Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"

Course Contents / Lesson Plan
Course Title: Animal Disease Control
Duration: 3 Months

Revised Edition

Trainer Name	
Course Title	**Animal Disease Control**

Objectives and Expectations	**Employable skills and hands-on practice for Animal Disease Control** This course offers a broad, cross-disciplinary learning experience for students looking to pursue careers in Animal Disease Control. The trainee will be able to: • Signs of good and poor animal health. • Causes, transmission, diagnosis, and therapy for common diseases of farm animals. • Basic immunology as they relate to disease prevention. • Disease prevention mechanisms (vaccination) in animals. • Develop and apply biosecurity procedures. • Common disease conditions and management in agricultural animals. • Zoonotic diseases and public health significance. • The role of veterinarians, animal scientists and farm managers in control of diseases. In this course, students are introduced to key aspects of Animal Diseases and their control, from research/strategy, creative brief development, campaign development to teamwork, presentation, and content creation so that they can enter the Animal Diseases management as strong candidates for beginner to intermediate level design jobs. **Main Expectations:** 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. 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. i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc. so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document. ii. To materialize the main expectations, a special module on **Job Search & Entrepreneurial Skills** has been included in the latter part of this

course (5th & 6th month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (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 comprehendible 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 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.
	The Trainees should be required and supervised to carefully analyze the cases.
	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.
	Case studies can be implemented in the following ways: -
	i. A good quality trade-specific documentary (At least 2-3 documentaries must be arranged by the training institute)
	ii. Health &Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)
	iii. Field visits (At least one visit to a trade-specific major industry/ site must be arranged by the training institute)
Entry-level of trainees	Matric (Science)
Learning Outcomes of the course	By the end of this course, students will be able to: • Signs of good and poor animal health. • Causes, transmission, diagnosis, and therapy for common diseases of farm animals. • Basic immunology as they relate to disease prevention. • Disease prevention mechanisms (vaccination) in animals. • Develop and apply biosecurity procedures. • Common disease conditions and management in agricultural animals. • Zoonotic diseases and public health significance. • The role of veterinarians, animal scientists and farm managers in control of diseases.
Course Execution Plan	The total duration of the course: **3 months (12 Weeks)** Class hours: **4 hours per day** Theory: **20%** Practical: **80%** Weekly hours: **20 hours per week** Total contact hours: **240hours**
Companies offering jobs in the respective trade	1. Livestock & Dairy Development Department 2. Adam's Milk Foods (Pvt). Ltd. 3. ICI Pakistan Private Ltd 4. Maxim Agri 5. Nestlé Pakistan 6. Engro Foods Limited, Pakistan 7. United Dairy Farms (Pvt) Ltd
Job Opportunities	1. Animal Health Supervisor 2. Cattle Attendant 3. Animal Diseases Technician. 4. Breed Improvement Technician. 5. Veterinary Assistant.

	6. Assistant Farm Manager
No of Students	25
Learning Place	Classroom / Lab
Instructional Resources	https://www.youtube.com/watch?v=uQxoE14Vzn0 10 Animal Diseases https://www.youtube.com/watch?v=SNm0GtvFYDs Diseases of Dairy Animals. https://www.youtube.com/watch?v=gT4a-f5vIuA Major Animal Diseases in cow https://www.youtube.com/watch?v=MfYSRgDrKyw Farm disease Management https://www.youtube.com/watch?v=HesbeZhQtG4 Cattle vaccination and disease management.

MODULES

Scheduled Weeks	Module Title	Learning Units	Remarks
Week 1	**Introduction to Diseases**	• **Motivational Lecture (***For further detail please see Page No: 3& 4)* • **Course Introduction** • **Job market** • **Course Applications** • **Institute/work ethics** • Introduction to Animal Diseases • Signs of health & diseases • General causes of diseases. • Learn about all Animal Diseases types. • Historic Backgrounds.	**Home Assignment** • **Task 1** • **Task 2** • **Task 3** *Details may be seen at Annexure-I*
Week 2	**Different Animal diseases.**	• **Success stories (***For further detail please see Page No: 3& 4)* Students are introduced to Importance of: • Diseases of dairy animals • Symptoms • Disease cycle • Causes • Spread • Management	• **Task 4** *Details may be seen at Annexure-I*
Week 3	**Diagnosis of Diseases** .	• **Motivational Lecture (***For further detail please see Page No: 3& 4)* Students are introduced to use the various tool in Toolbar: • Clinical Examination • Gross Pathology • Clinical Pathology • Collection of history • Live animal and necropsy samples • specialist support services to assist in diagnosis. •	• **Task 5** • **Task 6** *Details may be seen at Annexure-I*
	Build your CV	Download professional CV template from any good site (https://www.coolfreecv.com or relevant) • Add Personal Information • Add Educational details • Add Experience/Portfolio • Add contact details/profile links	

Week 4	Transmission & Diagnostic Testing	• **Success stories (***For further detail please see Page No: 3& 4)* Students are introduced to learn how to: • Faecal-oral transmission • Open wounds • Arthropod transmission • Airborne transmission • Pathways followed to detect and diagnose different types of diseases • Samples for tests • Different Testing methods	• **Task 7** • **1**st **Monthly Test** *Details may be seen at Annexure-I*
Week 5	Viral Diseases	• **Motivational Lecture (***For further detail please see Page No: 3& 4)* Students are introduced to: • Characteristics of viruses • significance of a range of viral diseases that affect animals. • viral taxonomy • types and structure of viruses • virus replication cycle • transmission • some common viral conditions	• **Task 8** *Details may be seen at Annexure-I*
Week 6	Mid Term		
Week 7	Bacterial and Fungal Diseases	• **Success stories (***For further detail please see Page No: 3& 4)*: Students are introduced to: • Characteristics of bacterial and fungal organisms. • Laboratory identification • Controlling infections, specimen collection • Important disease conditions	• **Task 9** *Details may be seen at Annexure-I*
Week 8	Parasitological Conditions	• **Motivational Lecture (***For further detail please see Page No: 3& 4)* Students are introduced to: • Discuss and differentiate a range of conditions that are caused by parasites. • Terminology and classification • Life cycles • Protozoa • Helminths • Arthropods	• **Task 10** *Details may be seen at Annexure-I*
	Create an account profile on Fiverr (at least two gigs) and Upwork	Create an account by following these steps: Step 1: Personal Info Step 2: Professional Info Step 3: Linked Accounts	

		Step 4: Account Security	
Week 9	**Poisoning**	• **Success stories (***For further detail please see Page No: 3& 4*) Students are introduced to: • Discuss and differentiate some common disorders that result from poisoning or toxins. • Cardio-respiratory • Central Nervous System (CNS) • Dermatological, gastrointestinal • Hepatological • Hematological disorders	• **Task 11** • **2**[nd] **Monthly Test** *Details may be seen at Annexure-I*
Week 10	**Genetic Disorders And other Conditions and Disorders**	• **Motivational Lecture (***For further detail please see Page No: 3& 4*) Students are introduced to: • Types of genetic inheritance • Genetic diseases affecting animals. • Allergies • Dehydration • Age related conditions • Other conditions	• **Task 12** *Details may be seen at Annexure-I*
Week 11	**Care and management of dairy animals.**	• **Success stories (** *For further detail please see Page No: 3& 4*) Students are introduced to: • Maintenance of dairy farm machinery • Regulation and calibration of milking machine • Ensure water requirements. • Management of waste effluent • The hay/ silage box brood. • Sterilization of sitting area • Floor Space as per size • Problems during breeding	• **Task 13** *Details may be seen at Annexure-I*
	How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)	• Browse the following website and create an account on each website ▪ Bayt.com – The Middle East Leading Job Site ▪ Monster Gulf – The International Job Portal ▪ Gulf Talent – Jobs in Dubai and the Middle East • Find the handy 'search' option at the top of your homepage to search for the jobs that best suit your skills. • Select the job type from the first 'Job	

		Type' drop-down menu, next, select the location from the second drop-down menu.
		• Enter any keywords you want to use to find suitable job vacancies.
		• 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.
		• Search for jobs by:
		  ▪ Company
		  ▪ Category
		  ▪ Location
		  ▪ All jobs
		  ▪ Agency
		• Industry	

Week 12	**Final term**		

Annexure-I:

Tasks For Certificate in Animal Disease Control

Task No.	Task	Description	Week
1.	**Search Top Pakistani Dairy Farmers**	Search any three E commerce sites and list down the top 5 profiles related to Animal Disease Control.	**Week 1**
2.	**Find the career path**	Prepare a career path related to your course and highlight the emerging trends in the local as well as international market	
3.	**Work Ethics**	Generate a report on Institute work ethics and professionalism related to your course	
4.	**Visit a nearby developed dairy farm.**	• Enlist at least 5 different diseases of cow. • Enlist at least 5 different diseases of buffalos. • Identify the similarities and differences in treatments of diseases.	**Week-2**
5.	**Visit a veterinary hospital.**	• Visit hospital and note different diseases of animals, diagnosis methods and treatment.	**Week 3**
6.	**Visit dairy farm and note said tasks.**	• Visit a farm and determine the health of animals. • Note different disease symptoms. • Diagnose and treat animals.	**Week 3**
7.	**Visit a veterinary hospital.**	• Learn to draw samples. • Draw sample by hand. • Visit labs. • Learn testing techniques	**Week 4**
8.	**Enlist 5 viral diseases.**	• Make viral disease literature. • Distribute it in 5 dairy farms and educate them about diseases.	**Week 5**
Mid Term			**Week 6**
9.	**Enlist 5 Bacterial and Fungal diseases.**	• Make bacterial and fungal disease literature. • Distribute it in 5 dairy farms and educate them about diseases.	**Week 7**
10.	**Enlist 5 Parasites**	• Make parasitological disease literature. • Distribute it in 5 dairy farms and educate them about diseases	**Week 8**
11.	**Visit a veterinary hospital.**	• Visit the hospital. • Enlist the number of patients with poisoning problems. • Enlist reasons of poisoning. • Treatment • Precautions	**Week 9**

12.	Make a flow sheet of genetic disorders.	• Note any 5 genetic disorders and their control. • Enlist any 5 other reasons of disorders of discomforts.	Week 10
13.	Visit a Dairy farm and suggest missing management practices.	• Note management practices. • Suggest better management practices. • Ensure optimum management practices.	Week 11
	Final Term		

Animal Disease Control

What is E commerce 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=Qi6Xn7yKllQ

Cattle vaccination and disease management.

https://www.youtube.com/watch?v=HesbeZhQtG4

Major Animal Diseases in cow

https://www.youtube.com/watch?v=gT4a-f5vIuA

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

https://www.youtube.com/watch?v=tIQ0CWgszl0

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

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

Annexure-II

<u>SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE.</u>

Mentor

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

Session- 1 (Communication):

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

Session- 1 OVERVIEW
Aims and Objectives:
- To introduce the communication skills and how it will work   - Get to know mentor and team - build rapport and develop a strong sense of a team   - Provide an introduction to communication skills   - Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving   - Gain an understanding of participants' own communication skills rating at the start of the program

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

communication skills and how it works. • Understand what communication skills mean • Understand what skills are important for communication skills	• Projector • Computer • Flip Chart • Marker	• Self Confidence • Teamwork

Schedule	Mentor Should do
Welcome: **5 min**	Short welcome and ask the **Mentor** to introduce him/herself. Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.
Icebreaker: **10 min**	Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead. The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.
Introduction & Onboarding: **20mins**	Provide a brief introduction of the qualification to the class and play the "Onboarding Video or Presentation". In your introduction cover the following: 1. Explanation of the program and structure. (Kamyab jawan Program) 2. How you will use your communication skills in your professional life. 3. Key contacts and key information – e.g., role of teacher, mentor, and SEED. Policies and procedures (user agreements and "contact us" section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm) 4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.
Team Activity Planning: **30 minutes**	MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until

	the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how. • "IDENTIFY ENTREPRENEURS" TEAM ACTIVITY • "BRAINSTORMING SOCIAL PROBLEMS" TEAM ACTIVITY" *As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.* Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g., when they want to complete the activities, how to communicate, the role of the project manager, etc. Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this. Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.
Session Close: **5 minutes**	**MENTOR:** Close the session with the opportunity for anyone to ask any remaining questions. **Instructor:** Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.

MOTIVATIONAL LECTURES LINKS.

TOPIC	SPEAKER	LINK
How to Face Problems in Life	Qasim Ali Shah	https://www.youtube.com/watch?v=OrQte08MI90
Just Control Your Emotions	Qasim Ali Shah	https://www.youtube.com/watch?v=JzFs__yJt-w
How to Communicate Effectively	Qasim Ali Shah	https://www.youtube.com/watch?v=PhHAQEGehKc
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	https://www.youtube.com/watch?v=5fS3rj6elFg
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	https://www.youtube.com/watch?v=chn86sH0O5U
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	https://www.youtube.com/watch?v=s10dzfbozd4
Wisdom of the Eagle	Learn Kurooji	https://www.youtube.com/watch?v=bEU7V5rJTtw
The Power of ATTITUDE	Titan Man	https://www.youtube.com/watch?v=r8LJ5X2ejqU
STOP WASTING TIME	Arnold Schwarzenegger	https://www.youtube.com/watch?v=kzSBrJmXqdg
Risk of Success	Denzel Washington	https://www.youtube.com/watch?v=tbnzAVRZ9Xc

SUCCESS STORY

S. No	Key Information	Detail/Description
1.	**Self & Family background**	**Subhan,** who lives in ShaKargarh, is an example of how hard work and perseverance can reap rich rewards when bidding for projects of Dairy farm manager and Animal health manager exclusively on an online E commerce platform and has earned, on average, **US$28,000** per month for the past several months by maintaining farm practices. But this isn't a story of overnight success – Subhan has had to work hard to differentiate himself and stay true to his goal. It was a full year later, in, when Subhan finally decided to jump in. He signed up for one of the numerous sites that connect landowners with people or companies that have small projects, like designing a Dairy Farm or management of Dairy reproductive seasons and improving animals' health. He had already started a small business to help, pay for his college education, so he was nervous and apprehensive about the decision. "I gave myself two or three months at most. If I didn't succeed, then I would go back to running the business as it was showing potential," he says. **If at first, you don't succeed, try try again.**
2.	**How he came on board NAVTTC Training/ or got trained through any other source**	Certification in Animal Diseases from STEPS (NAVTTC partner institute)
3.	**Post-training activities**	**Subhan** area of expertise is in **Animal Diseases.** In his first month, he pitched mostly for projects centered around disease diagnostics and treatment. But 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. "I needed to understand what worked, so I read blogs, participated in forums, and analyzed profiles of successful Dairy farmers. It was an uphill struggle, but I didn't want to give up," he explains. Subhan says he understands why clients would be

		apprehensive giving projects to untested Veterinary assistants. They have hundreds of options to choose from, he explains, and to give a project to someone with no experience requires a strong leap of faith. A slow stream of projects started to come Subhan's way. Within a few months, he was landing an average of a hundred projects every month, with a large number of repeat clients. He also expanded the range of his professional services, branching out from logo design to business cards, banners, Facebook cover pages, letterheads, and stationery. But he's had to face his fair share of challenges too. The shoddy state of internet infrastructure in his city, Shakargarh, threatened to derail his E commerce career. "Sometimes I haven't had connectivity for two days straight," he explains. "That's unthinkable for someone who makes his livelihood on the internet."
4.	**Message to others** **(under training)**	Take the training opportunity seriously Impose self-discipline and ensure regularity Make Hard work pays in the end so be always ready for the same.

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

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

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

Workplace/Institute Ethics Guide

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

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

1. **Attendance:**

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

2. **Character:**

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

3. **Team Work:**

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

4. **Appearance:**

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

5. **Attitude:**

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

6. **Productivity:**

   Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being asked. Take pride in your work, do things the best your 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. Respect's diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.