

Government of Pakistan

**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents / Lesson Plan**

**Course Title:** Pesticide and Fertilizer technician

**Duration:** 6 Months

**Revised Edition**

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|-----------------------------|---|
| Trainer Name                |   |
| Course Title                | <b>Pesticide and Fertilizer technician</b>  |
| Objectives and Expectations | <p><b>Employable skills and hands-on practice for Pesticide and fertilizer technician</b></p> <p>This course offers a broad, cross-disciplinary learning experience for students looking to pursue careers in agriculture fields like horticulture, plant protection department, urban housing schemes all disciplines that focus on effective and arresting plant health problems. The course is designed to span a wide range of pesticide and fertilizer in a digital platform.</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 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</li> </ol> |

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)
- ii. Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)

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|   | <p>iii. Field visits( At least one visit to a trade-specific major industry/ site must be arranged by the training institute)</p>  |
| <p><b>Entry-level of trainees</b></p>         | <p>Intermediate</p>  |
| <p><b>Learning Outcomes of the course</b></p> | <p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Recorded pest control activity into activity reports according to all applicable laws, regulations and departmental policy and practice.</li> <li>• Provided pest control and aeration services Consulted with customers and recommended other services</li> <li>• Weed Control/Fertilizing applications for customers lawns and Pest control/Fertilizing applications for customers trees/shrubs</li> <li>• Spray chemical and pest controls on yards, shrub treatments, estimates, was considered Employee of the Month several times.</li> <li>• Supervised crew responsible for mowing, aerating lawns, chemical applications, pest control, and monitoring plant growth and care.</li> <li>• Fertilized lawns, seeded and aerated lawns, performed pest control applications, handled service calls and customer call backs.</li> <li>• Service homes and commercial properties for outdoor pest control to ensure customers lived and worked pest free.</li> <li>• Performed general landscaping duties including fertilizer, pest control, aeration, and overall general lawn maintenance.</li> <li>• Serviced lawns, trees and shrubs, pest control around homes inside and out.</li> <li>• Addressed any customer concerns and took care of pest control issues.</li> <li>• Fertilized and sprayed lawns for pest control and management of grass.</li> <li>• Applied pest control for the presence of lawn destroying insects.</li> <li>• Identified and applied pest control needs in assigned landscape area.</li> <li>• Applied environment friendly pest control techniques in Commercial &amp; Residences</li> <li>• Spray pesticides and other pest controlling chemicals.</li> <li>• Maintained lawns through fertilization and pest control.</li> <li>• Provide Pest Control solutions and Lawn maintenance</li> <li>• Applied perimeter pest controls around houses.</li> <li>• Spray Pest control around houses.</li> </ul> |

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| <b>Course Execution Plan</b>                           | The total duration of the course: <b>6 months (26 Weeks)</b><br>Class hours: <b>4 hours per day</b><br>Theory: <b>20%</b><br>Practical: <b>80%</b><br>Weekly hours: <b>20 hours per week</b><br>Total contact hours: <b>520hours</b>  |
| <b>Companies offering jobs in the respective trade</b> | <ol style="list-style-type: none"> <li>1. Pesticide company jobs</li> <li>2. Plant protection department</li> <li>3. Research and development department</li> <li>4. PHA</li> <li>5. DHA</li> <li>6. Urban pest management</li> </ol>   |
| <b>Job Opportunities</b>                               | <p>Pesticide and fertilizer technicians, also known as pest control workers, take steps to control pests in landscapes, houses, and commercial buildings. They work with customers to identify the pests posing a problem, develop a plan to exterminate them, and apply any necessary pesticides. Pesticide technicians work in the specific areas of ornamental and turf pesticides, termite control, rodent control, fumigation, and general pest control. Pest control workers spend time traveling between client locations and frequently have client meetings on weekends and during evenings.:</p> <ul style="list-style-type: none"> <li>• Herbicide spray technician</li> <li>• Weedicide spray technician</li> <li>• IPM technician</li> <li>• Lead spray technician</li> <li>• Ground spray technician</li> <li>• Landscape technician</li> <li>• Plant protection department</li> </ul>  |
| <b>No of Students</b>                                  | 25  |
| <b>Learning Place</b>                                  | Classroom / Lab   |
| <b>Instructional Resources</b>                         | <p><a href="https://youtu.be/bX734LgdKks">https://youtu.be/bX734LgdKks</a><br/>how to spray pesticides?</p> <p><a href="https://www.youtube.com/watch?v=TenRNA_usxA">https://www.youtube.com/watch?v=TenRNA_usxA</a><br/>pesticide spray formulation</p> <p><a href="https://www.youtube.com/watch?v=G6vC0Je8bSw">https://www.youtube.com/watch?v=G6vC0Je8bSw</a><br/>homemade garden pesticide</p> <p><a href="https://www.youtube.com/watch?v=9witXco_hVw">https://www.youtube.com/watch?v=9witXco_hVw</a><br/>pesticide solution</p> <p><a href="https://www.youtube.com/watch?v=JYg15OF90f4">https://www.youtube.com/watch?v=JYg15OF90f4</a><br/>foliar fertilization</p> <p><a href="https://www.youtube.com/watch?v=Yn7kCGLb3DE">https://www.youtube.com/watch?v=Yn7kCGLb3DE</a><br/>fertilization of indoor plants</p> <p><a href="https://www.youtube.com/watch?v=cR4mfajZC7o">https://www.youtube.com/watch?v=cR4mfajZC7o</a><br/>fertilizer application methods</p> |

<https://www.youtube.com/watch?v=cGhzyhnKi5U>

calculation of fertilizer dose

<https://www.youtube.com/watch?v=xzGn4n-pw8I>

fertigation

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

application techniques

## MODULES

| Scheduled Weeks | Module Title                             | Learning Units   | Remarks   |
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| Week 1          | Introduction to Pesticide and fertilizer | <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (For further detail please see Page No: 3&amp; 4)</li> <li>• <b>Course Introduction</b></li> <li>• <b>Job market</b></li> <li>• <b>Course Applications</b></li> <li>• <b>Institute/work ethics</b></li> <li>• Pesticide and fertilizer and the immense professional opportunities it provides</li> <li>• Survey career opportunities</li> <li>• Survey industry requirements for each career path</li> <li>• Explore great works of past and present pesticide and fertilizer technician</li> <li>• View samples of professional pesticide and fertilizer technician</li> <li>• Various specialties within the industry of pesticide and fertilizer</li> <li>• An understanding of pesticide and technician role in future industries</li> <li>•</li> </ul> | <p><b>Home Assignment</b></p> <ul style="list-style-type: none"> <li>• <b>Task 1</b></li> <li>• <b>Task 2</b></li> <li>• <b>Task 3</b></li> </ul> <p><i><u>Details may be seen at Annexur e-l</u></i></p> |
| Week 2          | Maintain personal health and safety      | <ul style="list-style-type: none"> <li>• <b>Success stories</b> (For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• the fundamentals of safety policies</li> <li>• workplace hazards from fertilizers and pesticides</li> <li>• ensure personal safety</li> <li>• minimize danger risks</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          | Land preparation Abiotic factors         | <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (For further detail please see Page No: 3&amp; 4)</li> <li>• Soil sampling on basis of topography</li> <li>• Cultural practices for soil measurements</li> <li>• Check abiotic factors               <ol style="list-style-type: none"> <li>1. Temperature</li> <li>2. Moisture</li> <li>3. Rain</li> <li>4. Light</li> <li>5. pH</li> </ol> </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>   |



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| <b>Week 4</b> | <b>Compost formation</b>        | <ul style="list-style-type: none"> <li>• <b>Success stories</b> (For further detail please see Page No: 3&amp; 4)</li> <li>• Types of compost <ul style="list-style-type: none"> <li><b>Organic and inorganic</b></li> </ul> </li> <li>• Premixing task ( ditching, mulching, covering)</li> <li>• Post mixing tasks</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Task 6</b><br/><b>Monthly Test 1</b></li> </ul>                              |
|               | <b>Build your CV</b>            | Download professional CV template from any good site ( <a href="https://www.coolfreecv.com">https://www.coolfreecv.com</a> or relevant) <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> <li>•</li> </ul>   |  |
| <b>Week 5</b> | <b>Knowledge of pest</b>        | <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (For further detail please see Page No: 3&amp; 4)</li> </ul> Students are introduced to learn orders of insects. <ul style="list-style-type: none"> <li>• Identification of pest</li> <li>• Stages of pest</li> <li>• Life cycle of pest</li> <li>• Biology and behavior of pest</li> <li>• Feeding behavior of pest</li> </ul>              | <ul style="list-style-type: none"> <li>• <b>Task 7</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p> |
| <b>Week 6</b> | <b>Knowledge of weeds</b>       | <ul style="list-style-type: none"> <li>• <b>Success stories</b> (For further detail please see Page No: 3&amp; 4)</li> <li>• Identification of weeds</li> <li>• Types of weeds <ol style="list-style-type: none"> <li>1. <b>Biennial</b></li> <li>2. <b>Annual</b></li> <li>3. <b>Perennial</b> <ul style="list-style-type: none"> <li>• Association of weeds with plants/pest</li> </ul> </li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Task 8</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p> |
| <b>Week 7</b> | <b>Calibration of equipment</b> | <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (For further detail please see Page No: 3&amp; 4)</li> </ul> Students are introduced to: <ul style="list-style-type: none"> <li>• Explore different equipment's</li> <li>• how to operate the tools and equipment's</li> <li>• process to calibrate equipment's</li> <li>• understand the importance of calibration</li> </ul>               | <ul style="list-style-type: none"> <li>• <b>Task 9</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p> |

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| Week 8  | Diagnose plant health problems | <ul style="list-style-type: none"> <li>• <b>Success stories</b> (For further detail please see Page No: 3&amp; 4)</li> <li>• Understand the symptoms of plant disease (leaf curling, stunted growth)</li> <li>• Knowledge of pest damage</li> <li>• Effect of abiotic and biotic factors</li> <li>• Identify type of damage</li> </ul>   | <p><b>Task 10</b><br/><b>Monthly Test 2</b></p> <p><u>Details may be seen at Annexur e-l</u></p>                    |
| Week 9  | Pesticide pre application task | <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to pesticide application task:</p> <ul style="list-style-type: none"> <li>• What pesticide application means</li> <li>• Preparation of targeted site</li> <li>• Assess severity of pest damage</li> <li>• Tagging the targeted area</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Task 11</b><br/><u>Details may be seen at Annexur e-l</u></li> </ul>    |
| Week 10 | Classification of pesticides   | <ul style="list-style-type: none"> <li>• <b>Success stories</b> (For further detail please see Page No: 3&amp; 4)</li> <li>• Functions of pesticide on the basis of pest <ul style="list-style-type: none"> <li><b>Insecticides</b></li> <li><b>Fungicides</b></li> <li><b>Herbicides</b></li> <li><b>Nematicides</b></li> </ul> </li> <li>• Classes of pesticides <ul style="list-style-type: none"> <li>Organochlorines</li> <li>Pyrethroids</li> <li>Organophosphate</li> <li>Carbamates</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Task 12</b><br/><u>Details may be seen at Annexur e-l</u></li> </ul>    |
| Week 11 | Formulation of pesticide       | <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (For further detail please see Page No: 3&amp; 4)</li> </ul> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• The tools they can use to prepare pesticide formulation</li> <li>• Identify active ingredient</li> <li>• Prepare stock solution</li> <li>• Dose selection according to area and damage</li> <li>• Ensure PPE,s</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Task 13</b></li> </ul> <p><u>Details may be seen at Annexur e-l</u></p> |
|         | Pesticide application          | <ul style="list-style-type: none"> <li>• Selection of appropriate equipment</li> <li>• Mixing of pesticide according to label</li> <li>• Perform application according to</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Task 14</b><br/><u>Details may be seen at</u></li> </ul>                |

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|         |  | <p>instructions</p> <ul style="list-style-type: none"> <li>• Proper handling of tools and equipment's</li> <li>• Time of application</li> <li>• Method of application</li> </ul>   | <u>Annexur e-I</u>  |
| Week 12 | Post application tasks                           | <ul style="list-style-type: none"> <li>• <b>Success stories</b> (For further detail please see Page No: 3&amp; 4)</li> <li>• Keep the area vacant</li> <li>• Ensure personal hygiene</li> <li>• Disinfection of equipment's</li> <li>• Post warning signs</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Task 15</b></li> </ul> <p><u>Details may be seen at Annexur e-I</u></p> |
|         | Build your CV                                    | <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>                   |   |
| Week 13 |  | <b>Mid term</b>  |   |
| Week 14 | Knowledge of First aid after pesticide poisoning | <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (For further detail please see Page No: 3&amp; 4)</li> <li>• Identify type of pesticide poisoning <ul style="list-style-type: none"> <li>Oral poisoning</li> <li>Dermal poisoning</li> </ul> </li> <li>• Identify dose intake of poison</li> <li>• Perform first aid accordingly</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Task 16</b></li> </ul> <p><u>Details may be seen at Annexur e-I</u></p> |
| Week 15 | Storage and transportation                       | <ul style="list-style-type: none"> <li>• <b>Success stories</b> (For further detail please see Page No: 3&amp; 4)</li> <li>• Evaluation of storage container</li> <li>• Labelling and tagging</li> <li>• Temperature maintenance</li> <li>• Transportation</li> <li>• Ensure accidental measurements</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Take 17</b></li> </ul> <p><u>Details may be seen at Annexur e-I</u></p> |

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|                | <b>Create an account profile on Fiverr (at least two gigs) and Upwork</b> | Create an account by following these steps:<br>Step 1: Personal Info<br>Step 2: Professional Info<br>Step 3: Linked Accounts<br>Step 4: Account Security   |   |
| <b>Week 16</b> | <b>Diagnose nutrient deficiency in plants</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>• Plant nutrition</li> <li>• Identification of nutrient deficiency symptoms</li> <li>• Visual inspection of deficiencies</li> <li>• Prepare inspection report</li> <li>• Perform soil analysis</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Task 18</b><br/><u>Details may be seen at Annexure-I</u></li> </ul> <p><b><u>Monthly test 3</u></b></p> |
| <b>Week 17</b> | <b>Classification of fertilizers</b>                                      | <ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> <li>• Basic knowledge of fertilizer</li> <li>• Types of fertilizer ( organic and inorganic)</li> <li>• Fundamental fertilizer ( NPK)</li> <li>• Selection on the basis of crop type</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Task 19</b><br/><u>Details may be seen at Annexure-I</u></li> </ul>                                     |
| <b>Week 18</b> | <b>Selection of fertilizer</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> <ul style="list-style-type: none"> <li>• calculate fertilizer ratio as per recommendation</li> <li>• appropriate method for application</li> <li>• appropriate tools for application</li> <li>• understand basal and foliar fertilizer application</li> </ul>                       | <ul style="list-style-type: none"> <li>• <b>Task 20</b><br/><u>Details may be seen at Annexure-I</u></li> </ul>                                     |
| <b>Week 19</b> | <b>Irrigation methods</b>   | <ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Task 21</b></li> </ul>  |

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|----------------|--------------------------------------|---|--|
|                | <b>&amp; Motivational Lecture</b>    | <p><i>please see Page No: 3&amp; 4)</i></p> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Modes of application of water to crops <ol style="list-style-type: none"> <li>1. Surface irrigation</li> <li>2. Sprinkler irrigation</li> <li>3. Sub surface irrigation</li> </ol> </li> <li>• Selection of irrigation methods <ol style="list-style-type: none"> <li>1. Water availability</li> <li>2. Topography</li> <li>3. Climate</li> <li>4. Soil structure</li> <li>5. Crop Nature</li> <li>6. Local Traditions</li> </ol> </li> <li>• Knowledge about target site</li> <li>• Classification of surface methods</li> <li>• Free flooding</li> <li>• Border flooding</li> <li>• Basin flooding</li> <li>• Drip irrigation</li> <li>• Furrow irrigation</li> </ul> | <p><u>Details may be seen at Annexure-I</u></p>  |
| <b>Week 20</b> | <b>Documentation &amp; inventory</b> | <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further detail please see Page No: 3&amp; 4)</i><br/>Students are introduced to:</li> <li>• Review your budget.</li> <li>• Plan your <b>warehouse</b>.</li> <li>• Make a preliminary order list to ease cycle counting.</li> <li>• Select a price range.</li> <li>• Understand your real needs.</li> <li>• Determine how you'll track <b>inventory</b>.</li> <li>• Decide what integrations you would need.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Task 22 Monthly test 4</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>                    |
| <b>Week 21</b> | <b>Maintain inventory</b>            | <ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4)</i><br/>Students are introduced to:</li> <li>• Maintain the records of scouting <ul style="list-style-type: none"> <li>• Pest infestation count</li> <li>• Diseased Plant count</li> <li>• Pesticide use age</li> <li>• Fertilizers use age</li> <li>• Income generate</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Home Assignment</b></li> <li>• <b>Task 23</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p> |
| <b>Week 22</b> | <b>First Aid for</b>                 | <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> (<i>For further</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Task 24</b></li> </ul>   |

|                |  |   |  |
|----------------|--|---|--|
|                | <b>Pesticide Poisoning</b>   | <p><i>detail please see Page No: 3&amp; 4)</i></p> <p>Students are introduced to:</p> <ul style="list-style-type: none"> <li>• Poison type and dose intake</li> <li>• possible pathway of pesticide poisoning (by mouth, nose, skin, eyes, ears, etc.)</li> <li>• Perform First Aid accordingly</li> </ul>  | <p><u>Details may be seen at Annexure-I</u></p>  |
|                | <b>How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)</b> | <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 only. Tick the boxes as appropriate to your search.</li> <li>• Search for jobs by: <ul style="list-style-type: none"> <li>▪ Company</li> <li>▪ Category</li> <li>▪ Location</li> <li>▪ All jobs</li> <li>▪ Agency</li> </ul> </li> <li>• Industry</li> </ul> |  |
| <b>Week 23</b> | <b>Introduction to Urban Pest Management</b>   | <ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4)</i></li> </ul> <p>Students are advised to introduce</p> <ul style="list-style-type: none"> <li>• Identification of Urban Pest</li> <li>• Understand the biology and behavior of pest</li> <li>• Pesticide Application to the target site</li> <li>• Explain target sites in buildings and lawns</li> <li>• Preparing Quotations and Report</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Task 25</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p> |

|                |   |   |   |
|----------------|---|---|---|
|                |   | writing   |   |
| <b>Week 24</b> | <b>Biology and behavior of Urban Pest Management</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>• Understand 10 urban pest</li> <li>• Identification of biology and behavior of insect pest</li> <li>• Explain the targeted sites</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Task 26</b></li> </ul> <p><u>Details may be seen at Annexur e-l</u></p>   |
| <b>Week 25</b> | <b>Complete the Work done on site<br/>Develop professionalism</b> | <ul style="list-style-type: none"> <li>• <b>Success stories</b> (<i>For further detail please see Page No: 3&amp; 4</i>)</li> </ul> <p><b>Complete the Work done on site</b></p> <ul style="list-style-type: none"> <li>• Collect all related work items</li> <li>• Develop a process</li> <li>• Get organized.</li> <li>• Set a time to review</li> <li>• Just do it!</li> </ul> <p><b>Develop professionalism</b></p> <ul style="list-style-type: none"> <li>• Be productive</li> <li>• Develop a professional image</li> <li>• Take the initiative</li> <li>• Maintain effective work habits</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Task 27</b></li> </ul> <p><u>Details may be seen at Annexur e-l</u></p> <ul style="list-style-type: none"> <li>• <b>Monthly Test 5</b></li> </ul> |
| <b>Week 26</b> | <b>Final Term</b>   |   |   |

### Tasks For Certificate in Pesticides and Fertilizer technician

| Task No. | Task   | Description  | Week          |
|----------|--|--|---------------|
| 1.       | <b>Search successful Pakistani pesticide and fertilizer technician</b> | Search any three top fertilizer and pesticide technician in Pakistan.  | <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>Maintain personal health.</b>                                       | <ul style="list-style-type: none"> <li>• Wear mask, glasses and gloves</li> <li>• Minimize exposure of pesticides</li> <li>•</li> </ul>  | <b>Week-2</b> |
| 5.       | <b>Land preparation</b>  | <ul style="list-style-type: none"> <li>• Check the quality of soil</li> <li>• Make soil samples</li> <li>• Follow lab report</li> <li>• Add nutrients as according</li> </ul>                          | <b>Week 3</b> |
| 6.       | <b>Abiotic factors</b>   | <ul style="list-style-type: none"> <li>• Check the temperature of the area</li> <li>• Check moisture level of soil through hygrometer</li> <li>• Measure light intensity</li> </ul>                    | <b>Week 4</b> |
| 7.       | <b>Prepare compost</b>   | <ul style="list-style-type: none"> <li>• Perform soil sampling</li> <li>• Check organic matter level</li> <li>• Calculate the amount of C to N ratio</li> <li>• Add compost according to it</li> </ul> | <b>Week 5</b> |



|     |   |  |                |
|-----|---|--|----------------|
| 8.  | <b>Design orders of insect pest</b>           | <ul style="list-style-type: none"> <li>• Download orders of insects</li> <li>• Make a list of orders which are pest</li> <li>• Select any one pest</li> <li>• Study it's life cycle and show its biology and behavior</li> </ul> | <b>Week 6</b>  |
| 9.  | <b>Design herbarium.</b>                      | <ul style="list-style-type: none"> <li>• Visit any field crop</li> <li>• Select weeds</li> <li>• Make an herbarium season wise</li> </ul>  | <b>Week 7</b>  |
| 10. | <b>Perform calibration of equipment's.</b>    | <ul style="list-style-type: none"> <li>• Identify different tools</li> <li>• Select sprayers</li> <li>• Calibrate according to need</li> </ul>   | <b>Week 8</b>  |
| 11. | <b>Plant health project</b>                   | <ul style="list-style-type: none"> <li>• Visit field</li> <li>• Check visual plant symptoms</li> <li>• Diagnose the problem</li> </ul>   | <b>Week 9</b>  |
| 12. | <b>Pesticide pre application task project</b> | <ul style="list-style-type: none"> <li>• Visit field</li> <li>• Calculate severity of damage</li> <li>• Perform tagging of the targeted site</li> </ul>  | <b>Week 10</b> |
| 13. | <b>Pesticides logo</b>                        | <ul style="list-style-type: none"> <li>• Visit market</li> <li>• Observe the logos of pesticide, insecticide, fungicide etc.</li> </ul>  | <b>Week 11</b> |
| 14. | <b>Antidote a preventive measure</b>          | <ul style="list-style-type: none"> <li>• Check different classes of pesticides</li> <li>• Make a list of antidotes as per class of pesticide</li> </ul>  | <b>Week 12</b> |
| 15. | <b>Pesticide formulation</b>                  | <ul style="list-style-type: none"> <li>• Read the label</li> <li>• Check the type of pesticide</li> <li>• Prepare formulation as per label</li> <li>• Follow instructions and precautions</li> </ul>                             | <b>Week 13</b> |
| 16. | <b>Application of pesticide</b>               | <ul style="list-style-type: none"> <li>• Select area where to be sprayed</li> <li>• Select tools</li> <li>• Follow protocol of application</li> <li>• Don't assume your experiences</li> </ul>                                   | <b>Week 15</b> |
| 17. | <b>Disposal off pesticide bottle</b>          | <ul style="list-style-type: none"> <li>• Use triple rinsing method</li> <li>• Don't use that bottle again</li> <li>• Dig a pit and bury them</li> </ul>  | <b>Week 16</b> |
| 18. | <b>Pesticide poisoning</b>                    | <ul style="list-style-type: none"> <li>• Read the label</li> <li>• Provide air to the victim if oral</li> <li>• Properly wash if dermal</li> <li>• Rinse eyes</li> </ul>   | <b>Week 17</b> |

|     |                                   |  |                |
|-----|-----------------------------------|--|----------------|
| 19. | <b>Perform packing</b>            | <ul style="list-style-type: none"> <li>• Select proper container</li> <li>• Patch label and do tagging</li> <li>• Avoid spillage</li> <li>• Check temperature</li> </ul>                       | <b>Week 18</b> |
| 20. | <b>Plant nutrients</b>            | <ul style="list-style-type: none"> <li>• Perform field visit</li> <li>• Check the plant damage</li> <li>• Check the symptoms of plants</li> <li>• Apply nutrients as per deficiency</li> </ul> | <b>Week 19</b> |
| 21. | <b>Role of fertilizers</b>        | <ul style="list-style-type: none"> <li>• Collect some plants with different deficiencies</li> <li>• Suggest nutrient</li> <li>• Apply them</li> <li>• Check the progress</li> </ul>            | <b>Week 20</b> |
| 22. | <b>Fertilizer formulation.</b>    | <ul style="list-style-type: none"> <li>• Calculate the deficiency</li> <li>• Prepare formulation as per label</li> <li>• Select multi nutrient</li> </ul>                                      | <b>Week 21</b> |
| 23. | <b>Irrigate the targeted area</b> | <ul style="list-style-type: none"> <li>• Calculate the delta of water</li> <li>• Select the suitable irrigation methods</li> </ul>   | <b>Week 22</b> |
| 24. | <b>Inventory preparation</b>      | <ul style="list-style-type: none"> <li>• Make records of pest</li> <li>• Make records of severity of damage</li> <li>• Income generation report</li> </ul>                                     | <b>Week 23</b> |

|     |   |   |                |
|-----|---|---|----------------|
| 25. | <b>Urban pest management</b>                      | <ul style="list-style-type: none"> <li>• Check the pest in hoses, lawns, kitchens and washrooms</li> <li>• Identify them</li> <li>• Check their source</li> <li>• Apply pesticides as per pest infestation</li> </ul> | <b>Week 24</b> |
| 26. | <b>Make a model of insect pest of lawns.</b>      | <ul style="list-style-type: none"> <li>• Collect the insects</li> <li>• Preserve them</li> <li>• Show them on charts</li> </ul>   | <b>Week 25</b> |
| 27. | <b>Make a model of insect pest of field crops</b> | <ul style="list-style-type: none"> <li>• Collect the insects</li> <li>• Preserve them</li> <li>• Show them on charts</li> </ul>   | <b>Week 26</b> |

## Pesticides and Fertilizer technician

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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=Qi6Xn7yKlIQ>

Hisham Sarwar Motivational Story | Pakistani Freelancer

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

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

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

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

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

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

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

## Annexure-II

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

#### Mentor

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

#### Session- 1 (Communication):

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

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

| Activity:  | Participant Time  | Teacher Time | Mentor Time                         |
|--|-------------------|--------------|-------------------------------------|
| Intro Attend and contribute to the scheduled.                      |                   |              |                                     |
| Understand good communication skills and how it works.             |                   |              |                                     |
| Understand what good communication skills mean                     |                   |              |                                     |
| Understand what skills are important for good communication skills |                   |              |                                     |
| <b>Key learning outcomes:</b>                                      | <b>Resources:</b> |              | <b>Enterprise skills developed:</b> |
| • 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><br/><b>5 min</b></p>                        | <p>Short welcome and ask the <b>Mentor</b> to introduce him/herself.<br/>Provide a brief welcome to the qualification for the class.<br/>Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.</p>  |
| <p><b>Icebreaker:</b><br/><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.<br/>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><br/><b>20mins</b></p> | <p>Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”.<br/>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><br/><b>30 minutes</b></p>    | <p>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</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><br/><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><br/>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<br>Les Brown<br>David Goggin's<br>Jocko Willink<br>Wayne Dyer<br>Eckart Tolle | <a href="https://www.youtube.com/watch?v=5fS3rj6eIFg">https://www.youtube.com/watch?v=5fS3rj6eIFg</a> |
| Control Your EMOTIONS          | Jim Rohn<br>Les Brown<br>TD Jakes<br>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<br>Ahmed   | <a href="https://www.youtube.com/watch?v=s10dzfbozd4">https://www.youtube.com/watch?v=s10dzfbozd4</a> |
| Wisdom of the Eagle            | Learn Kurooji  | <a href="https://www.youtube.com/watch?v=bEU7V5rJTtw">https://www.youtube.com/watch?v=bEU7V5rJTtw</a> |
| The Power of ATTITUDE          | Titan Man  | <a href="https://www.youtube.com/watch?v=r8LJ5X2ejqU">https://www.youtube.com/watch?v=r8LJ5X2ejqU</a> |
| STOP WASTING TIME              | Arnold Schwarzenegger  | <a href="https://www.youtube.com/watch?v=kzSBrJmXqdg">https://www.youtube.com/watch?v=kzSBrJmXqdg</a> |
| Risk of Success                | Denzel Washington  | <a href="https://www.youtube.com/watch?v=tbnzAVRZ9Xc">https://www.youtube.com/watch?v=tbnzAVRZ9Xc</a> |



**SUCCESS STORY**

| S. No | Key Information  | Detail/Description   |
|-------|--|--|
| 1.    | <b>Self &amp; Family background</b>  | <p><b>Saleem</b>, who lives in Mirpur (AJK), is an example of how hard work and perseverance can reap rich rewards when bidding for projects online.</p> <p>The pesticide and fertilizer technician works exclusively on plant protection and health diagnostic platform and has earned, on average, <b>US\$20,000</b> per month for the past several months. But this isn't a story of overnight success – Saleem 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 Saleem finally decided to jump in. He signed up for one of the numerous companies of pesticide that connect farmers and landowners with people or companies that have small projects, like designing a land or building a garden.</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 pesticide and fertilizer technician from STEPS(NAVTTC partner institute)  |
| 3.    | <b>Post-training activities</b>  | <p><b>Saleem's</b> area of expertise is in <b>pesticide and fertilizer technician</b>. In his first month using modern pest controlling methods, he pitched mostly for projects centered around housing schemes. 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 freelancers. It was an uphill struggle, but I didn't want to give up,” he explains.</p>   |

|    |   |  |
|----|---|--|
|    |   | <p>Saleem says he understands why clients would be apprehensive giving projects to untested pesticide technician . 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 Saleem'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 by using his technician competencies in housing schemes,, in urban pest , in lawn , in horticulture sector and in entomology sector</p> <p>But he's had to face his fair share of challenges too. . “</p> |
| 4. | <p><b>Message to others</b><br/><b>(under training)</b></p> | <p>Take the training opportunity seriously<br/>Impose self-discipline and ensure regularity<br/>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

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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. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.