

Government of Pakistan

**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents / Lesson Plan**

**Course Title:** Textile Merchandising

**Duration:** 6 Months

## Revised Edition

<b>Trainer Name</b>	
<b>Course Title</b>	<b>Textile Merchandising</b>
<b>Objectives and Expectations</b>	<p><b>Employable skills and hands-on practice for Graphic Designing and video editing</b></p> <p>Merchandising is the practice and process of displaying and selling products to customers. Whether digital or in-store, retailers use merchandising to influence customer intent and reach their sales goals.</p> <p>Establishing the right merchandising strategy can depend on a variety of factors, such as sector, product qualities, available space, and whether the retailer is displaying in a physical or digital store. Additionally, there are various schools of thought on which types of merchandising are most effective in particular industries and departments.</p> <p>In industry the role of merchandiser is vital they can work as product merchandiser, apparel merchandiser, visual merchandiser, retail merchandiser, digital merchandiser depending on the role assigned by industry.</p> <p>To become more beneficial merchandiser must be vigilant and smart accordingly and for the purpose they need to work on the first impression, manipulating lights to highlight the product, knowing merchandising metrics and being responsive etc.</p> <p><b><u>Main Expectations:</u></b></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <p>i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.</p>

ii. To materialize the main expectations, a special module on **Job Search & Entrepreneurial Skills** has been included in the latter part of this course (5<sup>th</sup> & 6<sup>th</sup> month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.

iii. A module on **Work Place Ethics** has also been included to highlight the importance of good and positive behavior in the workplace in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of the Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

To maintain interest and motivation of the trainees throughout the course, modern techniques such as:

- Motivational Lectures
- Success Stories
- Case Studies

These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).

Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and a proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem-solving abilities of the trainees.

#### (i) **Motivational Lectures**

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

- Clear Purpose to convey the message to trainees effectively.
- Personal Story to quote as an example to follow.
- Trainees Fit so that the situation is actionable by trainees and not represent a just idealism.
- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity, and spark

the desire needed for trainees to want to learn more.

The impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for a longer time without boredom and loss of interest because they can see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.

Course-related motivational lectures online link is available in **Annexure-II**.

### **(ii) Success Stories**

Another effective way of motivating the trainees is using Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation, or using a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. The optimum impact is created when the story is revealed in the form of:-

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

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

Suggestive structure and sequence of a sample success story and its various shapes can be seen in **Annexure III**.

### **(iii) Case Studies**

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

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes the classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document

	<p>may suggest case studies be presented to the trainees. The trainer may adopt a PowerPoint presentation or video format for such case studies whichever is deemed suitable but only those cases must be selected that are relevant and of a learning value.</p> <p>The Trainees should be required and supervised to carefully analyze the cases.</p> <p>For this purpose, they must be encouraged to inquire and collect specific information/data, actively participate in the discussions, and intended solutions to the problem/situation.</p> <p>Case studies can be implemented in the following ways: -</p> <ol style="list-style-type: none"> <li>i. A good quality trade-specific documentary ( At least 2-3 documentaries must be arranged by the training institute)</li> <li>ii. Health &amp; Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)</li> <li>iii. Field visits( At least one visit to a trade-specific major industry/site must be arranged by the training institute)</li> </ol>
<b>Entry-level of trainees</b>	Intermediate
<b>Learning Outcomes of the course</b>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Comply Personal Health and Safety Guidelines</li> <li>● Communicate the Workplace Policy and Procedure</li> <li>● Perform Basic Communication (Specific)</li> <li>● Perform Basic Computer Application (Specific)</li> <li>● Handle the Documents</li> <li>● Organize store merchandising</li> <li>● Manage Visual Merchandising</li> </ul>
<b>Course Execution Plan</b>	<p>The total duration of the course: <b>6 months (26 Weeks)</b></p> <p>Class hours: <b>4 hours per day</b></p> <p>Theory: <b>60%</b></p> <p>Practical: <b>40%</b></p> <p>Weekly hours: <b>20 hours per week</b></p> <p>Total contact hours: <b>520hours</b></p>
<b>Companies offering jobs in the respective trade</b>	<ol style="list-style-type: none"> <li>1. Cottage Industry</li> <li>2. Garment/Textile Factories</li> <li>3. Entrepreneurship</li> </ol>
<b>Job Opportunities</b>	<p>Merchandisers help product manufacturers reach marketing and sales goals by ensuring their products are properly displayed in retail outlets and by executing promotional campaigns. Pursuing a career as a merchandiser can be a stepping stone to higher-level positions, such as retail trade merchandising manager. Following are some of the roles that are present and or may become available as trends shift and morph to the Merchandising:</p> <ul style="list-style-type: none"> <li>● Merchandiser</li> <li>● Merchandiser (Part-Time)</li> <li>● Merchandise Coordinator</li> <li>● Catalogue Production Manager</li> <li>● Fashion Buyer</li> <li>● Merchandise Display Artist</li> </ul>

	<ul style="list-style-type: none"> <li>• Production Development Manager</li> <li>• Retail Store Manager</li> <li>• Stock Clerk</li> <li>• Stock Supervisor</li> <li>• Quantity Surveyor</li> <li>• Retail Planners</li> </ul>
<b>No of Students</b>	25
<b>Learning Place</b>	Classroom / Lab
<b>Instructional Resources</b>	<p><a href="https://www.youtube.com/watch?v=em7dqAHhgRY">https://www.youtube.com/watch?v=em7dqAHhgRY</a> Retail Management - Visual Merchandising</p> <p><a href="https://www.youtube.com/watch?v=lp60taH1jIA">https://www.youtube.com/watch?v=lp60taH1jIA</a> Garments Merchandiser Task  Merchandiser Job Description   Job Responsible   Working Procedure</p> <p><a href="https://helpx.adobe.com/photoshop/tutorials.html">https://helpx.adobe.com/photoshop/tutorials.html</a> Photoshop tutorials</p> <p>Photoshop Tutorials - <a href="https://helpx.adobe.com/photoshop/tutorials.html">https://helpx.adobe.com/photoshop/tutorials.html</a></p> <p>PDF from Getty Center (Principles of Design) - <a href="https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf">https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf</a></p> <p>PDF from Getty Center (Elements of Art) - <a href="https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf">https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf</a></p> <p>Wordpress.com – Article on Designing Digital Magazines - <a href="http://www.adobepress.com/articles/article.asp?p=1987679">http://www.adobepress.com/articles/article.asp?p=1987679</a></p> <p>Digital Layout resource - <a href="http://design.tutsplus.com/articles/15-in-design-tutorials-for-magazine-and-layout-design--vector-5456">http://design.tutsplus.com/articles/15-in-design-tutorials-for-magazine-and-layout-design--vector-5456</a></p> <p>Magazine Digest Creating Digital Design - <a href="http://www.magazinedesigning.com/">http://www.magazinedesigning.com/</a></p> <p>Trade Show resources - <a href="http://tradeshowresources.com/">http://tradeshowresources.com/</a></p> <p>Trade show digest digital magazine - <a href="http://www.tsnn.com/">http://www.tsnn.com/</a></p> <p>Ed Tech Digital Portfolio resource - <a href="http://gettingsmart.com/2015/06/every-student-should-have-a-digital-portfolio/">http://gettingsmart.com/2015/06/every-student-should-have-a-digital-portfolio/</a></p> <p>Digital Portfolio Best Practices resource - <a href="https://www.roberthalf.com/blog/writing-a-resume/3-digital-portfolio-best-practices-how-to-make-a-portfolio-that-pops">https://www.roberthalf.com/blog/writing-a-resume/3-digital-portfolio-best-practices-how-to-make-a-portfolio-that-pops</a></p>

## MODULES

Scheduled Weeks	Module Title	Learning Units	Remarks
Week 1 Week 2	Introduction to Merchandising	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b>( For further detail please see Page No: 3&amp; 4)</li> <li>• <b>Course Introduction</b></li> <li>• <b>Job market</b></li> <li>• <b>Course Applications</b></li> <li>• <b>Institute/work ethics</b> <ul style="list-style-type: none"> <li>• Explain the concept of merchandising</li> <li>• discuss the key elements of merchandising</li> <li>• Explain the process of merchandising</li> <li>• Discuss different roles played by the merchandisers</li> <li>• Describe the philosophy of merchandising</li> <li>• Describe different types of merchandise</li> <li>• Discuss the classification of merchandise</li> </ul> </li> </ul>	<p><b>Home Assignment</b></p> <ul style="list-style-type: none"> <li>• <b>Task 1</b></li> <li>• <b>Task 2</b></li> <li>• <b>Task 3</b></li> <li>• <b>Task 4</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 3	Introduction to Retail merchandising	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> <li>• The Retail Selling Process</li> <li>• The Changing Retail Environment</li> <li>• Strategies of selling</li> <li>• Theories of consumer psychology</li> <li>• Client relation building</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 5</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 04 Week 05	Store Merchandising	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Inventory management policies</li> <li>• Purpose of different inventory reports</li> <li>• Abbreviations of inventory management</li> <li>• Types of products</li> <li>• Inventory Layers (LIFI, FIFO and Cross Dock)</li> <li>• Types of different shelves</li> <li>• Types of different orders</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 6</b></li> <li>• <b>Task 7</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>

<p><b>Week 6</b> <b>Week 7</b></p>	<p><b>Handling merchandizing Documents</b></p>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Different Technical and professional terminologies for documentation</li> <li>• Purpose of different types of production documents (Bill of Material-BOM), Timeline sheet / production plan sheet, Sample approval sheet, etc.)</li> <li>• Functions of Production documents content</li> <li>• Types of pre-production documents (Audit / inspection sheets, Dispatch / Storage Documents, Shipping Documents, etc.)</li> <li>• Functions of Post-production documents' content</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 8</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
<p><b>Week 8</b> <b>Week 9</b></p>	<p><b>Vendor Selection</b></p>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b>( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Explain Business Communication</li> <li>• Properties of vendor</li> <li>• Explain production capacity</li> <li>• The importance of key elements of vendor as per requirement (product quality, production capacity, market repute, reliability, financial stability, etc.)</li> <li>• Evaluation of key elements of vendor as per requirement (product quality, production capacity, market repute, reliability, financial stability, etc.)</li> <li>• Purpose of vendor evaluation form (production capacity, financial stability, quality, on time delivery, product cost, etc.)</li> <li>• Preparing vendor evaluation form (production capacity, financial stability, quality, on time delivery, product cost, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 9</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p> <ul style="list-style-type: none"> <li>• <b>Monthly Test 1</b></li> </ul>
<p><b>Week 10</b> <b>Week 11</b></p>	<p><b>Fabric Consumption and Calculation</b></p>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Fabric consumption calculation method for the woven fabric/garment</li> <li>• GSM Calculation</li> <li>• Define CMT in garment costing</li> <li>• Cost Calculation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 10</b></li> <li>• <b>Task 11</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>

		(Direct/indirect/offered price)	
<b>Week 12</b>	<b>Cross Merchandising</b>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b>( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Cross merchandising in retail</li> <li>• Importance cross merchandising</li> <li>• users cross merchandising</li> <li>• Online cross merchandise</li> <li>• Display for related/unrelated products</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 12</b></li> <li>• <b>Task 13</b></li> </ul> <p><u>Details may be seen at Annexure-1</u></p>
	<b>Build your CV</b>	<p>Download professional CV template from any good site (<a href="https://www.coolfreecv.com">https://www.coolfreecv.com</a> or relevant)</p> <ul style="list-style-type: none"> <li>• Add Personal Information</li> <li>• Add Educational details</li> <li>• Add Experience/Portfolio</li> <li>• Add contact details/profile links</li> </ul>	
<b>Week 13</b>	<b>Midterm</b>		
<b>Week 14</b>	<b>Introduction to visual Merchandising</b>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Visual Merchandising (VM)</li> <li>• The purpose of Visual Merchandising (VM) documents (VM Toolkit/Manual, Store checklist, NTI'S/Fixtures checklist and Floor Plans)</li> <li>• Use of merchandizer tool kits</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Home Assignment</b></li> <li>• <b>Task 14</b></li> <li>• <b>Task 15</b></li> </ul> <p><u>Details may be seen at Annexure-1</u></p>
<b>Week 15</b> <b>Week 16</b>	<b>Colour Theory</b>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b>( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Describe Basic Colours</li> <li>• Explain use of colours</li> <li>• Explain primary colors</li> <li>• Explain use of colors in drawing</li> <li>• Explain the Colour Wheel</li> <li>• Explain colour schemes</li> <li>• Describe the purpose of color combinations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 16</b></li> </ul> <p><u>Details may be seen at Annexure-1</u></p>
	<b>Create an account</b>	Create an account by following these	

	profile on Fiverr (at least two gigs) and Upwork	steps: Step 1: Personal Info Step 2: Professional Info Step 3: Linked Accounts Step 4: Account Security	
Week 17 Week 18	Product Layout Planning	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Basic plans (manual)</li> <li>• Managing inventories according to layout techniques (Belt to eye level, Vertical merchandising, Departmental segregations and Horizontal Merchandising)</li> <li>• product maintenance</li> <li>• Purpose of product maintenance checklist</li> <li>• lightening standards</li> <li>• cleaning standards</li> <li>• Ambiance Planning</li> <li>• Cross merchandising patterns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 17</b></li> </ul> <p><u>Details may be seen at Annexure-1</u></p>
Week 19	Interpretation of Visual Merchandising Documents	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b>( For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Purpose of Visual Merchandising (VM) documents (VM Toolkit/Manual, Store checklist, NTI'S/Fixtures checklist and Floor Plans)</li> <li>• Different types of visual merchandising documents</li> <li>• Evaluation of Visual Merchandising (VM) documents</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 18</b></li> </ul> <p><u>Details may be seen at Annexure-1</u></p>
Week 20 Week 21 Week 22	Employable Project/Assignme nt (6 weeks i.e. 20- 26) besides regular classes. OR On the job training	<ul style="list-style-type: none"> <li>• Guidelines to the Trainees for selection of students employable project like final year project (FYP)</li> <li>• Assign Independent project to each Trainee</li> <li>• A project-based on trainee's aptitude and acquired skills.</li> <li>• Designed by keeping in view the emerging trends in the local market as well as across the globe.</li> <li>• The project idea may be based on Entrepreneur.</li> <li>• Leading to successful employment.</li> <li>• The duration of the project will be 6 weeks</li> <li>• Ideas may be generated via different sites such as:</li> </ul>	

		<p><a href="https://1000projects.org/">https://1000projects.org/</a>  <a href="https://nevonprojects.com/">https://nevonprojects.com/</a>  <a href="https://www.freestudentprojects.com/">https://www.freestudentprojects.com/</a>  <a href="https://technofizi.net/best-computer-science-and-engineering-cse-project-topics-ideas-for-students/">https://technofizi.net/best-computer-science-and-engineering-cse-project-topics-ideas-for-students/</a></p> <ul style="list-style-type: none"> <li>• Final viva/assessment will be conducted on project assignments.</li> <li>• At the end of the session, the project will be presented in a skills competition</li> <li>• The skill competition will be conducted on zonal, regional, and National levels.</li> <li>• The project will be presented in front of Industrialists for commercialization</li> <li>• The best business idea will be placed in the NAVTTC business incubation center for commercialization.</li> </ul> <p>-----  -----</p> <p style="text-align: center;"><b>OR</b></p> <p><b>On the job training:</b></p> <ul style="list-style-type: none"> <li>• Aims to provide industrial training to the Trainees as part of the overall training program</li> <li>• Ideal for the manufacturing trades</li> <li>• As an alternative to the projects that involve expensive equipment</li> <li>• Focuses on increasing Trainee’s motivation, productivity, efficiency, and quick learning approach</li> </ul>	
	<p><b>How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)</b></p>	<ul style="list-style-type: none"> <li>• Browse the following website and create an account on each website <ul style="list-style-type: none"> <li>▪ Bayt.com – The Middle East Leading Job Site</li> <li>▪ Monster Gulf – The International Job Portal</li> <li>▪ Gulf Talent – Jobs in Dubai and the Middle East</li> </ul> </li> <li>• Find the handy ‘search’ option at the top of your homepage to search for the jobs that best suit your skills.</li> <li>• Select the job type from the first ‘Job Type’ drop-down menu, next, select the location from the second drop-</li> </ul>	

		<p>down menu.</p> <ul style="list-style-type: none"> <li>• Enter any keywords you want to use to find suitable job vacancies.</li> <li>• On the results page you can search for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search.</li> <li>• Search for jobs by: <ul style="list-style-type: none"> <li>▪ Company</li> <li>▪ Category</li> <li>▪ Location</li> <li>▪ All jobs</li> <li>▪ Agency</li> </ul> </li> <li>• Industry</li> </ul>	
<p><b>Week 23</b> <b>Week 24</b></p>	<p><b>Professional practice methods &amp; legal side of design</b></p>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( <i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• the standards that define the expectations of a professional designer</li> <li>• the principles of integrity that demonstrate respect for the profession, for colleagues, for clients, for audiences or consumers, and society as a whole</li> <li>• the perspectives of the design profession i.e. understanding the profession, the meanings of environmental responsibility, copyright, and ethics</li> <li>• what legalities are involved in professional design projects</li> <li>• how to build strong professional proposals</li> <li>• copyrights, copyright infringement, plagiarism, crediting creators, purchasing online products, downloading 'free' content</li> <li>• the do's and don'ts of how to price their time, effort, and creativity</li> </ul>	
<p><b>Week 25</b></p>	<p><b>Preparing your portfolio</b></p>	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b>( <i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul>	

		<p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• the concept of design portfolios</li> <li>• the concept of present design work/projects in a professional manner</li> <li>• websites that provide free portfolio hosting such as Behance and Dribbble</li> <li>• creating a portfolio</li> <li>• how to select work for presenting in your portfolio</li> </ul>	<b>Final Assessment</b>
<b>Week 26</b>	<b>Entrepreneurship and Final Assessment in project</b>	<ul style="list-style-type: none"> <li>• <b>Success stories</b> ( <i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• Job Market Searching</li> <li>• Self-employment</li> <li>• Introduction</li> <li>• Fundamentals of Business Development</li> <li>• Entrepreneurship</li> <li>• Startup Funding</li> <li>• Business Incubation and Acceleration</li> <li>• Business Value Statement</li> <li>• Business Model Canvas</li> <li>• Sales and Marketing Strategies</li> <li>• How to Reach Customers and Engage CxOs</li> <li>• Stakeholders Power Grid</li> <li>• RACI Model, SWOT Analysis, PEST Analysis</li> <li>• SMART Objectives</li> <li>• OKRs</li> <li>• Cost Management (OPEX, CAPEX, ROCE, etc.)</li> <li>• Final Assessment</li> </ul>	

### Tasks for Certificate in Textile Merchandising

Task No.	Task	Description	Week
1.	<b>Search Top Pakistani Freelancers</b>	Search any three freelancing sites(Fiverr, Upwork, Guru, etc.) and list down the top 5 profiles related to your course	<b>Week 1 Week-2</b>
2.	<b>Find the career path</b>	Prepare a career path related to your course and also highlight the emerging trends in the local as well as international market	
3.	<b>Work Ethics</b>	Generate a report on Institute work ethics and professionalism related to your course	
4.	<b>Merchandizing</b>	Draw a process of merchandizing	
5.	<b>Retail merchandising</b>	Enumerate two role plays for retail merchandising Enumerate two role plays for export merchandising	<b>Week 3</b>
6.	<b>Visual merchandizer</b>	Make display using different NTI'S/Fixtures according to Floor Plan	<b>Week 4</b>
7.	<b>Store merchandising</b>	Give different photo graphs of stores and ask students to distinguish the layers and products shelf life	<b>Week 5</b>
8.	<b>Merchandising Document</b>	Interpret production, post production and production documents assigned by instructor	<b>Week 6 Week 7</b>
9.	<b>Vendor Selection</b>	Select one vendor for plain cloth as per requirements	<b>Week 8 Week 9</b>
10.	<b>Calculate Fabric Consumption</b>	Calculate fabric consumption including GSM and CMT	<b>Week 10</b>
11.	<b>Cost Calculation</b>	Calculate direct/Indirect and offered cost of fabric	<b>Week 11</b>
12.	<b>Cross Merchandizing</b>	Displayed together products from different categories at one place	<b>Week 12</b>
13.	<b>CV</b>	Make cv and cover letter for job as visual merchandizer	
14.	<b>Visual Merchandising</b>	Prepare a report to define the importance of Visual Merchandising	<b>Week 14</b>
15.	<b>VM Tool kit</b>	Define VM ToolKit and its use in assigned assignment	
16.	<b>Colour Theory</b>	Prepare a basic Colour wheel	<b>Week 15 Week 16</b>
17.	<b>Plan Product Layout</b>	Prepare a Manual Product Layout Plan according to the instructions given by instructor	<b>Week 17 Week 18</b>
18.	<b>Visual Merchandising Documents</b>	Interpret VM documents assigned by instructor	<b>Week 19</b>

## **Textile Merchandising**

---

**What is freelancing and how you can make money online - BBCURDU**

<https://www.youtube.com/watch?v=9jCJN3Ff0kA>

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

<https://www.youtube.com/watch?v=Qi6Xn7yKIIQ>

**HishamSarwar Motivational Story | Pakistani Freelancer**

[https://www.youtube.com/watch?v=CHm\\_BH7xAXk](https://www.youtube.com/watch?v=CHm_BH7xAXk)

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

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

**Success Story of a 23 Year - Old SEO Expert | How This Business Works | Urdu Hindi Punjabi**

<https://www.youtube.com/watch?v=tlQ0CWgszl0>

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

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

## Annexure-II

### SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE.

#### Mentor

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

#### Session- 1 (Communication):

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

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

Activity:	Participant Time	Teacher Time	Mentor Time
Intro Attend and contribute to the scheduled.			
Understand good communication skills and how it works.			
Understand what good communication skills mean			
Understand what skills are important for good communication skills			
<b>Key learning outcomes:</b>	<b>Resources:</b>		<b>Enterprise skills developed:</b>

<ul style="list-style-type: none"> <li>• Understand the communication skills and how it works.</li> <li>• Understand what communication skills mean</li> <li>• Understand what skills are important for communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Podium</li> <li>• Projector</li> <li>• Computer</li> <li>• Flip Chart</li> <li>• Marker</li> </ul>	<ul style="list-style-type: none"> <li>•Communication</li> <li>•Self Confidence</li> <li>•Teamwork</li> </ul>
---	---	---

<b>Schedule</b>	<b>Mentor Should do</b>
<b>Welcome: 5 min</b>	<p>Short welcome and ask the <b>Mentor</b> to introduce him/herself.</p> <p>Provide a brief welcome to the qualification for the class.</p> <p>Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.</p>
<b>Icebreaker: 10 min</b>	<p>Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead.</p> <p>The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.</p>
<b>Introduction &amp; Onboarding: 20mins</b>	<p>Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”.</p> <p>In your introduction cover the following:</p> <ol style="list-style-type: none"> <li>1. Explanation of the program and structure. (Kamyabjawan Program)</li> <li>2. How you will use your communication skills in your professional life.</li> <li>3. Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and “contact us” section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm)</li> <li>4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.</li> </ol>
<b>Team Activity Planning: 30 minutes</b>	<p><b>MENTOR:</b> Explain to the whole team that you will now be planning how to collaborate for the first and second</p>

	<p>collaborative Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how.</p> <ul style="list-style-type: none"> <li>• “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY</li> <li>• “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY”</li> </ul> <p><i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.</i></p> <p>Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to communicate, the role of the project manager, etc. Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this.</p> <p>Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p><b>Session Close:</b> <b>5 minutes</b></p>	<p><b>MENTOR:</b> Close the session with the opportunity for anyone to ask any remaining questions.</p> <p><b>Instructor:</b> Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

## MOTIVATIONAL LECTURES LINKS.

<u>TOPIC</u>	<u>SPEAKER</u>	<u>LINK</u>
How to Face Problems In Life	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=OrQte08MI90">https://www.youtube.com/watch?v=OrQte08MI90</a>
Just Control Your Emotions	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=JzFs_yJt-w">https://www.youtube.com/watch?v=JzFs_yJt-w</a>
How to Communicate Effectively	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=PhHAQEGehKc">https://www.youtube.com/watch?v=PhHAQEGehKc</a>
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	<a href="https://www.youtube.com/watch?v=5fS3rj6eIFg">https://www.youtube.com/watch?v=5fS3rj6eIFg</a>
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	<a href="https://www.youtube.com/watch?v=chn86sH0O5U">https://www.youtube.com/watch?v=chn86sH0O5U</a>
Defeat Fear, Build Confidence	ShaykhAtif Ahmed	<a href="https://www.youtube.com/watch?v=s10dzfbozd4">https://www.youtube.com/watch?v=s10dzfbozd4</a>
Wisdom of the Eagle	Learn Kurooji	<a href="https://www.youtube.com/watch?v=bEU7V5rJTtw">https://www.youtube.com/watch?v=bEU7V5rJTtw</a>
The Power of ATTITUDE	Titan Man	<a href="https://www.youtube.com/watch?v=r8LJ5X2ejqU">https://www.youtube.com/watch?v=r8LJ5X2ejqU</a>
STOP WASTING TIME	Arnold Schwarzenegger	<a href="https://www.youtube.com/watch?v=kzSBrJmXqdg">https://www.youtube.com/watch?v=kzSBrJmXqdg</a>
Risk of Success	Denzel Washington	<a href="https://www.youtube.com/watch?v=tbnzAVRZ9Xc">https://www.youtube.com/watch?v=tbnzAVRZ9Xc</a>

**SUCCESS STORY**

S. No	Key Information	Detail/Description
1.	<b>Self &amp; Family background</b>	<p>Younas, lives in Lahore kachiabadi near Barkat market, is an example of how hard work and diligence can earn be rewarding when someone find the projects online. The merchandizer of steel windows in Lahore exclusively earned an average of about five to seven Lacks per month. But this isn't a story of overnight success Younas has had to work hard to differentiate him and stay true to his goal.</p> <p>When he was young he saw her mother working hard at people home but she always has dedication that she will make her children educated Younas felt pain for her mother he start teaching to his class fellows and earn for his school fees. Just after his matriculation he wanted the degree through he can start earning quickly he went to the institute of TEVTA printing and graphic art there he got admission in diploma Autocad. He started working with one of office of drafting home, markets, and earns experience with money.</p> <p>During his work at office with heads of office he got the experience of meeting people of different construction people. When making map he took keen interest in the windows placement in rooms and there location. His teachers were very happy from his work so do the office he works for they offer him good salary.</p> <p>But this was not his destination to get job he wanted to do something good and unique he start working in one of steel window making factory for a year. After getting experience and earning some money he take place on rent and get loan from Akuwat for machinery he make some unique factor in steel windows make varied sizes and colors in it. Now there is challenge to sell them and introduce them in market. He printed the brochures from urdu bazar on low price but high quality for good impression then he went to big design houses and gave them brief introduction through multimedia presentation. Then give them incentive of installation of windows at site first time free of cost afterwards he will charge according to area.</p> <p>At first he got some hard time due to heavy competition but with his good presentation, marketing and rewarding services he got place in market.</p> <p>Now he is living in good house with his family having his own factory where 25 to 30 people are working. After all</p>

		<p>the expenditures he is earning about five to seven lac per month.</p> <p>He was shy but very dedicated for doing something for family. He took proper education, experience, proper marketing tools and then select good NGO for having money at first he saw losses and very tough competition but he was risk taker, fearless and dedicated so he never go back and try hard to achieve his target now his working as steel windows merchant at Ghazi road having his own factory, home and happy family lie.</p>
2.	<b>How he came on board NAVTTC Training/ or got trained through any other source</b>	Certification in Merchandising from STEPS(NAVTTC partner institute)
3.	<b>Post-training activities</b>	<p><b>Younas's</b> area of expertise is in <b>Textile Merchandising</b>. In his first month, it wasn't so simple. In the first few weeks, he didn't hear back from even a single client, despite pitching for dozens of projects.</p> <p>"I needed to understand what worked, so I visited different textile units. It was an uphill struggle, but I didn't want to give up," he explains.</p> <p>Finally he got a project in a well known textile factory. Within a few months, he did so many projects. He also expanded the range of his professional services.</p> <p>But he's had to face his fair share of challenges too.</p>
4.	<b>Message to others (under training)</b>	<p>Take the training opportunity seriously</p> <p>Impose self-discipline and ensure regularity</p> <p>Make Hard work pays in the end so be always ready for the same.</p>

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

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

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

## Workplace/Institute Ethics Guide

---

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

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

**1. Attendance:**

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

**2. Character:**

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

**3. Team Work:**

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

**4. Appearance:**

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

**5. Attitude:**

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

**6. Productivity:**

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

**7. Organizational Skills:**

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

**8. Communication:**

Written communication, being able to correctly write reports and memos. Verbal communications, being able to communicate one on one or to a group.

**9. Cooperation:**

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

**10. Respect:**

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