

Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Youth Skills Development Program

"Skills for All"



Course Contents / Lesson Plan

Course Title: Interior Designing

Duration: 3 Months

Trainer Name	
Author Name	Ms. Saima Asghar (Interior Designer, ASCENT Pvt Ltd) Ms. Hira Ishtiaq (Consultant, Aim's Engineer Pvt Ltd)
Course Title	Interior Designing
Objectives and Expectations	<p>Employable skills and hands-on practice for Interior Designing</p> <p>An interior designer is an important job-role associated with Construction Sector. The primary responsibility of an interior designer is to design different projects as per client's requirement and new trends.</p> <p>An Interior designer is responsible for designing according to project's requirement. He/she must be able to design commercial and residential Interior projects. He/she must also be able to identify new trends. He/she should be involved in renovation projects.</p> <p><u>Main Expectations:</u></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 data-bbox="406 1422 1524 1713">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 data-bbox="406 1713 1524 2004">ii. To materialize the main expectations, a special module on <u>Job Search & Entrepreneurial Skills</u> has been included in the latter part of this course (3 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 1-2 cases must be arranged by the training institute)
- Through an audio/ videotaped message (1-2 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 Power Point 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: -

	<ul style="list-style-type: none"> i. A good quality trade-specific documentary (At least 1-2 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
Learning Outcomes of the course	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • Outline client design objectives. • Conceptualize and sketch design plans. • Source materials and products included in plans. • Create 'mood boards' to sample your design vision. • Utilize computer applications in the design process. • Inspect design after completion to determine whether client goals have been met. • Produce skilled manpower for construction sector. • Improve the level of skill of workers in industry and increase the economic potential of the country. • Provide technical and vocational training which reflects the requirements of industry.
Course Execution Plan	<p>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: 260 hours</p>
Companies offering jobs in the respective trade	<ol style="list-style-type: none"> 1. Construction Sector 2. Cottage Industry 3. Furniture Industry 4. Entrepreneurship
Job Opportunities	<ul style="list-style-type: none"> • Junior Interior designer • Junior Drafts man/women • Junior Visual Merchandiser • Assistant Supervisor at Furniture outlet etc.
No of Students	25
Learning Place	Classroom / Lab
Instructional Resources	<ol style="list-style-type: none"> 1. Time Saver Standards of interior designer by Joseph De Chiara, Julius Panero, Martin Zelnik 2. https://freehandarchitecture.com/90-interior-design-drawing-tips/ 3. https://www.youtube.com/watch?v=hjZPc8oCjhE (one point perspective) 4. https://www.youtube.com/watch?v=QAq5kJcyk8k (Two-point perspective) 5. https://www.youtube.com/watch?v=L1CK9bE3H_s (Color theory) 6. https://www.youtube.com/watch?v=cmR9cfWJRUU (AutoCAD) 7. https://www.youtube.com/watch?v=lyR_uYsRdPs (Adobe photoshop)

8. <https://www.youtube.com/watch?v=51rnmBLtKvs> (Basic elements of interior designing)
9. <https://www.youtube.com/watch?v=LeYitWpA6ZU> (Pencil color rendering techniques)
10. <https://www.youtube.com/watch?v=1d6ufrdpm4w> (Floor plan rendering techniques)
11. <https://www.youtube.com/watch?v=Q5nfVT98Wvl> (Floor plan rendering techniques)
12. <https://www.youtube.com/watch?v=O5A58npxsps> (How to draw floor plan)
13. <https://www.youtube.com/watch?v=StMwWsqgXDg> (Symbols)
14. <https://www.youtube.com/@KreativeLines2.0/featured> (Basic of Designing)

MODULES

Scheduled Weeks	Module Title	Days	Hours	Learning Units	Home Assignment
Week 1	Introduction to Interior Designing	Day 1	Hour 1	Course Introduction/Applications	<ul style="list-style-type: none"> ● Task 1 ● Task 2 ● Task 3 <p style="text-align: center;"><i><u>Details may be seen at Annexure -I</u></i></p>
			Hour 2	Job market overview	
			Hour 3	Work ethics in Institute	
			Hour 4	Introduction of occupational health and safety	
		Day 2	Hour 1 to 4	Principles of interior design	
		Day 3	Hour 1 to 4	Elements of interior design	
Week 2	Introduction to color theory	Day 4	Hour 1 to 4	Introduction to basic free hand drawing	<ul style="list-style-type: none"> ● Task 4 ● Task 5 ● Task 6 <p style="text-align: center;"><i><u>Details may be seen at Annexure -I</u></i></p>
				<ul style="list-style-type: none"> ✓ Types and usage of line ✓ Proportion ✓ Composition 	
		Day 5	Hour 1 to 4	Introduction to basic free hand drawing	
				<ul style="list-style-type: none"> ✓ Types and usage of line ✓ Proportion ✓ Composition 	
		Day 1	Hour 1 to 4	Introduction to color wheel	
Day 2	Hour 1 to 4	Understanding of different color schemes			
Day 3	Hour 1 to 4	Understanding of different color schemes			

				✓ Triadic	
		Day 4	Hour 1 to 4	Understanding of different color schemes ✓ Tints & shades ✓ Warm & cool etc.	
		Day 5	Hour 1 to 4	Understanding of color psychology in interior designing	
Week 3	Technical Drawings / Manual Drafting	Day 1	Hour 1	Introduction of drawing tools, equipment's and materials	
		Day 2	Hour 2 to 4	Lettering and legends – Different styles.	
		Day 3	Hour 1 to 4	Free hand sketching of furniture and landscaping etc.	
		Day 4	Hour 1 to 4	Different types of dimensioning and symbols with and without using stencils.	
		Day 5	Hour 1 to 4	Understanding of 2D drawings of different areas of residential project. • Plan • Section drawing	
Week 4		Day 1	Hour 1 to 4	Understanding of floor plans	
		Day 2	Hour 1 to 4	Understanding of false ceiling plans	
		Day 3	Hour 1 to 4	Understanding of layout /furniture plan	
		Day 4	Hour 1 to 4	Understanding of section for interior	
		Day 5	Hour 1 to 4	Understanding of section for interior	
Week 5		Day 1	Hour 1 to 4	Understanding of One-point freehand perspective	

		Day 2	Hour 1 to 4	Understanding of two-point freehand perspective	
		Day 3	Hour 1 to 4	Understanding of two-point freehand perspective	
		Day 4	Hour 1 to 4	Understanding of Planimetric/bird freehand perspective	
		Day 5	Hour 1 to 4	Different types of Light	
Week 6	Different Rendering Techniques	Day 1	Hour 1 to 4	Knowledge of coloring tools <ul style="list-style-type: none"> ✓ Poster colors ✓ Markers ✓ Gel pens ✓ Color pencils ✓ Water colored pencils ✓ Graphite pencils etc. 	
		Day 2	Hour 1 to 4	Understanding of different rendering techniques <ul style="list-style-type: none"> ✓ Shading ✓ Water colors ✓ Collage work 	
		Day 3	Hour 1 to 4	Basic shading techniques <ul style="list-style-type: none"> ✓ Blending ✓ Cross Hatching ✓ Stippling etc. 	
		Day 4	Hour 1 to 4	Basic water color technique with water color pencils	
		Day 5	Hour 1 to 4	Collage work with different material <ul style="list-style-type: none"> ✓ Coloured papers ✓ Cuttings from different magazines ✓ Different natural material such as dry flowers, seeds, leaves etc. ✓ Different fabric swatches ✓ Leather swatches etc. 	
Week 7	Introduction to Basic computer applications	Day 1	Hour 1 to 4	<ul style="list-style-type: none"> • Basic configuration of computer system • Create an email account 	<ul style="list-style-type: none"> • Task 11 • Task 12
		Day 2	Hour 1 to 4	Introduction to MS word <ul style="list-style-type: none"> ✓ Create Documents 	

				<ul style="list-style-type: none"> ✓ Customize basic setting to meet page ✓ Format document 	<u>Details may be seen at Annexure -I</u>
		Day 3	Hour 1 to 4	<ul style="list-style-type: none"> ✓ Create table ✓ Add image ✓ Print MS Word document 	
		Day 4	Hour 1 to 4	Introduction to MS Power point <ul style="list-style-type: none"> ✓ Prepare to Create presentation ✓ Customize basic setting ✓ Format presentation ✓ Add slide show effects ✓ Finalize presentation 	
		Day 5	Hour 1 to 4	<ul style="list-style-type: none"> ✓ Print presentation and notes ✓ Deliver presentation 	
Week 8	Introduction to 2D AUTO-CAD	Day 1	Hour 1	<ul style="list-style-type: none"> ✓ Setup and save drawing interface ✓ Setup user interface settings for required specifications 	<ul style="list-style-type: none"> ✓ Task 13 ✓ Task 14 ✓ Task 15 ✓ Task 16 ✓ Task 17
			Hour 2	Knowledge and usage of short keys	
			Hour 3	<ul style="list-style-type: none"> ✓ Types of dimensions ✓ Types of texts 	
			Hour 4	<ul style="list-style-type: none"> ✓ Setting of layers ✓ Line type and thickness ✓ Draw different lines 	
		Day 2	Hour 1 to 4	Practice to draw different shapes	
		Day 3	Hour 1 to 4	<ul style="list-style-type: none"> ✓ Insert the blocks ✓ Scale the blocks 	
		Day 4	Hour 1 to 4	Practice to draw different plans	
		Day 5	Hour 1 to 4	Practice to draw different plans	
Week 9		Day 1	Hour 1 to 4	Practice to draw different plans	<u>Details may be seen at Annexure -I</u>
		Day 2	Hour 1 to 4	Practice to draw different plans	

		Day 3	Hour 1 to 4	Practice to draw different plans		
		Day 4	Hour 1 to 4	Practice to draw different plans		
		Day 5	Hour 1 to 4	Practice to draw different plans		
Week 10		Day 1	Hour 1 to 4	Practice to draw different plans	Task 18 <i>Details may be seen at Annexure-I</i>	
		Day 2	Hour 1 to 4	Raster image		
		Day 3	Hour 1 to 4	<ul style="list-style-type: none"> ✓ Raster image ✓ Plotting or printing preferences ✓ Auto Cad drawing converting into JPG. 		
		Introduction to Adobe Photoshop	Day 4	Hour 1 to 4	<ul style="list-style-type: none"> • Setup and save drawing interface required specifications • Understanding of <ul style="list-style-type: none"> ✓ Object selection tools ✓ Image editing tools ✓ Add shapes ✓ Basic Layers ✓ Brushes ✓ Edit images ✓ Create basic drawing 	Task 19 <i>Details may be seen at Annexure-I</i>
			Day 5	Hour 1 to 4	<ul style="list-style-type: none"> • Understanding of <ul style="list-style-type: none"> ✓ Object selection tools ✓ Image editing tools ✓ Add shapes ✓ Basic Layers ✓ Brushes ✓ Edit images ✓ Create basic drawing • Remove background etc. 	
	Week 11	Final project	Day 1	Hour 1 to 4	<ul style="list-style-type: none"> • Take notes from client briefing • Proposal for residential project 	<ul style="list-style-type: none"> • Task 20 <i>Details may be seen at</i>
Day 2			Hour 1 to 4	<ul style="list-style-type: none"> • Research on: <ul style="list-style-type: none"> ✓ Ancient civilizations ✓ Modern era etc. 		
Day 3			Hour 1 to 4	<ul style="list-style-type: none"> • Research on: <ul style="list-style-type: none"> ✓ Furniture style and accessories 		

				<ul style="list-style-type: none"> ✓ Soft furnishing ✓ Interior finish materials ✓ Lights ✓ Types of wall treatments ✓ Decorative items 	<u>Annexure</u> -1
		Day 4	Hour 1 to 4	<ul style="list-style-type: none"> ✓ Floor design ✓ False ceiling design ✓ Windows ✓ Doors ✓ Kitchen design ✓ Bath room design 	
		Day 5	Hour 1 to 4	Prepare research board	
Week 12		Day 1	Hour 1 to 4	Prepare material board	
		Day 2	Hour 1 to 4	Floor design 2D manual plan /Auto CAD drawings	
		Day 3	Hour 1 to 4	False Ceilings design 2D manual plan /Auto CAD drawings	
		Day 4	Hour 1 to 4	Furniture/Layout design 2D manual plan /Auto CAD drawings	
		Day 5	Hour 1 to 4	Any one Perspective view	
Final Assessment					

Tasks for Certificate in Interior Designing

Sr No.	Task	Description	Week
1.	Occupational health and safety at workplace	Prepare a brief report on OHS at workplace	Week 1
2.	Research principles & elements of design	Collect pictures from internet /magazines and paste in file to show principles & elements of design	
3.	Freehand sketches	Draw different free hand sketches (plants, pots, human figures, plants, furniture etc.)	
4.	Color wheel	Draw and prepare a colour wheel	Week 2 Week 3
5.	Different color schemes	Prepare different color schemes with poster paints.	
6.	Color psychology in interior design	Collect images from different sources and prepare a scrap book of color psychology and label each image according to their properties.	
7.	Set of 2D technical drawings	Draw 2D drawings/plans of residential areas:	Week 4 Week 5 Week 6
8.	Rendered perspective views	Draw and render different perspectives	
9.		<ul style="list-style-type: none"> ✓ One point ✓ Two points for interior ✓ Planimetric/bird view ✓ Section drawing 	
10.	Types of lights in interior	Collect and paste images of different types of lights used in interior and label each light	Week 7
11.	Basic computer applications	Prepare a CV in MS word to apply for a job in reputable organization	
12.		Prepare an interior related presentation in power point	Week8 Week 9 Week10
13.	2D Auto CAD	Prepare a set of 2D drawings (print in A4 paper) includes:	
14.		✓ Floor plan	
15.		✓ False ceiling plan	
16.		✓ Layout plan	
17.		<ul style="list-style-type: none"> ✓ Section of any area ✓ Raster image of any design 	

18.		✓ JPG of any 2D Auto CAD drawing	
19.	Adobe Photoshop	Create a flyer with manipulation of different images, add text and different effects	
20.	Prepare a complete proposal of assigned interior project	<p>Dossier includes followings:</p> <ul style="list-style-type: none"> ● Research board and material board ● Theme based proposal for residential project ● 2D manual/Auto CAD drawings (Flooring, false ceiling, furniture layout etc.) ● One point / Two-point manual perspective drawing of any room ● Rendered plan in Adobe Photoshop/ manual rendering 	<p>Week 11 Week 12</p>

Interior Designing

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>

Hisham Sarwar Motivational Story | Pakistani Freelancer

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=tIQ0CWgszI0>

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, game play 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"> ● 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:

<ul style="list-style-type: none"> • Understand the communication skills and how it works. • Understand what communication skills mean • Understand what skills are important for communication skills 	<ul style="list-style-type: none"> • Podium • Projector • Computer • Flip Chart • Marker 	<ul style="list-style-type: none"> • Communication • Self Confidence • Teamwork
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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: <ol style="list-style-type: none"> 1. Explanation of the program and structure. (Youth Skills Development 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

	<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"> • “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY • “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY” <p>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.</p>
<p>Session Close: 5 minutes</p>	<p>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.</p>

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=5fS3rj6eIFg
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	<p>Ali Raza, who lives in Lahore, is an example of how hard work and perseverance can reap rich rewards when working in construction sector.</p> <p>Ali Raza has had to work hard to differentiate himself and stay true to his goal.</p> <p>Ali Raza decided to forge his own path and opened his own small company. Then he started freelance interior designing. Today, Ali Raza is known for his innovative style in interior designing. The advice he gives to aspiring new comers is “Don’t be afraid to take time to learn. It’s good to work for other people. I worked for others for 10 years. They paid me to learn.”</p>
2.	How he came on board NAVTTC Training/ or got trained through any other source	Certification in Interior Designing from STEPS (NAVTTC partner institute)
3.	Post-training activities	<p>Ali Raza’s area of expertise is in interior designing. In his first few years he pitched mostly for minor projects. But it wasn’t so simple. In the first few months, 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 freelancers. It was an uphill struggle, but I didn’t want to give up,” he explains.</p> <p>Ali’s says he understands why clients would be apprehensive giving projects to untested freelancers. They have many 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 Ali’s way. Within a few years, he was landing an average of two projects every month, with a large number of repeat clients. He also expanded the range of his professional services.</p>

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.
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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/she 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.