

Government of Pakistan

**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents / Lesson Plan**

**Course Title: Honey Bee Farm Manager**

**Duration: 3 Months**

**Revised Edition**

Trainer Name	
Course Title	<b>Honey bee Farm Manager</b>
Objectives and Expectations	<p><b>Employable skills and hands-on practice for Honey Bee Farm Manager</b></p> <p>This course offers a broad, cross-disciplinary learning experience for students looking to pursue careers in honey production, urban bee keepers, Beekeeping, Beeswax collector and Honey collector disciplines that focus on effective and nutritional honey production.</p> <p>In this course, students are introduced to key aspects of the rearing of honeybees, from research/strategy, creative brief development, and campaign development to teamwork and presentation and content creation so that they can enter the honey market as strong candidates for beginner to intermediate level design jobs.</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> <ol style="list-style-type: none"> <li>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.</li> <li>ii. To materialize the main expectations, a special module on <b><u>Job Search &amp; Entrepreneurial Skills</u></b> has been included in the latter part of this course (5<sup>th</sup> &amp; 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.</li> <li>iii. A module on <b>Work Place Ethics</b> has also been included to highlight the importance of good and positive behavior in the workplace in the line</li> </ol>

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 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)

	<ul style="list-style-type: none"> <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> </ul>
<b>Entry-level of trainees</b>	Matric (Science)
<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>• Assembling beehives to desired specifications.</li> <li>• Inserting honeycombs and inducting wild swarms into prepared hives.</li> <li>• Forcing bees from a hive using a smoke pot to inspect the hive and retrieve honey.</li> <li>• Collecting honey and royal jelly.</li> <li>• Destroying excess queen bee cells to prevent the division of a colony.</li> <li>• Scraping out hive parasites and removing vermin.</li> <li>• Destroying diseased bee colonies.</li> <li>• Cultivating queen bees for sale to other Apiarists.</li> <li>• Arranging the sale of honey to local buyers.</li> <li>• Splitting colonies.</li> </ul>
<b>Course Execution Plan</b>	<p>The total duration of the course: <b>6 months (26 Weeks)</b>  Class hours: <b>4 hours per day</b>  Theory: <b>20%</b>  Practical: <b>80%</b>  Weekly hours: <b>20 hours per week</b>  Total contact hours: <b>520 hours</b></p>
<b>Companies offering jobs in the respective trade</b>	<ol style="list-style-type: none"> <li>1. Honey bee research Institutes</li> <li>2. Hamdard Private limited</li> <li>3. Islamic honey industry</li> <li>4. Agriculture Department</li> <li>5. Qarshi private Limited</li> </ol>
<b>Job Opportunities</b>	<p>Beekeeping (Apiculture) is the maintenance of <u>bee</u> colonies, commonly in man-made <u>hives</u>, by humans. Most such bees are <u>honey bees</u> in the genus <u>Apis</u>, but other honey-producing bees such as <u>Melipona</u> stingless bees are also kept. A <u>beekeeper</u> (Apiarist) keeps bees in order to collect their <u>honey</u> and other products that the hive produce (including <u>beeswax</u>, <u>propolis</u>, <u>flower pollen</u>, <u>bee pollen</u>, and <u>royal jelly</u>), to <u>pollinate</u> crops, or to produce bees for sale to other beekeepers. A location where bees are kept is called an <u>apiary</u> or "bee yard". Following are some of</p>

	<p>the roles that are present and or may become available as trends shift and morph to the bee keeping:</p> <ul style="list-style-type: none"> <li>• Maintain apiary</li> <li>• Prepare and maintain beekeeping record</li> <li>• Manage bees for specific products</li> <li>• Breed and rear queen bee</li> <li>• Supervise work routines and staff performance</li> <li>• Harvest hive products</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=MxVokGfnGBE">https://www.youtube.com/watch?v=MxVokGfnGBE</a> honey bee keeping in Pakistan</p> <p><a href="https://www.youtube.com/watch?v=DrcgwrtSZUM">https://www.youtube.com/watch?v=DrcgwrtSZUM</a> Honey harvesting</p> <p><a href="https://www.youtube.com/watch?v=9UuMqxuwM7Q">https://www.youtube.com/watch?v=9UuMqxuwM7Q</a> Bee keeping for beginners</p> <p><a href="https://www.youtube.com/watch?v=igjjvicP5S">https://www.youtube.com/watch?v=igjjvicP5S</a> honey farming at Lahore -</p> <p><a href="https://www.youtube.com/watch?v=1Wcsf6ELXU">https://www.youtube.com/watch?v=1Wcsf6ELXU</a> honey business</p> <p><a href="https://www.youtube.com/watch?v=gz0RNEAubUs">https://www.youtube.com/watch?v=gz0RNEAubUs</a> the bee farming documentary</p> <p><a href="https://www.youtube.com/watch?v=ryThwgpdkFw">https://www.youtube.com/watch?v=ryThwgpdkFw</a> bee keeping business</p>

## MODULES

Scheduled Weeks	Module Title	Learning Units	Remarks
Week 1	Introduction to bee keeping	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</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></li> <li>• Introduction to honey bee</li> <li>• Species of honey bee</li> <li>• Life history of honey bee</li> <li>• Methods of bee keeping</li> <li>• Products of bee keeping</li> </ul>	<p><b>Home Assignment</b></p> <ul style="list-style-type: none"> <li>• Task 1</li> <li>• Task 2</li> <li>• Task 3</li> </ul> <p><i><u>Details may be seen at Annexur e-l</u></i></p>
Week 2	<p><b>Fundamentals of bee keeping</b></p> <ul style="list-style-type: none"> <li>• Select feed methods.</li> </ul>	<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 methods of feeding bee are determined and the most appropriate method is selected using hive requirements as a factor</li> <li>• The most appropriate method for feeding bees is selected to meet the nutritional requirements of the hive.</li> <li>• Feeding and watering equipment are selected and prepared.</li> <li>• Feeding/watering equipment is assembled and set up in the hive.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 4</b></li> </ul> <p><i><u>Details may be seen at Annexur e-l</u></i></p>
Week 3	<p><b>Fundamentals of bee keeping</b></p> <p>Preparation for bees.</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 use the various tool in Toolbar:</p> <ul style="list-style-type: none"> <li>• Feed requirements of the colony are determined.</li> <li>• The colony population is determined to calculate the quantity of feed to be prepared.</li> <li>• The necessary ingredients/resources to be used and their availability is identified.</li> <li>• The quantity of supplements to be fed to each hive is determined.</li> <li>• Feeding equipment is assembled and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 5</b></li> </ul> <p><i><u>Details may be seen at Annexur e-l</u></i></p>

		installed.	
	<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 4</b>	<p><b>Fundamentals of bee keeping</b></p> <p>Feed Bees.</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 learn how to feed bees;</p> <ul style="list-style-type: none"> <li>• Bees are fed based on their nutritional needs and purpose of production.</li> <li>• The amount of feed to be given at each feed is determined.</li> <li>• The length of time between feedings is determined.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 6</b></li> <li>• <b>1<sup>st</sup> Monthly Test</b></li> </ul> <p><i>Details may be seen at Annexur e-l</i></p>
<b>Week 5</b>	<p><b>Select and establish apiary site</b></p> <p>Identify and select site.</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>• Site is selected where there is good source of nectar and pollen available.</li> <li>• Appropriateness and adequacy of floral composition in that location is checked for.</li> <li>• Availability of water is checked for and source of water is provided if necessary.</li> <li>• Free access of vehicular transport to the site chosen is ensured.</li> <li>• Neighbors are communicated with to get their agreement to establish site.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 7</b></li> </ul> <p><i>Details may be seen at Annexur e-l</i></p>
<b>Week 6</b>	<p><b>Select and establish apiary site</b></p> <p>Select equipment and set up apiary</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 towards establishment of apiary:</p> <ul style="list-style-type: none"> <li>• Appropriate equipment, machinery and tools are selected and prepared according to establishment practices.</li> <li>• Site is cleared of bush and other obstacles to ensure control of pest.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 8</b></li> </ul> <p><b>Mid Term</b></p> <p><i>Details may be seen at Annexur e-l</i></p>



		<ul style="list-style-type: none"> <li>• Site is fenced if necessary, to keep out stray animals and unauthorized persons from the apiary.</li> <li>• Suitable material for hive stand is selected according to enterprise requirements.</li> <li>• Hive stand is correctly measured and assembled taking into consideration the size of the hive, the type of production and the type of hive.</li> </ul>	
Week 7	<b>Select and establish apiary site</b>  Obtain suitable (appropriate) colonies	<ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• Reliable source of bee with suitable colonies available is identified.</li> <li>• Bees are certified disease free by Apiculture unit of ministry</li> <li>• Bees are obtained in a manageable hive suitable for the type of hive stand prepared.</li> <li>• Records on health status of colonies, productivity, diseases, temperament, etc. are checked.</li> <li>• Apiary is registered through the Grenada Association of Beekeepers and supervision is given via the extension office, Ministry of Agriculture.</li> <li>• Grenada Association of Beekeepers is notified of the new apiary.</li> <li>• Acquired colonies are prepared for transfer to new hive</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 9</b>   <u>Details may be seen at Annexure-I</u> </li> </ul>
	<b>Create an account profile on Fiverr (at least two gigs) and Upwork</b>	Create an account by following these steps: Step 1: Personal Info Step 2: Professional Info Step 3: Linked Accounts Step 4: Account Security	
Week 8	<b>Select and establish apiary site</b>  Transport colonies to new apiary	<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>• Appropriate vehicle is selected and prepared in time for transfer.</li> <li>• All honey supers that may be present is removed.</li> <li>• Colonies are confined during the night to reduce stress on the bees.</li> <li>• Adequate ventilation and water are provided for bees during transport.</li> <li>• Hives are properly secured on transport to control the amount of</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 10</b></li> <li>• <b>2<sup>nd</sup> Monthly Test</b>   <u>Details may be seen at Annexure-I</u> </li> </ul>

		<p>movement during transport.</p> <ul style="list-style-type: none"> <li>• Shade is provided with the use of tarpaulin.</li> <li>• Colonies are transported to new site at night ensuring no stopping along the journey.</li> <li>• On arrival at new site, colonies are properly placed on the stands.</li> <li>• Ventilation cover is replaced with standard hive top cover and means of confinement is removed from the hive as appropriate.</li> <li>• Colonies are checked regularly and all necessary information recorded.</li> </ul>	
<b>Week 9</b>	<p><b>Manage Apiary</b> Manage apiary during the dearth period.</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>• Apiary is visited and assessed on a regular basis according to its needs and based on the type of production.</li> <li>• Upcoming season is planned and prepared for.</li> <li>• Equipment is selected and prepared for upcoming season.</li> <li>• Where necessary, all repairs are carried out, parts replaced and all findings reported according to enterprise policy.</li> <li>• Appropriate feed for colonies is prepared and provided.</li> <li>• Flight patterns and entrance activities are observed and all abnormal behaviors are recorded.</li> <li>• Water source is checked and clean, fresh water is made available.</li> <li>• All necessary records are prepared.</li> </ul>	<p>• <b>Task 11</b></p> <p><u>Details may be seen at Annexure-I</u></p>
<b>Week 10</b>	<p><b>Manage Apiary</b></p> <ul style="list-style-type: none"> <li>• Manage apiary during pre-season.</li> <li>• Manage apiary during main season.</li> </ul>	<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> <ul style="list-style-type: none"> <li>• Apiary is visited and assessed on a regular basis according to its needs.</li> <li>• Status of the colonies is checked to ensure that they are operating at enterprise standards.</li> <li>• All weak colonies are dissolved.</li> </ul>	<p>• <b>Task 12</b></p> <p><u>Details may be seen at Annexure-I</u></p>

	<ul style="list-style-type: none"> <li>• Maintain apiary during post season.</li> </ul>	<ul style="list-style-type: none"> <li>• Feed is provided for bees if necessary.</li> <li>• Frames are fitted with appropriate foundation and the brood nest space extended</li> <li>• Adequate supers are placed in the hives.</li> <li>• Combs are cut from construction frame regularly and checked for drone brood.</li> <li>• Planning methods for swarm prevention is carefully assessed and applied as the need arises.</li> <li>• Brood nest is extended for colony development.</li> <li>• Honey is extracted from combs and bees wax harvested.</li> <li>• Combs that are kept in storage are regularly fumigated.</li> <li>• Colonies are multiplied and re-queened as is necessary.</li> <li>• Nuclei colony is maintained as required by enterprise management plans.</li> <li>• Feeding sugar to bees is planned and organized.</li> <li>• Weak and queen less colonies are dissolved as instructed.</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-down menu.</li> <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</li> </ul>	

		<p>only. Tick the boxes as appropriate to your search.</p> <ul style="list-style-type: none"> <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>	
<b>Week 11</b>	<b>Maintain bee hive health</b>	<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>• Observe and report on normal/abnormal behavior of hive.</li> <li>• Clean apiary and disinfect equipment</li> <li>• Treat, prevent and control disease/parasites (pests).</li> <li>• Dispose of diseased colony.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 13</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
<b>Week 12</b>	<b>Harvest hive product</b>  Extract and prepare honey for market	<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 hive products mentioned below:</p> <ul style="list-style-type: none"> <li>• Honey</li> <li>• Bee wax</li> <li>• Propolis</li> <li>• Royal jelly</li> <li>• Bee venom</li> </ul> <p>Students are advised to extract honey</p> <ul style="list-style-type: none"> <li>• Appropriate equipment for extraction is selected and prepared according to industry and enterprise requirements.</li> <li>• Cleanliness is observed and the necessary protective clothing worn.</li> <li>• Smoke is pumped into the hive to render the bees less aggressive.</li> <li>• Honey in super is checked for level of maturity prior to extraction process.</li> <li>• Frames with mature honey are removed from the honey supra.</li> <li>• Capping is removed from combs and honey extracted with minimal damage to combs.</li> <li>• Honey is filtered into appropriate container and allowed to stand.</li> <li>• Honey is stored in appropriate containers with air-tight seal in a cool,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 14 Final Term</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

		<p>dry, dark room.</p> <ul style="list-style-type: none"><li>• After extraction combs that are not damaged are sprayed with water then returned to respective colonies according to enterprise requirements.</li><li>• Harvest honey combs are recorded according to enterprise requirements.</li><li>• Honey is bottled and stored properly ensuring all level of cleanliness is observed.</li><li>• Precautionary measures are observed and followed as set out by enterprise guidelines</li></ul>	
--	--	--	--

## Tasks For Certificate in Honey Bee Farm Manager

---

Task No.	Task	Description	Week
1.	<b>Search Top Pakistani E commerce</b>	Search any three E commerce sites and list down the top 5 profiles related to bee keepers	<b>Week 1</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>Prepare and select feed for bees.</b>	<ul style="list-style-type: none"> <li>• Check the hive size</li> <li>• Analyze the population size</li> <li>• Calculate the feed required for bees</li> <li>• Select basic equipment for feed preparation</li> <li>• Prepare feed</li> </ul>	<b>Week 2</b>
5.	<b>Determine the feed per bee</b>	<ul style="list-style-type: none"> <li>• Calculate the feed before feeding</li> <li>• Calculate the size of population</li> <li>• Calculate the feed after feeding</li> <li>• Estimate the feed consumed by per bee</li> </ul>	<b>Week 3</b>
6.	<b>How to Check nutritional value to feed bees?</b>	<ul style="list-style-type: none"> <li>• Evaluate the feed at every level</li> <li>• Check the feeding behavior</li> <li>• Feed pollen and substitutes if necessary</li> </ul>	
7.	<b>What should be the characteristics to select a site for apiary?</b>	<ul style="list-style-type: none"> <li>• Visit different sites.</li> <li>• Ensure the presence of nectar and pollen availability</li> <li>• Check the floral composition there</li> <li>• Check the water adequacy</li> </ul>	<b>Week 4</b>

	<b>Name the equipment used to set up apiary?</b>	<ul style="list-style-type: none"> <li>• Check googles sites for the apiary establishment</li> <li>• Clean the apiary with equipment</li> <li>• Properly transfer of bees in the new hive</li> </ul>	<b>Week 4</b>
<b>8.</b>	<b>Obtain suitable colonies.</b>	<ul style="list-style-type: none"> <li>• Select some bee's colonies</li> <li>• Record their health status with the time hours</li> <li>• Then select the best one</li> </ul>	<b>Week 5</b>
<b>9.</b>	<b>Design and establish apiary</b>	<ul style="list-style-type: none"> <li>• Select suitable site according to bee species</li> <li>• Check availability of water</li> </ul> <p>Ensure proper vehicular transport for the establishment of apiary</p>	<b>Week 6</b>
<b>10.</b>	<b>Transportation of colonies.</b>	<ul style="list-style-type: none"> <li>• Select the suitable colonies</li> <li>• Select suitable time due to sensitiveness of bees</li> <li>• Select suitable vehicle</li> <li>• Ensure proper shade</li> <li>• Provide proper ventilation</li> </ul>	<b>Week 7</b>
<b>11.</b>	<b>Check the apiary during dearth period</b>	<ul style="list-style-type: none"> <li>• timely check apiary</li> <li>• Check water source</li> <li>• Check feed</li> <li>• Maintain records</li> </ul>	<b>Week 8</b>
<b>12.</b>	<b>Manage apiary</b>	<ul style="list-style-type: none"> <li>• Clean the trays</li> <li>• Cut the combs properly</li> <li>• Dissolve all weak colonies</li> <li>• Provide adequate supers</li> <li>• Proper planning methods for swarming</li> </ul>	<b>Week 9</b>
<b>13.</b>	<b>Check the bee hive health</b>	<ul style="list-style-type: none"> <li>• Visit the bee hive</li> <li>• Observe their behavior</li> <li>• If any disease one then disposed off</li> <li>• Perform proper capping</li> <li>• Filter honey properly</li> </ul>	<b>Week 10</b>
<b>14.</b>	<b>Extract honey</b>	<ul style="list-style-type: none"> <li>• Select appropriate equipment</li> <li>• Wear protective wearing</li> <li>• Pump smoke into hive</li> <li>• Remove mature honey frames</li> <li>• Harvest honey with proper equipment</li> </ul>	<b>Week 11</b>
<b>15.</b>	<b>Bee keeping products</b>	<ul style="list-style-type: none"> <li>• Visit apiary</li> <li>• Make a list of different products</li> <li>• Show them on charts</li> </ul>	<b>Week 12</b>
<b>16.</b>	<b>Packaging of honey</b>	<ul style="list-style-type: none"> <li>• Take a suitable bottle</li> <li>• Clean it properly</li> <li>• Then fill it accordingly.</li> </ul>	

		<ul style="list-style-type: none"><li>• Place it on room temperature</li><li>• Seal it properly</li></ul>	
--	--	---	--



## **Honey Bee Farm Manager**

---

**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=Qi6Xn7yKIIQ>

**Hisham Sarwar Motivational Story | Pakistani Freelancer**

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

**21 Years 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>
• Understand the	• Podium		• Communication

<p>communication skills and how it works.</p> <ul style="list-style-type: none"> <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>• Projector</li> <li>• Computer</li> <li>• Flip Chart</li> <li>• Marker</li> </ul>	<ul style="list-style-type: none"> <li>• Self Confidence</li> <li>• Teamwork</li> </ul>
--	---	---

<b>Schedule</b>	<b>Mentor Should do</b>
<p><b>Welcome:</b> <b>5 min</b></p>	<p>Short welcome and ask the <b>Mentor</b> 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.</p>
<p><b>Icebreaker:</b> <b>10 min</b></p>	<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. 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>
<p><b>Introduction &amp; Onboarding:</b> <b>20mins</b></p>	<p>Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following:</p> <ol style="list-style-type: none"> <li>1. Explanation of the program and structure. (Kamyab jawan 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>
<p><b>Team Activity Planning:</b> <b>30 minutes</b></p>	<p><b>MENTOR:</b> 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</p>

	<p>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.</p> <p>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.

<b>TOPIC</b>	<b>SPEAKER</b>	<b>LINK</b>
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	Shaykh Atif 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=bEU7V5rJTw">https://www.youtube.com/watch?v=bEU7V5rJTw</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><b>Asif</b>, who lives in Okara, is an example of how hard work and perseverance can reap rich rewards when bidding for projects of rearing.</p> <p>The honey bee farm manager exclusively on an online E commerce platform and has earned, on average, <b>US\$20,000</b> per month for the past several months by the selling of honey. But this isn't a story of overnight success – Asif has had to work hard to differentiate himself and stay true to his goal.</p> <p>It was a full year later, in May 2017, when Asif 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 an apiary or management of apiary.</p> <p>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.</p> <p><b>If at first, you don't succeed, try try again</b></p>
2.	<b>How he came on board NAVTTC Training/ or got trained through any other source</b>	Certification in Honey bee farm manager from STEPS (NAVTTC partner institute)
3.	<b>Post-training activities</b>	<p><b>Asif</b> area of expertise is in <b>managing honey bee farm</b>. In his first month, he pitched mostly for projects centered around honey production. 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.</p> <p>“I needed to understand what worked, so I read blogs, participated in forums, and analyzed profiles of successful beekeepers. It was an uphill struggle, but I didn't want to give up,” he explains.</p> <p>Asif says he understands why clients would be apprehensive giving projects to untested beekeepers.</p>

		<p>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.</p> <p>A slow stream of projects started to come Asif'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.</p> <p>But he's had to face his fair share of challenges too. The shoddy state of internet infrastructure in his city, okara, 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."</p>
4.	<b>Message to others (under training)</b>	<p>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.</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. Respect's diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.