

Government of Pakistan

**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents/ Lesson Plan**

**Course Title:** Financial Accounting I & II

**Duration:** 6 Months

## Revised Edition

<b>Trainer Name</b>	
<b>Course Title</b>	<b>Financial Accounting I &amp; II</b>
<b>Objectives and Expectations</b>	<p><b>Employable skills and hands on practice for Financial Accounting I &amp; II</b></p> <p>The aim for the team of staff responsible for delivery of the financial accounting curriculum is to provide knowledge and develop skills related to the financial accounting. The course will allow participants to gain a comprehensive understanding of all the aspects. It will also develop the participant's ability to act in a professional and responsible manner.</p> <p>Teaching staff will provide the technical knowledge and abilities required to solve tasks and problems that are goal-oriented. They will use participant-centered, practically oriented methods. They will also develop a program of practical assessment that reflects the learning outcomes stated in the curriculum. Trainees of the financial accounting curriculum will also develop their willingness and ability as individuals to clarify issues, as well as think through and assess accounting opportunities.</p> <p>Teaching staff will also support trainees in developing characteristics such as self-reliance, reliability, responsibility, a sense of duty and a willingness and ability to criticize and accept criticism well and to adapt their future behavior accordingly.</p> <p>Teaching staff also use the Financial accounting curriculum to address the development of professional competence. Trainees will acquire the ability to work in a professional environment.</p> <p><b><u>Main Expectations:</u></b></p> <p>By the end of this course, the trainees should gain the following competencies:</p> <ul style="list-style-type: none"><li>• Understanding of financial accounting techniques</li><li>• Design and structure of accounting system development</li><li>• Design and structure of business development</li><li>• Design and control business transactions</li><li>• Integration financial reporting</li><li>• Problems Solving Skills</li><li>• Financial reporting skills</li><li>• Understanding of business and trade</li></ul>

- Financial analyst and decision making skills

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 individual trainee to prepare them for such market roles during/after the training.

1. 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.
2. In order to materialize the main expectations, a special module on **Job Search & Entrepreneurial Skills** has been included in the later part of this course (5<sup>th</sup> & 6<sup>th</sup> month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favoured labour destination countries also forms 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.
3. A module on **Workplace Ethics** has also been included to highlight the importance of good and positive behavior at work place 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 Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

In order 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 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.

### **1. 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:

1. Clear Purpose to convey message to trainees effectively.
2. Personal Story to quote as an example to follow.
3. Trainees fit so that the situation is actionable by trainees and not represent a just idealism.
4. 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.

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 longer time without boredom and loss of interest because they can clearly 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

*\*Details at Annexure-II*

### **5. Success Stories**

Another effective way of motivating the trainees is by means of 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 by means of 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. Optimum impact is created when the story is revealed in the form of:-

1. Directly in person (At least 2-3 cases must be arranged by the training institute)
2. 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 at *Annexure III*.

### **3. 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 classroom atmosphere interesting thus maintaining the trainee interest in training till the

	<p>end of the course.</p> <p>Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies to 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 it's important that only those cases are selected that are relevant and of a learning value.</p> <p>The Trainees should be required and supervised to carefully analyze the cases.</p> <p>For the purpose they must be encouraged to inquire and collect specific information / data, actively participate in the discussions, and intended solutions of the problem / situation.</p> <p>Case studies can be implemented in the following ways: -</p> <ol style="list-style-type: none"> <li>1. A good quality trade specific documentary (At least 2-3 documentaries must be arranged by the training institute)</li> <li>2. Health &amp; Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)</li> <li>3. Field visits (At least one visit to a trade specific major industry/ site must be arranged by the training institute)</li> </ol>
<b>Entry level of trainees</b>	
<b>Learning Outcomes of the course</b>	<p><b>By the end of this course, the trainees should gain the following competencies:</b></p> <ul style="list-style-type: none"> <li>• Understanding of financial accounting techniques</li> <li>• Design and structure of accounting system development</li> <li>• Design and structure of business development</li> <li>• Design and control business transactions</li> <li>• Integration financial reporting</li> <li>• Problems Solving Skills</li> <li>• Financial reporting skills</li> <li>• Understanding of business and trade</li> <li>• Financial analyst and decision making skills</li> </ul>
<b>Course Execution Plan</b>	<p>Total duration of course: <b>6 months (26 Weeks)</b></p> <p>Class hours: <b>4 hours per day</b></p>

	<p>Theory: <b>20%</b></p> <p>Practical: <b>80%</b></p> <p>Weekly hours: <b>20 hours per week</b></p> <p>Total contact hours: <b>520hours</b></p>
<b>Companies offering jobs in the respective trade</b>	<ul style="list-style-type: none"> <li>• All Banks and financial institutions</li> <li>• All Trading concerns</li> <li>• All Manufacturing concerns</li> <li>• All Schools, colleges and universities</li> <li>• Freelancing</li> <li>• All Government Institutes</li> </ul>
<b>Job Opportunities/job titles</b>	<p>All over the world there is a high demand of financial accounting in all the fields. such as all Banks and financial institutions, all Trading concerns, all Manufacturing concerns, all Schools, colleges and universities, Freelancing, all Government Institutes, all Software Houses, all Hospitals, and all audit firms. This increase new opportunities for all to earn big and make a career out of this field. With the help of this course, we will be able to give technical trainings of financial accounting to our youth. There are also opportunities for start-up entrepreneurship due to the high demand in the market.</p>
<b>No of Students</b>	25
<b>Learning Place</b>	<p>1. Classrooms</p> <p>2. IT Lab</p>
<b>Instructional Resources</b>	<p><a href="https://www.youtube.com/watch?v=eaJosm9Y5dQ">https://www.youtube.com/watch?v=eaJosm9Y5dQ</a></p> <p><a href="https://www.youtube.com/watch?v=_pTU4gwmcMs">https://www.youtube.com/watch?v=_pTU4gwmcMs</a></p> <p><a href="https://www.youtube.com/watch?v=56xscQ4viWE&amp;list=PL5zKSeS09I339nB6ujJPQ9Rsv99_b-aTb">https://www.youtube.com/watch?v=56xscQ4viWE&amp;list=PL5zKSeS09I339nB6ujJPQ9Rsv99_b-aTb</a></p>

## MODULES

Scheduled Weeks	Module Title	Learning Units	Remarks
Week 1	<ul style="list-style-type: none"> <li>➤ Introduction/ Orientation Session</li> <li>➤ Motivational Lecture</li> </ul> <p><i>(For further detail please see Page No: 5 &amp; 6)</i></p>	<ul style="list-style-type: none"> <li>• Motivational Lecture</li> <li>• Course Introduction</li> <li>• Success stories</li> <li>• Job market</li> <li>• Course Applications</li> <li>• Institute/work ethics</li> <li>• Capital</li> <li>• Assets and its types</li> <li>• Liabilities and its types</li> <li>• Expenditures (Capital &amp; Revenue)</li> <li>• Revenue</li> <li>• Accounting Equation</li> </ul>	<p style="text-align: center;"><b>Home Assignment</b></p> <ul style="list-style-type: none"> <li>• Task 1</li> <li>• Task 2</li> <li>• Task 3</li> <li>• Task 4</li> </ul> <p><u>Details may be seen at Annexure-</u></p>
Week 2	<ul style="list-style-type: none"> <li>➤ Success stories</li> </ul> <p><i>(For further detail please see Page No: 5 &amp; 6)</i></p> <ul style="list-style-type: none"> <li>➤ Types of business transactions and documentation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand a range of business transactions including:               <ul style="list-style-type: none"> <li>i) Sales ii) Purchases iii) Receipts</li> <li>iv) Payments v) Petty cash vi) Payroll</li> </ul> </li> <li>• Process of recording business transactions within the accounting system</li> <li>• Describe the processing and security procedures relating to the use of:               <ul style="list-style-type: none"> <li>i) Cash ii) Cheques iii) Credit and debit cards iv) Debit cards for receipts and payments and electronic payment methods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Task 5</li> </ul> <p><u>Details may be seen at Annexure-I</u></p>



<b>Week 3</b>	<p>➤ <b>Book Keeping Double entry system</b></p> <p>➤ <b>Motivational Lecture</b></p> <p><i>(For further detail please see Page No: 5 &amp; 6)</i></p>	<ul style="list-style-type: none"> <li>• Double entry book keeping and Rules of Debit and Credit</li> <li>• Accruals and cash basis accounting</li> <li>• Recording of transactions in General Journal</li> <li>• Concept and setting of T-accounts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 4</b></li> <li>• <b>Task 5</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
<b>Week 4</b>	<p>➤ <b>Books of prime entry</b></p> <p>➤ <b>Success stories</b></p> <p><i>(For further detail please see Page No: 5 &amp; 6)</i></p>	<ul style="list-style-type: none"> <li>• The purpose and content of the books of prime entry including their format.</li> <li>• Explain how transactions are entered in the books of prime entry.</li> <li>• Outline how the books of prime entry integrate with the double entry bookkeeping system</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 6</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>
<b>Week 5</b>	<p>➤ <b>Sales and credit transactions</b></p> <p><b>Motivational Lecture</b></p> <p><i>(For further detail please see Page No: 5 &amp; 6)</i></p>	<ul style="list-style-type: none"> <li>• <b>Recording sales</b> Record sales transactions taking into account: i) Various types of discount ii) Sales tax iii) The impact on the sales tax ledger account where applicable.</li> <li>• <b>Customer account balances and control accounts</b></li> <li>• Understand the purpose of an aged receivable analysis.</li> <li>• Produce statements of account to be sent to credit customers.</li> <li>• Explain the need to deal with discrepancies quickly and professionally.</li> <li>• Prepare the receivables control account or receivables ledgers by accounting for: i) Sales ii) Sales</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 6</b></li> </ul> <p><u>Details may be seen at Annexure-I</u></p>

		returns iii) Payments from customers	
<b>Week 6</b>	<b>Chapter 6</b> <ul style="list-style-type: none"> <li>➤ <b>Purchases and credit transactions</b></li> <li>➤ <b>Success stories</b></li> </ul> <p><i>(For further detail please see Page No: 5 &amp; 6)</i></p>	<ul style="list-style-type: none"> <li>• Recording purchases</li> <li>• Supplier balances and reconciliations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 7</b></li> </ul> <p><u><i>Details may be seen at Annexure-I</i></u></p>

<b>Week 7</b>	<ul style="list-style-type: none"> <li>➤ <b>Cash and bank</b></li> <li>➤ <b>Motivational Lecture</b></li> </ul> <p>(For further detail please see Page No: 5 &amp; 6)</p>	<ul style="list-style-type: none"> <li>• Recording purchases</li> <li>• Supplier balances and reconciliations</li> </ul>	<p><b>•Task 8</b></p>
<b>Week 8</b>	<b>The banking process</b>	<ul style="list-style-type: none"> <li>• Explain the differences between the services offered by banks and banking institutions.</li> <li>• Describe how the banking clearing system works.</li> <li>• Identify and compare different forms of payment.</li> <li>• Outline the processing and security procedures relating to the use of cash, cheques, credit cards and debit cards for receipts and payments and electronic payment methods.</li> </ul>	<p><u>Details may be seen at Annexure-I</u></p>
<b>Week 9</b>	<p><b>Preparing the trial balance &amp; Financial statements</b></p> <p><b>Motivational Lecture</b></p> <p>(For further detail please see Page No: 5 &amp; 6)</p>	<ul style="list-style-type: none"> <li>• Revise concept and setting of T-accounts</li> <li>• Closing of T-Accounts</li> <li>• Prepare the trial balance</li> <li>• Income Statement</li> </ul> <p>Balance Sheet/Statement of Financial Position</p>	<p><b>• Task 9</b></p> <p><u>Details may be seen at Annexure-I</u></p>

<b>Week 10</b>	<b>Elements of the financial statements</b>  <b>Success stories</b> <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>Define and distinguish between the elements of the financial statements</li> <li>Identify the content of a statement of financial position and statement of profit or loss and other comprehensive income</li> </ul>	<ul style="list-style-type: none"> <li><b>Task 10</b></li> </ul> <i><u>Details may be seen at Annexure-I</u></i>
<b>Week 11</b>	<b>Accruals and prepayments</b>  <b>Motivational Lecture</b> <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>Accruals</li> <li>Prepayments</li> </ul>	<ul style="list-style-type: none"> <li><b>Task 11</b></li> </ul> <i><u>Details may be seen at Annexure-I</u></i>
<b>Week 12</b>	<b>Correcting errors</b>  <b>Success stories</b> <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>Identify types of error in a book keeping system that are disclosed by extracting a trial balance.</li> <li>Identify types of error in a book keeping system that are not disclosed by extracting a trial balance.</li> <li>Identify when a suspense account is required and clear the suspense account using the journal.</li> <li>Redraft the trial balance following correction of all errors.</li> </ul>	<ul style="list-style-type: none"> <li><b>Task 12</b></li> </ul> <i><u>Details may be seen at Annexure-I</u></i>
<b>Week 13</b>	<b>Bank Reconciliation's</b>	<ul style="list-style-type: none"> <li>Statement and the Cash Book</li> </ul>	<ul style="list-style-type: none"> <li><b>Task 13</b></li> <li><b>Task 13A</b></li> </ul>

	<b>Motivational Lecture</b>  <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>• Outstanding Payments and Receipts</li> <li>• Performa Bank Reconciliation</li> </ul>	<u>Details may be seen at Annexure-I</u>
	<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>	
Week 14	<b>Accounting for Inventories</b>  <b>Success stories</b>  <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>• Stock and Work -in-progress</li> <li>• Accounting for Stocks - closing stock</li> <li>• Ledger Accounts for stock</li> <li>• Physical Count</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 14</b></li> <li>• <b>Task 15</b></li> </ul> <u>Details may be seen at Annexure-I</u>
Week 15	<b>Mid-Term Assignment</b>		

Week 16	<b>Accounting for Payroll</b>  <b>Sole traders' accounts</b>  <b>Success stories</b> <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>• Wages and Salaries</li> <li>• Wages from the Employee's Viewpoint</li> <li>• Accounting for Payroll</li> <li>• Chart of Accounts</li> <li>• Preparation of Financial Statements</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Task 16</li> <li>• Task 16A</li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
	<b>Create an account profile on Fiverr (at least two gigs) and Upwork</b>	<p>Create an account by following these steps:</p> <p>Step 1: Personal Info</p> <p>Step 2: Professional Info</p> <p>Step 3: Linked Accounts</p> <ul style="list-style-type: none"> <li>• Step 4: Account Security</li> </ul>	
Week 17	<b>Financial Ratios</b>  <b>Motivational Lecture</b> <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>• Analysis of Accounting Statements and Use of Ratios</li> <li>• Liquidity, Working Capital and Solvency Ratios</li> </ul>	<ul style="list-style-type: none"> <li>• Task 17</li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 18	<b>Cash Flow Statement</b>	<ul style="list-style-type: none"> <li>• Operating activity</li> <li>• Investing activity</li> </ul>	<ul style="list-style-type: none"> <li>• Task 18</li> </ul> <p><i><u>Details may be</u></i></p>

	<b>Success stories</b>  <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>• Financing activity</li> <li>• Extra ordinary items</li> <li>• Direct method</li> <li>• Indirect method</li> </ul>	<i><u>seen at Annexure-I</u></i>
	<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  <ul style="list-style-type: none"> <li>• Step 4: Account Security</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 18</b></li> </ul> <i><u>Details may be seen at Annexure-I</u></i>
<b>Week 19</b>	<b>Accounting for leases</b>  <b>Motivational Lecture</b>  <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>• Types of lease</li> <li>• Operating lease</li> <li>• Financing lease</li> <li>• Journal entries for leasing</li> <li>• <b>1<sup>st</sup> Visit_ visit to leasing company</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 19</b></li> </ul> <i><u>Details may be seen at Annexure-I</u></i>
<b>Week 20</b>	<b>Accounting for construction contracts</b>  <b>Success stories</b>  <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>• Types of construction contract</li> <li>• Accounting treatment</li> </ul> <b>2<sup>nd</sup> Visit to construction company</b>	<ul style="list-style-type: none"> <li>• <b>Task 20</b></li> </ul> <i><u>Details may be seen at Annexure-I</u></i>
<b>Week 21</b>	<b>Employable Project/Assignme</b>	<ul style="list-style-type: none"> <li>• Guidelines to the Trainees for selection of students employable project like final</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 21</b></li> </ul> <i><u>Details may be seen at</u></i>

	<p>nt (6 weeks (i.e. 21-26) in addition of regular classes.</p>	<p>year project (FYP)</p> <ul style="list-style-type: none"> <li>• Assign Independent project to each Trainee</li> <li>• A project based on trainee's aptitude and acquired skills.</li> <li>• Designed by keeping in view the emerging trends in the local market as well as across the globe.</li> <li>• The project idea may be based on Entrepreneur.</li> <li>• Leading to the successful employment.</li> <li>• The duration of the project will be 6 weeks</li> <li>• Ideas may be generated via different sites</li> <li>• Final viva/assessment will be conducted on project assignments.</li> <li>• At the end of session the project will be presented in skills competition</li> <li>• The skill competition will be conducted on zonal, regional and National level.</li> <li>• The project will be presented in front of Industrialists for commercialization</li> <li>• The best business idea will be placed in NAVTTC business incubation center for commercialization.</li> </ul> <p>-----</p> <p style="text-align: center;"><b>OR</b></p> <p><b>On job training for 2 weeks:</b></p> <ul style="list-style-type: none"> <li>• Aims to provide 2 weeks industrial</li> </ul>	<p><u>Annexure-I</u></p>
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		<p>training to the Trainees as part of overall training program</p> <ul style="list-style-type: none"> <li>• Ideal for the manufacturing trades</li> <li>• As an alternate to the projects that involve expensive equipment <ul style="list-style-type: none"> <li>• Focuses on increasing Trainee's motivation, productivity, efficiency and quick learning approach.</li> </ul> </li> </ul>	
Week 22	<p><b>Accounting for banks</b></p> <p><b>Success stories</b></p> <p><i>(For further detail please see Page No: 5 &amp; 6)</i></p>	<ul style="list-style-type: none"> <li>• Financial statements for banks</li> <li>• Analyzing a bank's financial statements</li> <li>• <b>5<sup>th</sup> visit to a bank</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 22</b></li> <li>• <b>Task 22a</b></li> </ul> <p><i><u>Details may be seen at Annexure-I</u></i></p>
	<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 only. Tick the boxes as appropriate to your search.</li> </ul>	

		<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 23</b>	<b>Accounting for merger and acquisition</b>  <b>Motivational Lecture</b>  <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>What is merger and acquisition</li> </ul> Accounting treatment for merger and acquisition	<ul style="list-style-type: none"> <li><b>Task 23</b></li> </ul> <i><u>Details may be seen at Annexure-I</u></i>
<b>Week 24</b>	<b>Accounting for import and export</b>  <b>Success stories</b>  <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>Accounting treatment of import of goods</li> <li>Accounting treatment of export of goods</li> </ul> <b>3<sup>rd</sup> Visit_ visit to company importing goods</b>   <b>4<sup>th</sup> Visit_ visit to company exporting goods</b>	<ul style="list-style-type: none"> <li><b>Task 24</b></li> </ul> <i><u>Details may be seen at Annexure-I</u></i>
<b>Week 25</b>	<b>Accounting for government</b>  <b>Motivational Lecture</b>  <i>(For further detail please see Page No: 5 &amp; 6)</i>	Accounting system and procedure in public sector  <ul style="list-style-type: none"> <li><b>7<sup>th</sup> Visit_ visit to a government office</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Task 25</b></li> </ul> <i><u>Details may be seen at Annexure-I</u></i>

<b>Week 26</b>	<b>Accounting for stock exchange</b>  <b>Success stories</b>  <i>(For further detail please see Page No: 5 &amp; 6)</i>	<ul style="list-style-type: none"> <li>• Stock exchange, overview and purpose</li> <li>• Impact of accounting information on stock price</li> </ul> <b>8<sup>th</sup> Visit</b> to a stock exchange  <ul style="list-style-type: none"> <li>• Final Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task 26</b></li> <li>• <b>Task 27</b></li> </ul> <u>Details may be seen at Annexure-I</u>  <ul style="list-style-type: none"> <li>•</li> </ul>
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Week-1	Task-1	Define asset, liability and stockholders' equity. How do liabilities and stockholder equity differ?
	Task-2	Define revenues. How are revenues measured?
	Task-3	What is balance sheet? On what aspect of a business does the balance sheet provide information
	Task-4	<p><b>A local resort reports the following assets and liabilities.</b></p> <p>Cash----- Rs.55  Accounts-----25,000  Office supplies-----1,500  Loan payable-----7,000  Accounts receivable-----10,000</p> <p>Compute the totals that would appear in resort's basic accounting equation (Assets= Liabilities+ stockholders' equity )</p>
Week-2	Task-5	<p><b>A Multinational Company had the following transactions during January:</b></p> <ol style="list-style-type: none"> <li>1. Jan 1 Issued Rs.100,000 in stock to owners in exchange for cash to start the business.</li> <li>2. Jan 5 Borrowed Rs.50,000 from the bank by signing a notes payable.</li> <li>3. Jan 10 Purchase equipment by paying cash for Rs.25,000.</li> <li>3. Jan 15 Paid January rent of Rs.2,400 for the office space (hint: since this is for January, record as rent expense)</li> <li>4. Jan 18 Performed services for customers and received cash immediately for Rs.8,000.</li> <li>5. Jan 20 Purchased Rs.2,000 in supplies on account.</li> </ol> <p><b>Prepare a transaction analysis for the January transactions. Remember to prove the accounting equation at the end.</b></p>
Week-3	Task-4	<p>On May 31, 20X6, due to liquidity problems, Huske's Consultants decided to borrow Rs.4,000 from Local Business Bank. The company issued a note that had a 1-year term and carried 7% annual interest rate. The transaction increases assets (Cash) and liabilities (Note Payable). The asset increase is recorded as a debit and the liability increase is recorded as a credit:</p>
		<p>Event No. 1. Huske's Consultants started operating on January 31 when the owner made Rs.10,000 cash contribution. This accounting event acts to increase both assets (Cash) and equity (Contributed Capital). The increase in Cash is recorded as a debit and the increase in equity is recorded as a credit:</p>
Week-4	Task-5	<b>For each transaction write down the dual effect:</b>

		<p><b>1 John started the business by putting £5,000 into his business bank account.</b>  The business has £5,000 more cash – asset (cash) increases  The business owes £5,000 back to the owner – liability (capital) increases</p> <p><b>2 John pays himself £200.</b>  The business has £200 less cash – asset (cash) decreases  The business has repaid some of John’s investment – drawings increase</p> <p><b>3 John’s business buys a van for £1,000 cash.</b>  The business has a van for £1,000 – asset (nca-vehicles) increases  The business has £1,000 less cash – asset (cash) decreases</p> <p><b>4 John’s business buys a computer for £500 and promises to pay later (buys on credit).</b>  The business has a computer for £500 – asset (nca-computer) increases  The business owes the supplier £500 – liability (payables) increases</p>
Week-5	Task-6	<p><b>XYZ Accounting Company has the following account balances</b>  Cash, Rs.5,000; Accounts Receivable, Rs.2,000; Prepaid Rent Rs.1,500; Supplies, Rs.850; Equipment, Rs.6,000; Trucks, Rs.15,000; Accounts Payable, Rs.2,500; Common Stock, Rs.20,000; Retained Earnings Rs.7,850. Business transactions during December are presented as follows:  Company received cash from clients for services, Rs.4,500  Larson paid to creditors Rs.500,  Paid office rent for the month of December, Rs.750,  Company billed client for accounting services on account, Rs.5,200  Supplies were purchased on account, Rs.650,  Company received cash from clients billed previously, Rs.6,000  Larson received an invoice for office equipment repair services from Office Extra for December (the invoice will be paid next month), Rs.850,  Larson paid monthly salaries, Rs.2,700,  Utilities expense were paid, Rs.280,  Miscellaneous expense were paid, Rs.350,  Dividends were paid, Rs.550.</p> <p><b>Prepare the Income Statement, Statement of Retained Earnings and Balance Sheet for the month ended October 31.</b></p>
Week-6	Task-7	<p><b>After comparing the bank statement and records of My Company, you should have identified the following reconciling items:</b></p> <p>Deposit in transit dated 9/30 for \$6,700.  Outstanding checks #2004, 2008, 2009, 2012.  Interest paid by the bank \$3.  Note collected by bank \$3500 less \$500 fee  Bank service charge \$5  Customer NSF \$350  Error in Check #2005 correctly processed by bank as \$5,843 but recorded in our records as \$5,483. This is a difference of \$360 (5,843 – 5,483) and since we did not take enough cash we need to reduce cash by \$360.</p>

<b>Week-7</b> <b>Week-8</b>	Task 8	<b>Prepare the banking model for the following system:</b> 1. Enlist services offered by the conventional and Islamic banking system 2. Prepare a sheet of service charges as per State Bank policy a. Account opening b. Cheque Book charges c. ATM/Debit Card charges d. Online Transactions (Fund transfer, Cash withdrawn from other banks) e. Bank Draft Charges etc. 3. Make a comparison sheet of different forms
<b>Week-9</b>	Task 9	Arrange the Following Balances taken from the ledger of X, Y and Co. into a Trail Balance at 31 March, 2020.  Cash_____9,200 Trade Debtors _____15,000 Rent _____4,800 Store _____18,000 Salaries Payable _____1,500 Insurance _____3,600 Other expenses _____5,500 Land _____10,000 Depreciation expenses _____800 Accumulated Depreciation _____2,400 Salaries Expenses _____20,400 Motor Vehicle _____4,000 Trade creditors _____25,000 Cost of goods sold _____54,000 Advance from a customers _____1,400 Sales _____90,000 Drawings _____2,000 Capital _____27,000
<b>Week-10</b>	Task-10	Cast 77 Service Company has the following account balances: Cash, \$6,000; Accounts Receivable, \$7,000; Prepaid Rent, 1,900; Prepaid Insurance, \$1,200 Supplies, \$950; Equipment, \$7,000; Trucks, \$10,000; Accounts Payable, \$2,700; Common Stock \$25,000; Retained Earnings \$6,350. Business transactions during December are presented as follows: Company received cash from clients for services, \$7,500 Cast 77 paid to creditors \$600, Paid office rent for the month of December, \$950, Company billed client for accounting services on account, \$8,200 Supplies were purchased on account, \$450, Company received cash from clients billed previously, \$4,200 Cast 77 received an invoice for services from Copy Plus for December (the invoice will be paid next month), \$550, Cast 77 paid monthly salaries, \$4,700, Utilities expense were paid, \$380, Miscellaneous expense were paid, \$250,

		<p>Paid for monthly insurance, \$200</p> <p>Dividends were paid, \$750.</p>
<b>Week-11</b>	Task-11	<p>The company consistently followed the policy of initially debiting all prepaid items to asset accounts.</p> <p>The buildings have an expected life of 50 years with no salvage value.</p> <p>The office equipment has an expected life of 10 years with no salvage value.</p> <p>Accrued interest on notes receivable is \$ 450.</p> <p>Accrued interest on the notes payable is \$ 1,000.</p> <p>Accrued salaries are \$ 2,100.</p> <p>Expired prepaid insurance is \$ 3,750.</p> <p>Expired prepaid advertising is \$ 16,500.</p> <p><b>Prepare the required adjusting journal entries and post.</b></p> <p><b>Prepare an adjusted trial balance.</b></p>
<b>Week-12</b>	Task-12	<p>Note down errors in a book keeping system that are not disclosed by extracting a trial balance</p>
<b>Week-13</b>	Task-13	<p>Holder Company deposits all cash receipts intact each day and makes all payments by check. On October 31, after all posting was completed, its Cash account had a debit balance of \$ 4,325. The bank statement for the month ended on October 31 showed a balance of \$ 3,988. Other data are:</p> <p>Outstanding checks total \$ 425.</p> <p>October 31 cash receipts of \$ 838 were placed in the bank's night depository and do not appear on the bank statement.</p> <p>Bank service charges for October are \$ 14.</p> <p>Check No. 772 for store supplies on hand was entered at \$ 405, but paid by the bank at its actual amount of \$ 315.</p> <p>Prepare a bank reconciliation for Holder Company as of October 31. Also prepare any necessary journal entry or entries.</p>
	13A	<p><b>Build your CV</b></p> <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-14</b>	Task-14	<p>Silver Company purchased \$ 56,000 of merchandise from Milton Company on account. Before paying its account, Silver Company returned damaged merchandise with an invoice price of \$ 11,680. Assuming use of periodic inventory procedure, prepare entries on both companies' books to record both the purchase/sale and the return.</p> <p>Show how any of the required entries would change assuming that Milton Company granted an allowance of \$ 3,360 on the damaged goods instead of giving permission to return the merchandise.</p>
	Task-15	<p>In each of the following equations supply the missing term(s):</p> <p>Net sales = Gross sales – ( _____ + Sales returns and allowances).</p> <p>Cost of goods sold = Beginning inventory + Net cost of purchases – _____.</p> <p>Gross margin = _____ – Cost of goods sold.</p> <p>Income from operations = _____ – Operating expenses.</p> <p>Net income = Income from operations + _____ – _____.</p>
<b>Week-16</b>	Task-16	<p>Honest Tim's Auto Company sells used cars and warrants all parts for one year. The average price per car is \$ 10,000, and the company sold 900 in 2009. The company expects 30 per cent of the cars to develop defective parts within one year of sale. The estimated average cost of warranty repairs per defective car is \$ 600. By the end of the year, 80 cars sold that year had been returned and repaired under warranty. On 2010 January 4, a customer returned a car purchased in 2009 for repairs under warranty. The repairs were made on January 8. The cost of the repairs included</p>



		<p>parts, \$ 400, and labor, \$ 210.</p> <p>Calculate the amount of the estimated product warranty payable.</p> <p>Prepare the entry to record the estimated product warranty payable on 2009 December 31.</p> <p>Prepare the entry to record the repairs made on 2010 January 8.</p>
<b>Week-16</b>	Task-16a	<p><b>Create an account profile on Fiverr (at least two gigs) and Upwork</b></p> <p>Create an account by following these steps:</p> <p>Step 1: Personal Info</p> <p>Step 2: Professional Info</p> <p>Step 3: Linked Accounts</p> <p>Step 4: Account Security</p>
<b>Week-17</b>	Task-17	<p>A company engaged in the following three independent transactions:</p> <ul style="list-style-type: none"> <li>• Merchandise purchased on account, \$ 2,400,000.</li> <li>• Machinery purchased for cash, \$ 2,400,000.</li> <li>• Capital stock issued for cash, \$ 2,400,000.</li> <li>• Compute the current ratio after each of these transactions assuming current assets were \$ 3,200,000 and the current ratio was 1:1 before the transactions occurred.</li> <li>• Repeat part (a) assuming the current ratio was 2:1.</li> <li>• Repeat part (a) assuming the current ratio was 1:2.</li> </ul>
<b>Week-18</b>	Task-18	<p>Land was bought for \$ 37,500 cash. The company intends to build a building on the land. Currently the company leases a building for its operations.</p> <p>Equipment costing \$ 50,000 with accumulated depreciation of \$ 30,000 was sold for \$ 23,500 (a gain of \$ 3,500), and equipment costing \$ 20,000 was purchased for cash.</p> <p>Depreciation expense for the year was \$ 37,500.</p>

		<p>Common stock was issued for \$ 52,500 cash.</p> <p>Dividends declared and paid in 2011 totaled \$ 32,950.</p> <p>Net income was \$ 37,000.</p> <p>The company paid interest of \$ 3,000 and income taxes of \$ 17,000.</p> <p>Prepare a statement of cash flows under the indirect method. Also prepare any necessary supplemental schedule(s).</p>
<b>Week- 19</b>	Task-19	<p>Creative Web Page issued \$ 600,000 face value of 15 per cent, 20-year bonds on 2010 October 1. The bonds are dated 2010 October 1, call for semiannual interest payments on April 1 and October 1, and are issued to yield 16 per cent (8 per cent per period).</p> <p>Compute the amount received for the bonds.</p> <p>Prepare an amortization schedule similar to that in Exhibit 4. Enter data in the schedule for only the first two interest periods. Use the interest method.</p> <p>Prepare journal entries to record issuance of the bonds, the first six months' interest expense on the bonds, and the adjustment needed on 2011 May 31, assuming Creative Web Page's fiscal year ends on that date.</p>

<b>Week-20</b>	Task-20	Prepare the following contracts <ul style="list-style-type: none"> <li>• Lump Sum or Fixed Price Contract Type</li> <li>• Cost Plus Contracts</li> <li>• Time and Material Contracts</li> <li>• Unit Pricing Contracts</li> </ul>
<b>Week-21</b>	<b>Task 21</b>	<b>Employable Project/Assignment</b>
<b>Week-22</b>	Task-22	<ul style="list-style-type: none"> <li>• Difference between deferred revenue and accounts receivable</li> <li>• Under what circumstances does good will increase</li> <li>• How does an inventory write-down affect the three statements?</li> <li>• What are three examples of common budgeting methods?</li> <li>• Please explain the Revenue Recognition and Matching principles</li> <li>• How do you record PPE and why is this important?</li> <li>• If cash collected from customers is not yet recorded as revenue, what happens to it?</li> <li>• What happens on the income statement if inventory goes up by \$10?</li> <li>• Explain the three financial accounting statement</li> </ul>
	Task-22A	<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>	Task-23	Develop a good acquisition strategy revolves around the acquirer having a clear idea of what they expect to gain from making the acquisition – what their business purpose is for acquiring the target company (e.g., expand product lines or gain access to new markets)

In class Exercise - Import/export transactions, hedge of receivables and payables  
Following is information on \$/€ exchange rates:

	spot rate	Feb. 15, 2014 forward rate
November 1, 2013	\$1.42	\$1.40
December 31, 2013	1.38	1.39
January 10, 2014	1.37	1.38
February 15, 2014	1.36	1.36
March 1, 2014	1.35	n/a

Each question below is independent. The U.S. company's accounting year ends December 31.

- a. A U.S. company sells merchandise to customers in euro countries, with payment to be received in euros. Sales totaling €1,000,000 occur on November 1, 2013. Payment is received on March 1, 2014. The company does not hedge. What amounts will appear on the financial statements of the U.S. company for:

Sales revenue, 2013 income statement  
Exchange gain or loss, 2013 Income Statement  
Accounts receivable, December 31, 2013 balance sheet  
Exchange gain or loss, 2014 income statement

- b. A U.S. company takes delivery of merchandise from an Italian supplier on November 1, 2013. Payment of €1,000,000 will be made on February 15, 2014. The U.S. company enters a forward contract on November 1, 2013, locking in the purchase price of €1,000,000 at \$1.40/€ for delivery on February 15, 2014. It closes the forward on February 15 and pays the supplier. The U.S. company sells the merchandise later in 2014. What amounts will appear on the financial statements of the U.S. company for:

Investment in forward, December 31, 2013  
Cost of goods sold, 2014 income statement

<b>Week-25</b>	Task 25	<p>Prepare the following</p> <ul style="list-style-type: none"> <li>• List of Self entities and federal entities</li> <li>• Prepare the non development budget statements</li> <li>• Prepare the development budget system</li> <li>• Prepare the cash book</li> <li>• Maintain the stock register of non-consumable items</li> <li>• Prepare the case for supplementary grant</li> <li>• Record the expenditure (Appropriation record register)</li> </ul>
<b>Week-26</b>	Task 26	<p>A company is authorized to issue 50,000 shares of \$50 par value, 8% cumulative, participating preferred stock, and 750,000 shares of \$5 par value common stock. Prepare journal entries to record the following selected transactions that occurred during the company's first year of operations:</p> <p style="padding-left: 40px;">Jan. 10 Sold 96,000 shares of common stock for \$8 cash per share.</p> <p style="padding-left: 40px;">Jan. 15 Exchanged 10,000 shares of common stock for equipment with a market value of \$80,000.</p> <p style="padding-left: 40px;">Feb. 1 Exchanged 500 shares of common stock for \$2,500 of legal services incurred during the company's organization.</p> <p>A corporation has 200,000 shares of \$10 par value common stock outstanding. The following selected transactions related to the company's stock took place during the current year:</p> <p style="padding-left: 40px;">Apr. 15 Declared a 40% stock dividend to stockholders of record on May 1, to be issued May 10. The current market value is \$15 per common share.</p>
	Task 27	<p style="padding-left: 40px;">May 10 Issued the common stock dividend.</p>

**Motivational Lectures and Success Stories (Course Outlines)**

Sr #	Topic title	Contents	Theme
1	Success stories	<ol style="list-style-type: none"> <li>1. Story of Skill worker who get good job.</li> <li>2. Entrepreneur /self-business</li> <li>3. Freelancer</li> </ol>	<ol style="list-style-type: none"> <li>1. Family Background</li> <li>2. How to get Training</li> <li>3. How to get job</li> <li>4. Success trait</li> <li>5. Few word of advice for youth</li> </ol>
2	Motivational Lectures	<ol style="list-style-type: none"> <li>1. Soft skills</li> <li>2. work Ethics</li> <li>3. Personality Grooming</li> </ol>	<p><b>Good Habits</b></p> <ul style="list-style-type: none"> <li>• Punctuality</li> <li>• Honesty</li> <li>• Positive attitude</li> </ul> <p><b>Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>• Determinant</li> <li>• Consistent</li> <li>• Welling worker</li> <li>• Team work</li> <li>• Initiative</li> <li>• Hardworking</li> <li>• Creative</li> <li>• Enthusiastic</li> <li>• Goal oriented</li> <li>• Self-motivated</li> <li>• Communication</li> <li>• Loyalty</li> </ul>

**Motivational lectures links**

<u>Topic</u>	<u>Speaker</u>	<u>Link</u>
How to Face Problems In Life	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=OrQte08MI90">https://www.youtube.com/watch?v=OrQte08MI90</a>
Just Control Your Emotions	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=JzFs_yJt-w">https://www.youtube.com/watch?v=JzFs_yJt-w</a>
How to Communicate	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=PhHAQEGehKc">https://www.youtube.com/watch?v=PhHAQEGehKc</a>

<b>Effectively</b>		
<b>Your ATTITUDE is Everything</b>	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>
<b>Control Your EMOTIONS</b>	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>
<b>Defeat Fear, Build Confidence</b>	Shaykh Atif Ahmed	<a href="https://www.youtube.com/watch?v=s10dzfbz4">https://www.youtube.com/watch?v=s10dzfbz4</a>
<b>Wisdom of the Eagle</b>	Learn Kurooji	<a href="https://www.youtube.com/watch?v=bEU7V5rJTtw">https://www.youtube.com/watch?v=bEU7V5rJTtw</a>
<b>The Power of ATTITUDE</b>	Titan Man	<a href="https://www.youtube.com/watch?v=r8LJ5X2ejqU">https://www.youtube.com/watch?v=r8LJ5X2ejqU</a>
<b>STOP WASTING TIME</b>	Arnold Schwarzenegger	<a href="https://www.youtube.com/watch?v=kzSBrJmXqdg">https://www.youtube.com/watch?v=kzSBrJmXqdg</a>
<b>Risk of Success</b>	Denzel Washington	<a href="https://www.youtube.com/watch?v=tbzAVRZ9Xc">https://www.youtube.com/watch?v=tbzAVRZ9Xc</a>

## Annexure-III

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

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



<ul style="list-style-type: none"> <li>• Understand the communication skills and how it works.</li> <li>• Understand what communication skills mean</li> <li>• Understand what skills are important for communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Podium</li> <li>• Projector</li> <li>• Computer</li> <li>• Flip Chart</li> <li>• Marker</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Self Confidence</li> <li>• Teamwork</li> </ul>
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Schedule	Mentor Should do
<b>Welcome:</b> 5 min	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.
<b>Icebreaker:</b> 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.
<b>Introduction &amp; Onboarding:</b> 20mins	Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following:  1. Explanation of the program and structure. (Kamyab jawan Program)  2. How you will use your communication skills in your professional life.  3. Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and “contact us” section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm)

	<p>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.</p>
<p><b>Team Activity Planning:</b> <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 the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how.</p> <ul style="list-style-type: none"> <li>• “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY</li> <li>• “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY</li> </ul> <p><i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.</i></p> <p>Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to communicate, the role of the project manager, etc. Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this.</p> <p>Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p><b>Session Close:</b> <b>5 minutes</b></p>	<p><b>MENTOR:</b> Close the session with the opportunity for anyone to ask any remaining questions.</p> <p><b>Instructor:</b> Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

**SUCCESS STORY**

S. No	Key Information	Detail/Description
1.	<b>Self &amp; Family background</b>	<b>Fatima Ali</b> (August 8, 1989 – January 25, 2019) was a Pakistani-American executive chef, restaurateur and television personality. She came to notice for her successful appearances on reality cooking shows Chopped and Top Chef, and for winning the James Beard Foundation Award for her essay on living with sarcoma.
2.	<b>How he came on board NAVTTC Training/ or got trained through any other source</b>	N/A
3.	<b>Post-training activities</b>	<p>Fatima Ali began her culinary career as a junior sous chef at Café Centro in New York City. In 2012, she won an episode of Chopped (Season 12, episode 2, "A Guts Reaction") on the Food Network. She continued her career in New York City, becoming the youngest executive sous chef at Stella 34 Trattoria at Macy's Herald Square, and then the executive sous chef at La Fonda del Sol.</p> <p>In 2017, Fatima Ali was a contestant on Top Chef: Colorado. Although she finished in seventh place, she was voted the fan favorite.</p> <p>In April 2019, Fatima received a posthumous James Beard Award of Excellence.</p>
4.	<b>Message to others (under training)</b>	<p>Take the training opportunity seriously</p> <p>Impose self-discipline and ensure regularity</p> <p>Make Hard work pays in the end so be always ready for the same.</p>

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

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

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

## **Workplace/Institute Ethics Guide**

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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 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.