p> <p>Scholar sheets</p> <p>Paint brushes</p>   |



| <b>Module 9: Develop fashion drawing and design</b>   |   |                           |   |
|---|---|---------------------------|---|
| <b>Learning Unit</b>                                  | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b>   | <b>Media</b>  |
|   | <p>rendering. Let learners render figure templates of different sizes, shapes and genders.</p> <p>Explain methodology of making technical drawing of garments as per design (shirt, trousers, skirts etc.) and demonstrate making different Silhouettes as per design requirements; hold multiple practice sessions.</p> <p>Check work of all learners individually and give advice on improving their work.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to rendering figure templates. Ensure that learners have the opportunity to ask questions to support their understanding.</p>  |                           | <p>Drawing pencils (assorted range)</p> <p>Pencil eraser</p> <p>Pencil sharpener</p> <p>Drawing board</p> <p>Sketch book</p> <p>Measuring tape</p> <p>Set squares</p>   |
| <b>LU5:</b> Adjust Rendered leather product on Figure | <p>Recap construction of various garment and glove articles and their components as learnt in Leather Products Development Technician Level-2 (Stitcher) in a moderated discussion to ensure all learners have a grasp. Hold an additional session to clarify concepts in which learners have lack of understanding or knowledge.</p> <p>Explain primary, secondary, tertiary colour scheme and their uses in rendering leather products.</p> <p>Explain and demonstrate drawing and rendering of leather products (jacket, trousers, skirt, gloves etc.) on figure template according to the required design. Ensure you include following in the demonstration;</p> <ul style="list-style-type: none"> <li>• Draw variations of garment components (Sleeves, collar, neckline, cuff, trouser, skirts, etc.) as per design requirement</li> <li>• Draw Figure Template with leather product</li> </ul> | Classroom, drawing studio | <p>Colour pencils</p> <p>Poster colours</p> <p>Water colours</p> <p>Pointers</p> <p>Scholar sheets</p> <p>Paint brushes</p> <p>Drawing pencils (assorted range)</p> <p>Pencil eraser</p> <p>Pencil sharpener</p> <p>Drawing board</p> |

| <b>Module 9: Develop fashion drawing and design</b> |   |                         |   |
|---|---|-------------------------|---|
| <b>Learning Unit</b>                                | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b>  |
|   | <ul style="list-style-type: none"> <li>• Render figure template with leather garment as per design requirement</li> </ul> <p>Hold practice sessions, check work of all learners individually and give advice on improving their work.</p> <p>Learners must be able to demonstrate their knowledge and skills relating to adjusting rendered leather product on figure. Ensure that learners have the opportunity to ask questions to support their understanding.</p> |                         | <p>Sketch book</p> <p>Measuring tape</p> <p>Set squares</p> |

# LEATHER PRODUCTS DEVELOPMENT TECHNICIAN



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Module-10  
TRAINER GUIDE

National Vocational Certificate Level 3

Version 1 - October, 2019

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| <b>Module 10: Design Leather Products using drawing software</b> |   |                                |   |
|--|---|--------------------------------|---|
| <b>Learning Unit</b>   | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b>        | <b>Media</b>  |
| <b>LU1:</b> Design Leather products using Photo editing software | <p>Briefly recap following concepts;</p> <ul style="list-style-type: none"> <li>• Measuring system and size charts used in leather garments and gloves.</li> <li>• Threads, Fabric, leather and other accessories used in leather garments and gloves</li> <li>• Types of seams e.g. inseam, double top seam, lapped seam etc.</li> <li>• Understanding technical drawing and layout of the leather product</li> </ul> <p>Give an illustrated presentation on various photo editing software applications available in the market.</p> <p>Give learners a tour of the Photo-editing software; demonstrate installing and performing basic troubleshooting of the photo editing software to be used. Assign learners to practice installing the software on their assigned computers.</p> <p>Present important features of the software, including the ribbon, shortcuts, dialog boxes, and shortcuts along with navigating, getting help, and printing. Let learners browse through the toolbars on their individual computer workstations and ask learners randomly to identify various features. Guide the learners during practice session to ensure thorough understanding.</p> <p>Demonstrate, and encourage students to practice on their computers, important functions of Setting Page Layout, inserting Text and images, Character</p> | Classroom, Computer Laboratory | Computer<br>Photo editing Software<br>Paper rim<br>Printer<br>Scanner<br>Internet connection<br>Projector |

| <b>Module 10: Design Leather Products using drawing software</b> |   |                         |              |
|--|---|-------------------------|--------------|
| <b>Learning Unit</b>   | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b> |
|  | <p>Formatting, Font, Font Style &amp; Font Effect, Using short cut keys, importing/exporting files, working with layers etc.</p> <p>It is suggested to use CorelDRAW Graphic Suite for this course. In such case; please use the CorelDRAW Graphic Suite Curriculum available at the website of software developer accessible at <a href="https://www.coreldraw.com/en/pages/900236.html">https://www.coreldraw.com/en/pages/900236.html</a>.</p> <p>Trainer may make necessary changes to the curriculum based on applicability on leather products. Make sure learners apply the skills on developing drawing and design of leather products.</p> <p>During the sessions, demonstrate to learners and assign them to practice following;</p> <ul style="list-style-type: none"> <li>• Developing research board and mood board</li> <li>• Tracing leather product according to the product image</li> <li>• Rendering the sketch according to research board</li> <li>• Developing layout for technical drawing of leather product</li> <li>• Creating technical drawings of leather product</li> </ul> <p>Assign learners individually to design leather products using photo-editing software. Check each assignment individually and give constructive feedback to ensure all learners are able to demonstrate their knowledge</p> |                         |              |

| <b>Module 10: Design Leather Products using drawing software</b>     |   |                                |  |
|--|---|--------------------------------|--|
| <b>Learning Unit</b>   | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b>        | <b>Media</b>   |
|  | and skills relating to designing leather products using Photo-editing software. Ensure that learners have the opportunity to ask questions to support their understanding.  |                                |  |
| <b>LU2:</b> Design Leather products using Graphic designing software | <p>Give an illustrated presentation on various graphic designing software applications available in the market.</p> <p>Give learners a tour of the designing software; demonstrate installing and performing basic troubleshooting of the designing software to be used. Assign learners to practice installing the software on their assigned computers.</p> <p>Present important features of the software, including the ribbon, shortcuts, dialog boxes, and shortcuts along with navigating, getting help, and printing. Let learners browse through the toolbars on their individual computer workstations and ask learners randomly to identify various features. Guide the learners during practice session to ensure thorough understanding. The learners should be able to transfer their knowledge of photo-editing software to the graphic designing software in identifying various tools and their functions.</p> <p>Demonstrate, and encourage students to practice on their computers, important functions of Setting Page Layout, inserting Text and images, Character Formatting, Font, Font Style &amp; Font Effect, Using short cut keys, importing/exporting files, working with layers</p> | Classroom, Computer Laboratory | Computer<br>Internet<br>Graphic designing Software<br>Paper Rim<br>Butter Paper/Tracing Paper<br>Printer<br>Scanner<br>Projector |

| <b>Module 10: Design Leather Products using drawing software</b> |   |                         |              |
|--|---|-------------------------|--------------|
| <b>Learning Unit</b>   | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b> |
|  | <p>etc.</p> <p>Once basic tools are understood, take the learners forward to understanding different rendering tools (paint bucket, burn tool, dodge tool etc.) in graphic design software. Assign learners to practice the tutorials and developing various designs of common objects using the learnt functions.</p> <p>Give an illustrated presentation on important rules and concepts used in creating digital design of leather products. Make sure you include at least following;</p> <ul style="list-style-type: none"> <li>• Importance of measurements, margins and placements before making the designs for screen printing/sublimation/embroidery etc.</li> <li>• Colour schemes and pantone book</li> <li>• Important features of technical drawing and layout of the leather products</li> <li>• Techniques of developing surface designs (embroidery/ screen printing/ sublimation etc.)</li> </ul> <p>Make sure learners apply the skills on developing drawing and design of leather products. During the practice sessions, demonstrate to learners and assign them to practice following;</p> <ul style="list-style-type: none"> <li>• Create the basic block of leather product</li> <li>• Give basic block a shape of the leather product</li> <li>• Draw the required designs for accessories/embroidery/screen</li> </ul> |                         |              |

| <b>Module 10: Design Leather Products using drawing software</b> |   |                         |              |
|--|---|-------------------------|--------------|
| <b>Learning Unit</b>   | <b>Suggested Teaching/ Learning Activities</b>  | <b>Delivery Context</b> | <b>Media</b> |
|  | <p>printing/sublimation on the leather product</p> <ul style="list-style-type: none"> <li>• Render the leather product according to the design requirement</li> <li>• Develop layout for technical drawing of leather product</li> <li>• Create technical drawings of leather product</li> </ul> <p>Assign learners individually to design leather products using graphic designing software. Check each assignment individually and give constructive feedback to ensure all learners are able to demonstrate their knowledge and skills relating to designing leather products using graphic designing software. Ensure that learners have the opportunity to ask questions to support their understanding.</p> |                         |              |



## Frequently Asked Questions

|  |  |
|--|--|
| 1. What is Competency Based Training (CBT) and how is it different from currently offered trainings in institutes?                             | Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training. Compared to conventional programs, the competency based training is not primarily content based; it rather focuses on the competence requirement of the envisaged job role. The whole qualification refers to certain industry standard criterion and is modularized in nature rather than being course oriented. |
| 2. What is the passing criterion for CBT certificate?  | You shall be required to be declared “Competent” in the summative assessment to attain the certificate.  |
| 3. What are the entry requirements for this course?  | The entry requirement for this course is National Vocational Certificate Level-2 in Leather Products Development Technician (Stitcher).  |
| 4. How can I progress in my educational career after attaining this certificate?   | You shall be eligible to take admission in the National Vocational Certificate Level-4 in Leather Products Development Technician (Computerized Pattern Designer). You shall be able to progress further to a level-5, DAE or equivalent course in relevant trade. In certain case, you may be required to attain an equivalence certificate from The Inter Board Committee of Chairmen (IBCC).  |
| 5. If I have the experience and skills mentioned in the competency standards, do I still need to attend the course to attain this certificate? | You can opt to take part in the Recognition of Prior Learning (RPL) program by contacting the relevant training institute and getting assessed by providing the required evidences.  |
| 6. What is the entry requirement for Recognition of Prior Learning program (RPL)?  | There is no general entry requirement. The institute shall assess you, identify your competence gaps and offer you courses to cover the gaps; after which you can take up the final assessment.  |
| 7. Is there any age restriction for entry in this course or Recognition of Prior Learning program (RPL)?                                       | There are no age restrictions to enter this course or take up the Recognition of Prior Learning program.   |
| 8. What is the duration of this course?  | The duration of the course work is 440 hrs. (approx. 3.5 months)   |
| 9. What are the class timings?   | The classes are normally offered 25 days a month from 08:00am to 01:30pm. These may vary according to the practices of certain institutes.   |
| 10. What is equivalence of this certificate?   | As per the national vocational qualifications framework, the level-4 certificate is equivalent   |

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| with other qualifications?  | to Matriculation. The criteria for equivalence and equivalence certificate can be obtained from The Inter Board Committee of Chairmen (IBCC).  |
| 11. What is the importance of this certificate in National and International job market?                                | This certificate is based on the nationally standardized and notified competency standards by National Vocational and Technical Training Commission (NAVTTTC). These standards are also recognized worldwide as all the standards are coded using international methodology and are accessible to the employers worldwide through NAVTTTC website. |
| 12. Which jobs can I get after attaining this certificate? Are there job for this certificate in public sector as well? | You shall be able to take up jobs in the leather products making companies in the functions of fashion designing, pattern making and computerized fashion designing of leather gloves and garments.  |
| 13. What are possible career progressions in industry after attaining this certificate?                                 | You shall be able to progress up to the level of supervisor after attaining sufficient experience, knowledge and skills during the job. Attaining additional relevant qualifications may aid your career advancement to even higher levels.  |
| 14. Is this certificate recognized by any competent authority in Pakistan?  | This certificate is based on the nationally standardized and notified competency standards by National Vocational and Technical Training Commission (NAVTTTC). The official certificates shall be awarded by the relevant certificate awarding body.   |
| 15. Is on-the-job training mandatory for this certificate? If yes, what is the duration of on-the-job training?         | On-the-job training is not a requirement for final / summative assessment of this certificate. However, taking up on-the-job training after or during the course work may add your chances to get a job afterwards.  |
| 16. How much salary can I get on job after attaining this certificate?  | The minimum wages announced by the Government of Pakistan in 2019 are PKR 17,500. This may vary in subsequent years and different regions of the country. Progressive employers may pay more than the mentioned amount.  |
| 17. Are there any alternative certificates which I can take up?   | There are some short courses offered by some training institutes on this subject. Some institutes may still be offering conventional certificate courses in the field.   |
| 18. What is the teaching language of this course?   | The teaching language of this course is Urdu and English.  |
| 19. Is it possible to switch to other certificate programs during the course?   | There are some short courses offered by some training institutes on this subject. Some institutes may still be offering conventional certificate courses in the field.   |
| 20. What is the examination / assessment system in this program?  | Competency based assessments are organized by training institutes during the course which serve the purpose of assessing the progress and preparedness of each student. Final / summative assessments are organized by the relevant qualification awarding bodies  |

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|  | at the end of the certificate program. You shall be required to be declared “Competent” in the summative assessment to attain the certificate.   |
| 21. Does this certificate enable me to work as freelancer? | You can start your small business of stitching leather garments, gloves or other products; or offer services in pattern making and fashion designing. You may need additional skills on entrepreneurship to support your initiative. |

### Test Yourself (Multiple Choice Questions)

|    |  |  |
|----|--|--|
| 1. | What kind of pattern is traced using Basic pattern?  | <ul style="list-style-type: none"><li>a. Design pattern</li><li>b. Cutting pattern</li><li>c. Lining pattern</li><li>d. Fusing pattern</li></ul> |
| 2. | What is the minimum under allowance?   | <ul style="list-style-type: none"><li>a. 5mm</li><li>b. 10mm</li><li>c. 20cm</li><li>d. 10cm</li></ul>   |
| 3. | Which type of Stitching used in Leather Garments?  | <ul style="list-style-type: none"><li>a. One thread</li><li>b. Chain stitch</li><li>c. Lock stitch</li><li>d. Two thread</li></ul>               |
| 4. | Which is the following size convention is used in Garment making?  | <ul style="list-style-type: none"><li>a. 36,38...</li><li>b. 1,2,3...</li><li>c. Iv,v,vi....</li><li>d. None of these</li></ul>                  |
| 5. | Is the following statement true or false?<br>"Fusing pattern is used for Under Collar but not for Under Cuff." | <ul style="list-style-type: none"><li>a. True</li><li>b. False</li></ul>   |

|     |   |  |
|-----|---|--|
| 6.  | Which line is used for pattern making?  | <ul style="list-style-type: none"> <li>a. Curve</li> <li>b. Straight</li> <li>c. Angular</li> <li>d. All of above</li> <li>e. None of the above</li> </ul>   |
| 7.  | What does dress designing involves?   | <ul style="list-style-type: none"> <li>a. Study of structural lines of human figure</li> <li>b. Selection of material</li> <li>c. Requirements of the individual</li> <li>d. All of above</li> </ul> |
| 8.  | What is the first step in designing a collection?   | <ul style="list-style-type: none"> <li>a. Choosing a theme</li> <li>b. Predicting trends</li> <li>c. Planning a collection</li> <li>d. None of these</li> </ul>                                      |
| 9.  | When mixed together, what do primary colours make?  | <ul style="list-style-type: none"> <li>a. Secondary colours</li> <li>b. Tertiary colours</li> <li>c. Basic colours</li> <li>d. White colour</li> </ul>   |
| 10. | Mention if following statement is True or False;<br>"Blue colour is an example of Warm Colors". | <ul style="list-style-type: none"> <li>a. True</li> <li>b. False</li> </ul>  |
| 11. | What does shining texture do?   | <ul style="list-style-type: none"> <li>a. Absorbs light</li> <li>b. Reflects light</li> <li>c. Both a &amp;b</li> <li>d. None of above</li> </ul>  |
| 12. | Which of these softwares is used for photo editing?   | <ul style="list-style-type: none"> <li>a. Coral draw</li> <li>b. Adobe Photoshop</li> <li>c. MS word</li> <li>d. Excel</li> </ul>  |
| 13. | Which of these is the default Color Mode for working in Adobe Photoshop?                        | <ul style="list-style-type: none"> <li>a. Grey scale</li> <li>b. Bitmap</li> </ul>   |

|     |  |   |
|-----|--|---|
|     |  | <ul style="list-style-type: none"> <li>c. CMYK</li> <li>d. RGB</li> </ul>   |
| 14. | Which of these tools is used for tracing in photo editing and graphic designing softwares? | <ul style="list-style-type: none"> <li>a. Dodge</li> <li>b. Smudge</li> <li>c. Pen</li> <li>d. Bucket</li> </ul>  |
| 15. | How do you create a new file in Photoshop using the drop down menu?                        | <ul style="list-style-type: none"> <li>a. File &gt; New</li> <li>b. Start &gt; New File</li> <li>c. File &gt; Open</li> <li>d. Create &gt; New</li> </ul> |
| 16. | In which format PS file can be saved?  | <ul style="list-style-type: none"> <li>a. JPEG</li> <li>b. TIFF</li> <li>c. PSD</li> <li>d. all of the above</li> </ul>                                   |
| 17. | Which one of these tools is used for cropping in coral draw?                               | <ul style="list-style-type: none"> <li>a. Zoom tool</li> <li>b. Shape tool</li> <li>c. Knife tool</li> <li>d. Pick tool</li> </ul>                        |
| 18. | Which of these tools is used for selecting and deselecting objects in coral draw?          | <ul style="list-style-type: none"> <li>a. Shape tool</li> <li>b. Bezier tool</li> <li>c. Pick tool</li> <li>d. Free hand tool</li> </ul>                  |

|            |   |                              |
|------------|---|------------------------------|
| <b>19.</b> | How many color separation do we have in coral draw? | a. 4<br>b. 2<br>c. 3<br>d. 6 |
|------------|---|------------------------------|

## ANSWERS

|     |  |                      |
|-----|--|----------------------|
| 1.  | What kind of pattern is traced using Basic pattern?  | a. Design pattern    |
| 2.  | What is the minimum under allowance?   | b. 10mm              |
| 3.  | Which type of Stitching used in Leather Garments?  | c. Lock stitch       |
| 4.  | Which is the following size convention is used in Garment making?  | a. 36,38...          |
| 5.  | Is the following statement true or false?<br>"Fusing pattern is used for Under Collar but not for Under Cuff." | b. False             |
| 6.  | Which line is used for pattern making?   | d. All of above      |
| 7.  | What does dress designing involves?  | d. All of above      |
| 8.  | What is the first step in designing a collection?  | a. Choosing a theme  |
| 9.  | When mixed together, what do primary colours make?   | a. Secondary colours |
| 10. | Mention if following statement is True or False;<br>"Blue colour is an example of Warm Colors".                | b. False             |
| 11. | What does shining texture do?  | b. Reflects light    |



|     |  |                     |
|-----|--|---------------------|
| 12. | Which of these softwares is used for photo editing?  | b. Adobe Photoshop  |
| 13. | Which of these is the default Color Mode for working in Adobe Photoshop?                   | d. RGB              |
| 14. | Which of these tools is used for tracing in photo editing and graphic designing softwares? | c. Pen              |
| 15. | How do you create a new file in Photoshop using the drop down menu?                        | a. File > New       |
| 16. | In which format PS file can be saved?  | d. all of the above |
| 17. | Which one of these tools is used for cropping in coral draw?                               | b. Shape tool       |
| 18. | Which of these tools is used for selecting and deselecting objects in coral draw?          | c. Pick tool        |
| 19. | How many color separation do we have in coral draw?  | a. 4                |

