

CURRICULUM

Dress Making (II)

**GRADE X
2021**



GOVERNMENT OF PAKISTAN

Ministry Of Federal Education and Professional Training

National Curriculum Council

In collaboration with NAVTTC

ISLAMABAD

Contents

Introduction	3
Rationale	3
Aims and Objectives.....	3
Objectives	4
Grade-X.....	5
Assessment and Evaluation	8
Incorporating assessment into the learning process.....	8
Assessment strategies.....	9
Students' self-assessment.....	9
Quality in assessment	9
CONSTRUCTION OF TEST ITEMS	10
Guidelines for Writing a Textbook	10
Guideline for planning and writing a chapter	11
Guidelines for Writing Learner Workbook.....	12
Basic Requirements for Lab (Tools/Equipment).....	12
Curriculum Review and Validation Committee	15

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-X

Learning Themes and Students' Learning Outcomes Knowledge, Skills and Attitudes					
Chapter 01 (Surface Embellishment Techniques)					
Theory (T) = 05, Practicum (P) = 09, Total = 14					
Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Basic Surface Embellishment Techniques	<p>After studying this unit students must be able to:-</p> <ul style="list-style-type: none"> Know the basics of Surface Embellishment techniques Know the tools used for embellishment (Adda, needles, scissor, thimble, etc.) 	<ul style="list-style-type: none"> Enlist the tools required to perform surface embellishment 	02 Periods (T) 03 Periods (P)	Notebooks Sketch files Drawing Pencils Pencil colours Marker colours Erasers Sharpener Scales White board Multimedia Internet Computer system	Classroom/ Lab
Creation of Design by using Surface Embellishment Techniques	<ul style="list-style-type: none"> Understand the Tracing techniques Understand the process of applying different embellishment techniques (Tilla work, Mirror work, etc.) Apply embellishment materials (Gotta, tilla, etc.) for creating sample 	<ul style="list-style-type: none"> Prepare a book of 5x5 inches samples using following basic embellishments techniques: <ul style="list-style-type: none"> Tilla work Mirror work Gota work Sequence work (Sitara, cut dana, etc.) Prepare a product using different basic embellishments techniques 	03 Periods (T) 06 Periods (P)	Notebooks Sketch files Drawing Pencils Pencil colours Marker colours Erasers Sharpener Scales White board Multimedia Internet Computer system	Classroom/ Lab
Chapter 02 (Textile Surface Techniques -II)					
Theory (T) = 12, Practicum (P) = 18, Total = 30					
Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Textile Printing Techniques	<p>After studying this unit students must be able to:-</p> <ul style="list-style-type: none"> Know about textile printing techniques Know the Printing tools, processes and equipment Understand types and uses of different paints Understand types and uses of printing techniques Apply textile printing techniques to create sample book 	<ul style="list-style-type: none"> Prepare a sample of 5x5 inches using fabric paints Prepare a sample of 5x5 inches using Block printing technique Prepare a sample of 5x5 inches using Stenciling technique 	05 Periods (T) 09 Periods (P)	Notebooks Sketch files Drawing Pencils Pencil colours Marker colours Erasers Sharpener Scales White board Multimedia Internet Computer system	Classroom/ Lab
Textile Dyeing Techniques	<ul style="list-style-type: none"> Know about the basics of Dyeing Know the types of Dyes (Direct, reactive, pigment, etc.) Know the compatibility of Dye with fabric Know the dyeing tools and equipment Understand the techniques of tying and dyeing (Folding, 	<ul style="list-style-type: none"> Apply single dye on cotton fabrics Apply multiple dyes on cotton fabrics Prepare a book of 8x8 inches samples using following tie and dye techniques on fabric. <ul style="list-style-type: none"> Folding Technique 	07 Periods (T) 09 Periods (P)	Notebooks Sketch files Drawing Pencils Pencil colours Marker colours Erasers Sharpener Scales White board	Classroom/ Lab

	Pleating, Web binding, Knotting, etc.) <ul style="list-style-type: none"> • Understand Dyeing recipes • Apply dyeing techniques on cotton fabric 	<ul style="list-style-type: none"> ○ Knotting ○ Twisting ○ Snap fasteners 		Multimedia Internet Computer system	
--	---	--	--	---	--

Chapter 03 (Pattern Making-II)

Theory (T) = 10, Practicum (P) = 15, Total = 25

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Draft and Make Women Basic Bodice Block	After studying this unit students must be able to:- <ul style="list-style-type: none"> • Know the basics of pattern making • Know the fabric behaviour (Grain line) • Know technical sketch drawing • Understand the uses of pattern making tools (French curve, Japanese rulers, etc.) • Understand tech pack specifications • Understand Bodice Block • Label the bodice block Pattern and make information chart 	<ul style="list-style-type: none"> • Draft the basic bodice block on pattern sheet according to measurement • Label all the basic information on the block <ul style="list-style-type: none"> ○ Length & Width ○ Grain line ○ Centre front ○ Centre back ○ Neckline ○ Shoulder line ○ Carrue line/Under-arm line ○ Bust line ○ Dart line ○ Waistline ○ Side seam ○ Cut the basic bodice block on cardboard sheet 	07 Periods (T) 06 Periods (P)	Notebooks Sketch files Drawing Pencils Pencil colours Marker colours Erasers Sharpners Scales White board Multimedia Internet Computer system	
Draft and Make Basic Trouser Block	<ul style="list-style-type: none"> • Know the basic trouser block • Understand the procedure to construct basic trouser block • Apply the procedure to construct basic trouser block 	<ul style="list-style-type: none"> • Draft the basic Trouser block on pattern sheet according to measurement • Label all the basic information on the block <ul style="list-style-type: none"> ○ Length & Width ○ Grain line ○ Front rise ○ Back rise ○ Waistline ○ Dart line ○ Upper hip line ○ Hip line ○ Centre front ○ Centre back ○ Knee line ○ Ankle line ○ Crotch line ○ Inseam ○ Side seam • Cut the basic Trouser block on cardboard sheet 	03 Periods (T) 09 Periods (P)	Notebooks Sketch files Drawing Pencils Pencil colours Marker colours Erasers Sharpners Scales White board Multimedia Internet Computer system	

Chapter 04 (Advanced Sewing)

Theory (T) = 12, Practicum (P) = 21, Total = 33

Content	Students Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Seam Types with Sewing Machines	After studying this unit students must be able to:- <ul style="list-style-type: none"> • Know the basic types of Seam • Understand the line Diagrams of different seam types 	<ul style="list-style-type: none"> • Draw line diagrams of different seam types • Perform English seam/simple seam/superimposed seam • Perform edge finishing/hemming 	04 Periods (T) 09 Periods (P)	Notebooks Sketch files Drawing Pencils Pencil colours Marker colours Erasers	

	<ul style="list-style-type: none"> Understand the procedure to sew different Seam types Understand ASTM standards for stitches and seams 			Sharpeners Scales White board Multimedia Internet Computer system	
Stitch variations of Pleats and Pockets	<ul style="list-style-type: none"> Know different Pocket Types Know different Pleat Types Understand procedure to stitch variations of Pleats (Knife pleats, Box pleats, etc.) Understand procedure to stitch variations of Patch pocket (Simple patch, round patch, etc.) 	<ul style="list-style-type: none"> Stitch different types of pleats <ul style="list-style-type: none"> Knife pleats Box pleats Stitch different types of patch pockets <ul style="list-style-type: none"> Simple patch pocket Pocket with flap 	04 Periods (T) 06 Periods (P)	Notebooks Sketch files Drawing Pencils Pencil colours Marker colours Erasers Sharpeners Scales White board Multimedia Internet Computer system	
Attach closures and perform edge finishing	<ul style="list-style-type: none"> Know importance of Edge finishing Know closures and different closure types (Buttons, zippers, etc.) Understand procedure to perform Edge finishing and closure attachment Apply edge finishing and attach closures to garment 	<ul style="list-style-type: none"> Perform edge finishing / hemming Perform closure attachments including: <ul style="list-style-type: none"> Hook n eye/bar Buttons Velcro tapes, etc. 	04 Periods (T) 06 Periods (P)	Notebooks Sketch files Drawing Pencils Pencil colours Marker colours Erasers Sharpeners Scales White board Multimedia Internet Computer system	

Chapter 05 (Entrepreneurship)

Theory (T) = 09, Practicum (P) =09, Total =18

Content	Students' Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Introduction to Entrepreneurship	After studying this unit students must be able to:- <ul style="list-style-type: none"> Define entrepreneurship Know the key concepts of entrepreneurship Understand main component of entrepreneurship learn types of entrepreneurship 	<ul style="list-style-type: none"> Group discussion on entrepreneurship 	04 Periods (T) 03 Periods (P)	Multimedia Presentation and virtual exposure	Classroom
Feasibility and Business Plan	<ul style="list-style-type: none"> Know how to identify business opportunity. Know how to develop feasibility and business Plan. 	<ul style="list-style-type: none"> Design a business plan keeping in view skills of dress making 	02 Periods (T) 03 Periods (P)	Multimedia and White Board	Classroom
Marketing and Marketing Mix	<ul style="list-style-type: none"> Understand about concept of marketing and marketing mix Understand 6 P's of marketing Apply costing and pricing 	<ul style="list-style-type: none"> Develop a marketing strategy for your business model developed in previous activity 	03 Periods (T) 03 Periods (P)	Multimedia and White Board	Classroom

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

The following members participated in the qualification validation of these qualifications:

Sr. No.	Name	Designation	Organization	Email	Contact No.
1.	Mr. Muhammad Yasir	Dept. Director	NAVTTC, Islamabad	yasirtt4@gmail.com	0334-9166930
2.	Dr. Muhammad Idrees	Curriculum Expert	National Curriculum Council (NCC)	aniqasad2000@yahoo.com	0301-7001190
3.	Ms. Miss Mehwish Aisha Ahsan	DACUM Facilitator	CBT Expert/Certified Assessor	mehwish.aisha.ahsan@gmail.com	0301-5050713
4.	Ms. Engr. Aroobah Saeed Rana	Assistant Manager	PVTC Head Office	aroobahsaeedrana@gmail.com	0333-0357094
5.	Ms. Ammara Maqbool	Chief Instructor	TEVTA, Rawalpindi	am_ahmedpk@hotmail.com	0334-6073130
6.	Ms. Syeda Ayesha Batool	Fashion Designer/Instructor	Foundation Institute of Technology	ayeshabatool152@gmail.com	0346-8358884
7.	Ms. Anum Ejaz	Textile Designer /Assessor	Resham Ghar/British Council	anamajaz@gmail.com	0324-4108248
8.	Ms. Ayesha Saeed Rana	Fashion Designer	Sultan Jee	ayesharana111@hotmail.com	0332-6857259
9.	Ms. Sania Jamil	Textile Instructor	Foundation Institute of Technology	saniajamil05@gmail.com	0307-8101594