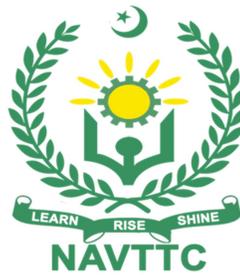


Government of Pakistan  
**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents/ Lesson Plan**  
**Course Title: Water Quality Testing & Treatment Technician**  
**(WQTT)**  
**Duration: 6 Months**

## Revised Edition

<b>Trainer Name</b>	Pakistan Council of Research in Water Resources (PCRWR), Islamabad
<b>Course Title</b>	<b>Water Quality Testing &amp; Treatment Technician (WQTT)</b>
Objectives and Expectations	<p><b>Employable skills and hands on practice for water quality monitoring</b></p> <p>This diploma aimed at integrating the different steps in the water quality monitoring process, from the information needs, monitoring network design, field and laboratory procedures up to data collection and processing, advanced processes and technologies for drinking and wastewater treatment and its reuse. The resulting water quality data can then be evaluated together with the natural water quality.</p> <p>Course provides an opportunity to build a career in the field of water and wastewater quality laboratory operation and treatment to meet the needs of industrial sector, water and sanitation agencies, environmental organizations etc. working for safe waste disposal and zero liquid discharge (ZLD) to reduce impacts on water resources and its utilization for energy production. Course starts from basic level and then move towards the advance level. Starting from introduction of drinking and waste water contamination and contaminants, implications, testing and understanding primary, secondary and tertiary wastewater treatment methods then move towards use of portable, bench top and high tech testing instruments. This course will cover the different techniques for drinking and wastewater quality monitoring design, field and laboratory testing, efficiency evaluation of drinking and wastewater treatment techniques/technologies, data analysis and reporting.</p>

**Main Expectations:**

In short, the course under reference should be delivered by professional instructors in such robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion, where's hands on practice are not valid than demonstration will be required through video contents/ project prototype.

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 Annexures 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.

## **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 to be arranged by the PCRWR)
2. Through an audio/ videotaped message (2-3 high quality videos to be arranged by the PCRWR)

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

	<p>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 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> </ol> <p>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>Since intake level is Matriculation/FSC/DAE, the expectations from the trainees are:</p> <ul style="list-style-type: none"> <li>• To have basic knowledge of engineering, chemistry, biology, mathematics and/or physics.</li> <li>• Knowledge of water and wastewater quality and treatment</li> <li>• To have concept of water pollution</li> </ul>
<p><b>Learning Outcomes of</b></p>	<p><b><u>Main Expectation</u></b></p> <p>After successful completion of the course, participants will be</p>

<p><b>the course</b></p>	<p>able to:</p> <ul style="list-style-type: none"> <li>• Understand and apply concepts of water quality and pollution processes in water resources.</li> <li>• Developing further knowledge and understanding of some core scientific concepts and principals about water quality treatment needs.</li> <li>• Improving ability to understand and express scientific knowledge about water quality testing through hi-tech equipment and bench methods.</li> <li>• Preparing for the further study and practical work for the determinations of major water quality test parameters as well as drinking and wastewater treatment.</li> <li>• Preparing for further practice applications of learned skills in science and technology as well industrial applications.</li> </ul> <p><b><u>By the end of this course, the trainees should be able to perform the following competencies:</u></b></p> <p><b>Access to Safe Drinking Water and Sustainable development</b></p> <ul style="list-style-type: none"> <li>• Understand the concepts of water policy and sustainable development goals</li> <li>• Designing a water quality monitoring project</li> <li>• Demonstrate different type of water/wastewater sampling methodologies</li> <li>• Demonstrate field monitoring protocols</li> <li>• Perform testing for physic-chemical and biological parameters</li> <li>• Assess correctness of water quality testing</li> <li>• Perform efficiency evaluation of water treatment products and technologies</li> <li>• Demonstrate water testing outcomes</li> </ul> <p><b>Water/Wastewater sampling</b></p> <ul style="list-style-type: none"> <li>• Design a workable sampling and analysis plan</li> </ul>
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- Perform Field Equipment Decontamination methods
- Perform Quality Assurance/Quality Control for Field Sampling & Analysis Programs
- Calibrate Surface Water Sampling Devices
- Calibrate Sediment Sampling Devices
- Undertake sampling, preservation and transport of samples considering representativeness and integrity

#### **Physico-Chemical testing**

- Design the laboratory analysis plan for water quality monitoring project
- Select Spatial and temporal monitoring criteria
- Calibrate Turbidity meter, Electrical Conductivity meter, pH meter, Dissolved Oxygen meter, Flame Photometer, and Spectrophotometer, and Colorimeter.

#### **Biological testing**

- Demonstrate operation of autoclave.
- Select microbial testing method as per customer demand
- Calibrate autoclave, incubators, water baths, pH meter, Temperature and humidity meter.
- Sterilize all glass ware, surfaces, and incubators
- Perform testing using standard methods
- Report the degree of fitness of water samples

#### **Wastewater testing**

- Design the laboratory analysis plan for water quality monitoring project
- Select Spatial and temporal monitoring criteria
- Calibrate Turbidity meter, Electrical Conductivity meter, pH meter, Dissolved Oxygen meter, Chemical and biochemical oxygen testing instruments, Flame Photometer, and Spectrophotometer, and Colorimeter.
- Perform testing using standard methods

- Report the quality of wastewater before and after treatment

### **Quality Control Checks**

- Demonstrate calibration verification process
- Develop control charts of all test parameters
- Determine method detection limits
- Prepare the quality control samples
- Calculate percent recoveries of test parameters
- Perform test methods validation
- Perform volume deliveries checks
- Calculate uncertainty of test parameters

### **Water/Wastewater treatment processes**

- Identify the characteristics of different types of wastewater such as COD, BOD, TSS, DO, Flow and discharge
- Understands the biology and chemistry of water/wastewater treatment process
- Understand the design and operation of the constructed wetlands.
- Identify major components and processes of drinking as well as sewage treatment system.
- Understand the Screening and pumping, grit removal, primary settling, aeration / activated sludge, secondary settling, filtration, disinfection, and oxygen uptake.
- Estimate the treatment efficiency by testing the influents and effluents
- Maintain items of equipment used in wastewater treatment process
- Identify the application of treated wastewater
- Comparison of wastewater treatment processes
- Measure flow discharge of stream or lake
- Treatment processes involved in treatment techniques

### **Water and Wastewater treatment technologies**

- Understand and demonstrate the water treatment plant
- Demonstrate the water treatment using the constructed

wetlands

- Understand the sludge removal process
- Understand the Advanced oxidation process.
- Demonstrate the disinfection of water/ wastewater
- Understand surface and groundwater quality treatment process
- Demonstrate Ozonation, chlorination, UV disinfection process.
- Explain the operation of bio-digesters

### **Job Searching**

- Analyze job in local market
- CV building as per job demand
- Analyze job demand in any two-international countries
- Jobs Applying procedure in any two-international countries

### **Entrepreneurship**

- Analyze customer demand
- Perform cost analysis of customer demand
- Conduct market survey for project estimation
- Prepare quotation for customer
- Negotiate with customer
- Deal with customer and sign MOU
- Prepare quotations/ invoice report
- Complete the Work done on site

### **Soft skills /Teamwork/professionalism**

- Develop professionalism
- Motivational Lectures
- Success Stories
- Develop work ethics
- Follow teamwork environments principals
- Ensure punctuality of time
- Ensure job deliverable within assigned time frame

	<ul style="list-style-type: none"> <li>• Show dedication and commitment with your duty</li> <li>• Be creative in your work</li> <li>• Ensure positive attitude in group task</li> <li>• Ensure willing worker attitude in teamwork</li> <li>• Be goal oriented</li> <li>• Ensure HSE SOPs</li> <li>• Obey organizational rules and regulations</li> <li>• Be loyal with your duty and organization</li> <li>• Honesty is best policy</li> </ul>
<b>Course Execution Plan</b>	<p>Total duration of course: <b>6 months (24 Weeks)</b></p> <p>Class, Lab and Field hours:<b>5 hours per day</b></p> <p>Theory:<b>20%</b></p> <p>Practical: <b>80%</b></p> <p>Weekly hours: <b>25 hours per week</b></p> <p>Total contact hours: <b>600 hours</b></p>
<b>Companies offering jobs in the respective trade</b>	<p><b>Companies Offering Jobs in the respective trade</b></p> <ul style="list-style-type: none"> <li>• Water Supply and Sanitation Agencies</li> <li>• Bottled Water Industries</li> <li>• Beverage Industries</li> <li>• Government Organizations</li> <li>• Companies involved in water treatment business</li> <li>• All Private Institutes who are managing water quality</li> <li>• Food, pharmaceutical and textile industries</li> <li>• Companies involved in water treatment business</li> <li>• NGOs and UN Organizations working on WASH programmes</li> <li>• Environmental agencies</li> <li>• Pharmaceutical companies</li> <li>• Drinking and Sewage treatment plants</li> </ul>
<b>Job Opportunities/ job titles</b>	<p>Over large parts of the world, rivers and lakes show increasing trends of water pollution. This holds especially for developing countries under economic expansion and increasing population sizes. Evaluation of the physical, chemical, biological &amp; water</p>

	<p>quality is essential for the abatement of freshwater pollution. For this, sound and sustainable water quality assessment is required. To meet the Sustainable development Goals SDG-6 Target 6.1, 6.2. The Federal/Provincial Govt. and/or international organizations and private organizations are focusing on water and wastewater quality, thus working has been started on large scale. All such organizations have a demand of skilled professionals' water quality technicians.</p>
<b>No of Students</b>	25
<b>Learning Place</b>	Classroom/ Lab/Wastewater treatment sites
<b>Instructional Resources</b>	<ul style="list-style-type: none"> <li>• Development Platform:</li> <li>• National Water Quality Laboratory</li> <li>• National Capacity Building Institute</li> <li>• Field visits to water and wastewater treatment plants</li> </ul> <p><b>Learning Material:</b></p> <ul style="list-style-type: none"> <li>• Modules for each course developed by NWQL and NCBI</li> <li>• Printed books on water testing</li> <li>• Practical demonstration for each parameter in Laboratory</li> </ul>

## Course Outline (Module)

### Course Outline: Water Quality Testing & Treatment Technician Course

Scheduled Week	Module Title	Learning Units	Remarks
Week 1	<p><b>Module-I</b> Water Quality Introduction and Requirements</p> <p><b>Motivational Lecture &amp; Success Stories</b></p>	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Scope and Employability</li> <li>• Water challenges of Pakistan</li> <li>• Water quality situation of Pakistan</li> <li>• Standards and Guidelines</li> <li>• Pollution problems and Impacts</li> <li>• Water Treatment requirements for domestic, industrial and agriculture sectors</li> </ul>	<p><b>Home Assignment</b></p> <p><b>Task 1</b></p> <p><u>Details may be seen at Annexure-I</u></p>
Week 2	<p><b>Module –II</b> Basic Water Chemistry</p>	<ul style="list-style-type: none"> <li>• <b>Introduction</b> <ul style="list-style-type: none"> <li>○ Aim of Course</li> <li>○ Scope of Learning/Objective</li> <li>○ Nature of Matter</li> <li>○ Definition</li> <li>○ States of Matter</li> <li>○ Classification of Matter</li> <li>○ Properties of Matter</li> <li>○ Exercise</li> </ul> </li> <li>• <b>Atoms, Molecules, And Ions</b> <ul style="list-style-type: none"> <li>○ Atomic Theory</li> <li>○ Sub Atomic Particles</li> <li>○ Atomic Number</li> <li>○ Molecule</li> <li>○ Chemical Nomenclature</li> <li>○ Ions</li> <li>○ Ionic Formula of Ionic Compounds</li> <li>○ Dissociation of Ions in Water</li> <li>○ Exercise</li> </ul> </li> <li>• <b>Chemical Reactions and Equations</b></li> <li>• <b>Chemical Equation</b></li> <li>• <b>Chemical Reactions</b> Exercise</li> <li>• <b>Solutions And Their Concentrations</b> <ul style="list-style-type: none"> <li>○ Solution</li> <li>○ Quantitative Units of Concentration</li> <li>○ Dilutions and Concentration</li> <li>○ Colligative Properties of Solutions</li> <li>○ Buffer Solutions</li> <li>○ Exercise</li> </ul> </li> <li>• <b>Organic Chemistry</b> <ul style="list-style-type: none"> <li>○ Hydrocarbons</li> <li>○ Alkyl Halides and Alcohols</li> <li>○ Organic Acids Esters</li> <li>○ Nitrogen Containing Compounds</li> <li>○ Sulphur Containing Compounds</li> <li>○ Polymers</li> <li>○ Exercise</li> </ul> </li> </ul>	<p><b>Task 2</b></p> <p><b>Task 3</b></p> <p><u>Details may be seen at Annexure-I</u></p> <p><b>Monthly Test 1</b></p>



		<ul style="list-style-type: none"> <li>○ Expression of Results</li> <li>○ Quality Control</li> <li>○ Precautions</li> <li>○ High Tech Instrument</li> <li>○ Checklist for testing of chlorine</li> <li>○ Planned Demonstration</li> <li>○ Class Exercises</li> </ul>	
		<ul style="list-style-type: none"> <li>• <b>INDUSTRIAL VISIT</b></li> </ul>	
<b>Week 5</b>	<b>Module -III</b> Physico-chemical Analysis of Water <b>(Sodium, Potassium &amp; Chloride)</b>	<ul style="list-style-type: none"> <li>• <b>SODIUM</b> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Standard Operating procedure for analysis of Sodium</li> <li>○ Principle</li> <li>○ Interferences</li> <li>○ Apparatus</li> <li>○ Standards and Reagents</li> <li>○ Calibration of Flame Photometer</li> <li>○ Quality Control</li> <li>○ Expression of Results</li> <li>○ Planned Demonstration</li> <li>○ Class Exercises</li> </ul> </li> <li>• <b>POTASSIUM</b> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Standard Operating Procedure for analysis of Potassium</li> <li>○ Quality Control</li> <li>○ Expression of Results</li> <li>○ Interpretation of Results</li> <li>○ Precautions</li> <li>○ Alternate Testing</li> <li>○ Checklist for testing of potassium</li> <li>○ Planned Demonstration</li> <li>○ Class Exercises</li> </ul> </li> <li>• <b>CHLORIDE</b> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ <b>Determination of Chlorides (Cl-1) by Argentometric Method</b></li> <li>○ Principle of Measurement</li> <li>○ Reagents &amp; Glassware</li> <li>○ Preparation of Reagents</li> <li>○ Standardization of silver nitrate solution</li> <li>○ Procedure for analysis of sample</li> <li>○ Calculation</li> <li>○ Expression of Results</li> <li>○ Quality Control</li> <li>○ Safety precautions</li> <li>○ Planned Demonstration</li> <li>○ Class Exercises</li> </ul> </li> </ul>	<b>Task 10</b> <b>Task 11</b> <b>Task 12</b>  <i>Details may be seen at Annexure-I</i>
		<ul style="list-style-type: none"> <li>• <b>INDUSTRIAL VISIT</b></li> </ul>	
<b>Week 6</b>	<b>Module -IV</b>  Physico-chemical Analysis of Water	<ul style="list-style-type: none"> <li>• <b>TOTAL HARDNESS</b> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Determination of hardness</li> <li>○ Testing methods</li> </ul> </li> </ul>	<b>Task 13</b> <b>Task 14</b> <b>Task 15</b> <b>Task 16</b>

	<p>(Total hardness, Magnesium &amp; Alkalinity)</p>	<ul style="list-style-type: none"> <li>○ Standard Operating Procedure for Total Hardness by EDTA Titrimetric Method</li> <li>○ Quality Control</li> <li>○ Expression of Results</li> <li>○ Safety precautions</li> <li>○ Checklist for testing of hardness</li> <li>○ Planned Demonstration</li> <li>○ Class Exercises</li> <li>○ Group project</li> </ul> <p>• <b>CALCIUM</b></p> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Determination of Calcium</li> <li>○ Testing methods</li> <li>○ Standard Operating Procedure for Calcium by EDTA Titrimetric Method</li> <li>○ Principle of Measurement</li> <li>○ Preparation of reagents</li> <li>○ Standardization Procedure</li> <li>○ Calculation</li> <li>○ Procedure for analysis of sample</li> <li>○ Quality Control</li> <li>○ Expression of Results</li> <li>○ Safety precautions</li> <li>○ Checklist for testing of calcium</li> <li>○ Planned Demonstration</li> <li>Class Exercises</li> </ul> <p>• <b>MAGNESIUM</b></p> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Determination of magnesium</li> </ul> <p>• <b>ALKALINITY, CARBONATE, BICARBONATE</b></p> <ul style="list-style-type: none"> <li>○ Introduction</li> </ul> <p>• <b>DETERMINATION OF ALKALINITY</b></p> <ul style="list-style-type: none"> <li>○ Principle of Measurement</li> <li>○ Reagents</li> <li>○ Preparation of mixed indicator</li> <li>○ Preparation and Standardization Of 0.1N Hydrochloric Acid</li> <li>○ Preparation and Standardization of 0.02N Hydrochloric Acid</li> <li>○ Procedure for analysis of sample</li> <li>○ Quality Control</li> <li>○ Expression of results</li> <li>○ Safety precautions</li> <li>○ Planned Demonstration</li> <li>○ Class Exercises</li> </ul>	<p>Details may be seen at Annexure-I</p>
<p>Week 7</p>	<p><u>Module -IV</u></p> <p>Physico-chemical Analysis of Water (Nitrate, Sulphate, Iron &amp; Fluorides)</p>	<p>• <b>Introduction of Spectroscopy</b></p> <ul style="list-style-type: none"> <li>○ Types of spectroscopy</li> <li>○ Application of UV/VIS Spectroscopy in water chemistry</li> </ul> <p>• <b>Basic Principle of spectroscopy</b></p> <ul style="list-style-type: none"> <li>○ Types of UV/VIS Spectrophotometer</li> <li>○ Lambda max (<math>\lambda_{max}</math>)</li> <li>○ Learning Outcomes</li> </ul>	<p>Task-17 Task 18 Task 19 Task 20 Task 21</p> <p>Details may be seen</p>

		<ul style="list-style-type: none"> <li>○ Class Quiz</li> <li>• <b>Introduction of UV-VIS Spectrophotometer</b> <ul style="list-style-type: none"> <li>○ Testing instrument</li> <li>○ Principle of Measurement</li> <li>○ Operation</li> <li>○ Maintenance</li> <li>○ Trouble shooting</li> <li>○ Precautions</li> <li>○ Planned Demonstration</li> <li>○ Learning Outcomes</li> <li>○ Class Quiz</li> </ul> </li> <li>• <b>NITRATE</b> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Determination of Nitrate (<math>\text{NO}_3^{-1}</math>) by Spectrophotometer</li> <li>○ Testing instrument UvLINE -9400</li> <li>○ UV/VIS Spectrophotometer</li> <li>○ Standards and Reagents</li> <li>○ Calibration of Spectrophotometer for Nitrate</li> <li>○ Testing</li> <li>○ Quality Control</li> <li>○ Expression of Results</li> <li>○ Interpretation of Results</li> <li>○ Precautions</li> <li>○ Planned Demonstration</li> <li>○ Learning Outcomes</li> <li>○ Class Quiz</li> </ul> </li> <li>• <b>SULPHATES</b> <ul style="list-style-type: none"> <li>○ Introduction</li> </ul> </li> <li>• <b>Determination of Sulphate (<math>\text{SO}_4^{2-}</math>) by Spectrophotometer</b> <ul style="list-style-type: none"> <li>○ Testing instrument:</li> <li>○ UvLine 9400 UV/VIS Spectrophotometer</li> <li>○ Standards and Reagents</li> <li>○ Calibration of Spectrophotometer for Sulphate Testing</li> <li>○ Quality Control</li> <li>○ Expression of Results</li> <li>○ Interpretation of Results</li> <li>○ Precautions</li> <li>○ Planned Demonstration</li> <li>○ Learning Outcomes</li> <li>○ Class Quiz</li> </ul> </li> <li>• <b>Alternate method for the determination of Sulphates by Colorimeter</b> <ul style="list-style-type: none"> <li>○ Testing instrument: Colorimeter Model DR/890 Hach</li> <li>○ Analytical parameters</li> <li>○ Calibration of Colorimeter for sulphate</li> <li>○ Testing</li> <li>○ Quality Control</li> <li>○ Planned Demonstration</li> <li>○ Learning outcomes</li> <li>○ Class Quiz</li> </ul> </li> </ul>	<p>at Annexure-I</p>
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		<ul style="list-style-type: none"> <li>• <b>Iron:</b></li> <li>• <b>Introduction</b> <ul style="list-style-type: none"> <li>○ Determination of iron (II) by spectrophotometer</li> <li>○ Definition</li> <li>○ Testing instrument: Model is UvLine 9400 UV/VIS Spectrophotometer</li> <li>○ Analytical parameters</li> <li>○ Major Components</li> <li>○ Principle of measurement</li> <li>○ Standards and Reagents</li> <li>○ Calibration of spectrophotometer for iron</li> <li>○ Testing</li> <li>○ Quality Control</li> <li>○ Expression of Results</li> <li>○ Interpretation of results</li> <li>○ Precautions</li> <li>○ Planned Demonstration</li> <li>○ Learning outcomes</li> <li>○ Class Quiz</li> </ul> </li> <li>• <b>Alternate method for determination of Iron (II)</b> <ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Testing instrument: DR/2800 Colorimeter, HACH</li> <li>○ Analytical parameters</li> <li>○ Major Components</li> <li>○ Principle of measurement</li> <li>○ Standards and reagents</li> <li>○ Calibration of colorimeter 2800</li> <li>○ Testing</li> <li>○ Quality Control</li> <li>○ Expression of results</li> <li>○ Interpretation of results</li> <li>○ Precautions</li> <li>○ Planned Demonstration</li> <li>○ Learning outcomes</li> <li>○ Class Quiz</li> </ul> </li> <li>• <b>Fluoride</b> <ul style="list-style-type: none"> <li>○ Introduction</li> </ul> </li> <li>• <b>Determination of Fluoride by ISE Meter JENWAY 3345</b> <ul style="list-style-type: none"> <li>○ Testing Instrument Ion meter Model</li> <li>○ Analytical Parameters</li> <li>○ Major Components</li> <li>○ Principle of Measurement</li> <li>○ Standards and Reagents</li> <li>○ Calibration of ISE Meter for Fluoride</li> <li>○ Testing</li> <li>○ Quality Control</li> <li>○ Expression of Results</li> <li>○ Precautions</li> <li>○ Planned Demonstration</li> <li>○ Learning outcomes</li> <li>○ Class Quiz</li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>• <b>Alternate method for the determination of fluoride (F-) by SPADNS method</b> <ul style="list-style-type: none"> <li>○ Testing instrument DR/2800 Colorimeter, HACH</li> <li>○ Analytical Parameters</li> <li>○ Principle of measurement</li> <li>○ Standards and reagents</li> <li>○ Calibration of colorimeter DR/2800 for Fluoride</li> <li>○ Testing</li> <li>○ Quality Control</li> <li>○ Expression of results</li> <li>○ Precautions</li> <li>○ Planned Demonstration</li> <li>○ Learning outcomes</li> <li>○ Class Quiz</li> </ul> </li> </ul>	
Week 8	<p><b>Module –V</b></p> <p>Wastewater Testing (DO, BOD, COD, TSS,</p>	<ul style="list-style-type: none"> <li>• <b>Introduction</b> <ul style="list-style-type: none"> <li>○ What is Waste Water</li> <li>○ Types of Wastewater</li> <li>○ Sources of Wastewater</li> </ul> </li> <li>• <b>Guidelines for Sampling, Storage and Preservation Testing in Waste Water Lab</b></li> <li>• <b>Determination of Dissolved Oxygen by DO Meter Method (JENWAY 970)</b> <ul style="list-style-type: none"> <li>○ Testing Instrument</li> <li>○ Principle of Measurement</li> <li>○ Standards and Reagents</li> <li>○ Calibration Procedure of DO Meter</li> <li>○ Testing</li> <li>○ Quality Control</li> <li>○ Expression of Results</li> <li>○ Interpretation of Results</li> <li>○ Precautions</li> </ul> </li> <li>• <b>Alternate Method for Determination of Dissolved Oxygen by DO Meter (Polarography YSI PRO 20I)</b> <ul style="list-style-type: none"> <li>○ Principle of Operation</li> <li>○ Calibration of the DO Meter</li> <li>○ Testing</li> <li>○ Precautions</li> </ul> </li> <li>• <b>Determination of Biochemical Oxygen Demand by Manometric Pressure Measurement Method</b> <ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Testing Method</li> <li>○ Standards and Reagents</li> <li>○ Calibration Procedure of Tintometer</li> <li>○ Testing</li> <li>○ Quality Control</li> <li>○ Expression of Results</li> <li>○ Interpretation of Results</li> <li>○ Precautions</li> </ul> </li> <li>• <b>Determination of Chemical Oxygen Demand by Colorimeter (Dichromate</b></li> </ul>	<p>Task 22 Task 23 Task 24</p> <p><u>Details may be seen at Annexure-I</u></p>

		<p><b>Digestion Method)</b></p> <ul style="list-style-type: none"> <li>○ Testing Instrument</li> <li>○ Principle of Measurement</li> <li>○ Standards and Reagents</li> <li>○ Calibration Procedure of COD Meter</li> <li>○ Testing</li> <li>○ Quality Control</li> <li>○ Expression of Results</li> <li>○ Interpretation of Results</li> <li>○ Precautions</li> </ul> <p>• <b>Determination of Total Suspended Solids</b></p> <ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Testing Instrument</li> <li>○ Principle of Measurement</li> <li>○ Testing</li> </ul> <p>Precautions</p> <ul style="list-style-type: none"> <li>○</li> </ul>	
<p><b>Week 9</b></p>	<p><b>Module -V</b> Microbiological Testing</p>	<p>• <b>Basics Water microbiology</b></p> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Bacteria</li> <li>○ Viruses</li> <li>○ Fungus</li> <li>○ Algae</li> <li>○ Protozoa</li> <li>○ Water Microbiology</li> <li>○ Total Coliforms</li> <li>○ Fecal Coliforms</li> <li>○ Escherichia coli (E. coli)</li> </ul> <p>• <b>Water Quality Sampling for Microbiological Samples</b></p> <ul style="list-style-type: none"> <li>○ Guidelines for Water Sampling</li> <li>○ Preparations for Water</li> <li>○ Quality Sampling</li> <li>○ Sampling Containers for</li> <li>○ Microbiological Analysis</li> <li>○ De-chlorination</li> <li>○ Key Points for Preventing</li> <li>○ Contamination during</li> <li>○ Microbiological Sampling<sup>11</sup></li> <li>○ Labeling of microbiological samples</li> <li>○ Sample transportation</li> <li>○ Reception of samples by the laboratory</li> <li>○ Sampling Procedures</li> <li>○ Location of sampling points</li> <li>○ Water can be divided into three basic types for the purpose of sampling:</li> </ul> <p>• <b>Instrumentation</b></p> <ul style="list-style-type: none"> <li>○ Incubator</li> <li>○ Analytical Balance</li> <li>○ Autoclave</li> <li>○ Water Bath</li> <li>○ Safety Precautions</li> <li>○ Refrigerator</li> <li>○ Biology Safety Cabinet</li> <li>○ Microscope</li> </ul> <p>• Hot Air Oven</p>	<p><b>Task 25</b> <b>Task 26</b> <b>Task 27</b> <b>Task 28</b></p> <p><u>Details may be seen at Annexure-I</u></p> <p><b>Home Assignment</b></p> <p><u>Details may be seen at Annexure-I</u></p>

		<ul style="list-style-type: none"> <li>• <b>Essential Methods for maintaining, preparing and using cultures</b> <ul style="list-style-type: none"> <li>○ Scope</li> <li>○ Culture Media</li> <li>○ Reference Strains</li> <li>○ Reference Culture Maintenance Programme</li> <li>○ Sub Culturing Procedure</li> <li>○ Purity Check</li> <li>○ Bio-Chemical Tests</li> <li>○ Positive and Negative Controls</li> <li>○ Preservation (Practical Activities)</li> </ul> </li> <li>• <b>MICROBIOLOGY IN ACTION</b> <ul style="list-style-type: none"> <li>• <b>Method I: Enumeration Of Total Coliforms, Fecal Coliforms and E.coli by Most Probable Number (MPN) Method Using Culture Media</b> <ul style="list-style-type: none"> <li>○ Scope</li> <li>○ Principle</li> <li>○ Resources</li> <li>○ Preparation of Media</li> <li>○ Media Quality Control</li> <li>○ Performance of Sterility Check</li> <li>○ Procedure for Testing</li> <li>○ Procedure</li> <li>○ Confirmed test</li> <li>○ Completed Phase for Coliforms</li> <li>○ Determination of Fecal Coliforms</li> <li>○ Confirmation of E-coli</li> <li>○ IMViC Test:</li> <li>○ Quality Control</li> <li>○ Media Disposal</li> </ul> </li> <li>• <b>Method II: Enumeration of Total Coliforms, Fecal Coliforms &amp; E. Coli by Membrane Filtration Method</b> <ul style="list-style-type: none"> <li>○ Scope</li> <li>○ Principle</li> <li>○ Resources of Media</li> <li>○ Sterilizing Solutions</li> <li>○ Media Quality Control</li> <li>○ Performance of Sterility Check</li> <li>○ Sample Size</li> <li>○ Sterilization of Equipment</li> <li>○ PLATING</li> <li>○ Procedure</li> <li>○ Interpretation and Calculation</li> <li>○ Calculation of Coliform Densities</li> <li>○ Expression of Results</li> <li>Media Disposal</li> </ul> </li> <li>• <b>Method III: Enumeration of Total Coliforms and Escherichia Coli Using Colilert IDEXX Quantitative Method</b> <ul style="list-style-type: none"> <li>○ Resources</li> <li>○ Procedure</li> <li>○ Quality Control</li> </ul> </li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>• <b>Method IV: Determination of Aerobic Plate Count (APC)</b> <ul style="list-style-type: none"> <li>○ Scope</li> <li>○ Principle</li> <li>○ Apparatus and Glassware</li> <li>○ Resources</li> <li>○ Media Preparation and Pouring</li> <li>○ Performance of Sterility Check</li> <li>○ Media Performance Test</li> <li>○ Procedure for Testing</li> <li>○ Enumeration of Aerobic Plate Count</li> <li>○ Disposal of Media</li> </ul> </li> <li>• <b>Method V: Gram Staining Technique</b> <ul style="list-style-type: none"> <li>○ Scope</li> <li>○ Principle</li> <li>○ Reagents</li> <li>○ Procedure</li> <li>○ Precaution</li> <li>○ Quality Control</li> </ul> </li> <li>• <b>Decontamination of Media and Glassware</b> <ul style="list-style-type: none"> <li>○ Scope</li> <li>○ Equipment</li> <li>○ Procedure for washing Glassware Washing Protocol</li> </ul> </li> <li>• <b>INDUSTRIALVISIT</b></li> </ul>	
<p><b>Week 10</b></p>	<p><b>Module –V</b>          Physico-chemical Analysis of Water (Heavy Metal Analysis)</p>	<ul style="list-style-type: none"> <li>• <b>Heavy Metals &amp; Trace Elements</b> <ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Sources of Heavy Metals</li> <li>○ Heavy Metal Toxicity</li> <li>○ Methods of Heavy Metal</li> <li>○ Determination</li> </ul> </li> <li>• <b>Instrumentation</b> <ul style="list-style-type: none"> <li>○ Atomic Absorption Spectrometer</li> <li>○ Working Principal of Atomic</li> <li>○ Absorption Spectrometer (AAS)</li> <li>○ Major Components of Atomic</li> <li>○ Absorption Spectrometer (AAS)</li> <li>○ Working Modes of Atomic Absorption Spectrometers (AAS)</li> <li>○ Flame Mode</li> <li>○ Hydride Generation Mode (HGAAS)</li> <li>○ Graphite Furnace Mode</li> </ul> </li> <li>• <b>Determination of Heavy Metals</b> <ul style="list-style-type: none"> <li>○ Testing/Determination of Arsenic by Atomic Absorption Spectrometer</li> <li>○ Purpose</li> <li>○ Scope</li> <li>○ References</li> <li>○ Instrument</li> <li>○ Principle</li> <li>○ Glassware Required</li> <li>○ Reagent Required</li> <li>○ Preparation of 1000 ppb Stock Solution of Arsenic in Deionized Water</li> </ul> </li> </ul>	<p><b>Task 29</b>  <b>Task 30</b>  <b>Task 31</b></p> <p>Details may be seen at Annexure-I</p>

		<ul style="list-style-type: none"> <li>○ Preparation of Working Standards of Arsenic</li> <li>○ Calibration of AAS for Arsenic in Hydride Generation Mode</li> <li>○ Analysis of Arsenic on AAS</li> <li>● <b>Testing/Determination of Copper (Cu) on Flame Mode of Atomic Absorption Spectrometer</b> <ul style="list-style-type: none"> <li>○ Purpose</li> <li>○ Scope</li> <li>○ References</li> <li>○ Instrument</li> <li>○ Principle</li> <li>○ Glassware</li> <li>○ Reagents</li> <li>○ Preparation of Stock Solution and Working Standards of Copper for Flame Mode</li> <li>○ Calibration of Copper on Flame Mode</li> <li>○ Analysis of Copper on Flame Mode</li> </ul> </li> <li>● <b>Testing/Determination of Manganese (Mn) on Flame Mode of Atomic Absorption Spectrometer</b> <ul style="list-style-type: none"> <li>○ Purpose</li> <li>○ Scope</li> <li>○ References</li> <li>○ Instrument</li> <li>○ Principle</li> <li>○ Glassware</li> <li>○ Reagents Preparation of Stock Solution and Working Standards of Manganese for Flame Mode</li> <li>○ Calibration of Manganese on Flame Mode</li> <li>○ Mode</li> <li>○ Analysis of Copper on Flame Mode</li> </ul> </li> <li>● <b>Testing/Determination of Zinc (Zn) on Flame Mode of Atomic Absorption Spectrometer</b> <ul style="list-style-type: none"> <li>○ Purpose</li> <li>○ Scope</li> <li>○ References</li> <li>○ Instrument</li> <li>○ Principle</li> <li>○ Glassware</li> <li>○ Reagents</li> <li>○ Preparation of Stock Solution and Working Standards of Zinc for Flame Mode</li> <li>○ Calibration of Zinc on Flame Mode</li> <li>○ Analysis of Zinc on Flame Mode</li> </ul> </li> <li>● <b>Testing/Determination of Lead (Pb) by Atomic Absorption Spectrometer on Graphite Furnace Mode</b> <ul style="list-style-type: none"> <li>○ Purpose</li> <li>○ Scope</li> <li>○ References</li> <li>○ Instrument</li> <li>○ Principle</li> <li>○ Glassware</li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>○ Reagents</li> <li>○ Preparation of 1000 ppb Stock Solution of Lead</li> <li>○ Preparation of Working Standards for Lead</li> <li>○ Calibration for Lead on Graphite Furnace Mode</li> <li>○ Analysis of Lead on Graphite Furnace</li> <li>• <b>Testing/Determination of Chromium (Cr) on Graphite Furnace Mode</b> <ul style="list-style-type: none"> <li>○ Purpose</li> <li>○ Scope</li> <li>○ References</li> <li>○ Instrument</li> <li>○ Principle</li> <li>○ Glassware</li> <li>○ Reagents</li> <li>○ Preparation of 1000 ppb Stock Solution of Chromium</li> <li>○ Preparation of Working Standards for Chromium</li> <li>○ Calibration for Chromium on Graphite Furnace Mode</li> <li>○ Analysis of Chromium on Graphite Furnace</li> </ul> </li> </ul>	
Week 11	<b>Module –V</b>  Quality Control & Quality Assurance) Wastewater Treatment Process & Wastewater Treatment Design and Technologies	<ul style="list-style-type: none"> <li>• <b>Introduction to Quality Control and Quality Assurance</b> <ul style="list-style-type: none"> <li>○ Quality Assurance</li> <li>○ Quality Control</li> </ul> </li> <li>• <b>Calibration and Calibration</b></li> <li>• <b>Verification</b> <ul style="list-style-type: none"> <li>○ Calibration</li> <li>○ Instrument Calibration</li> <li>○ Initial calibration (IC)</li> <li>○ Continued Calibration Verification (CCV)</li> </ul> </li> <li>• <b>Analysis of Method Blank</b> <ul style="list-style-type: none"> <li>○ Method Blank</li> <li>○ Purpose</li> <li>○ Evaluation</li> </ul> </li> <li>• <b>Verification of Reproducibility &amp; Repeatability</b> <ul style="list-style-type: none"> <li>○ Repeatability</li> <li>○ Reproducibility</li> </ul> </li> <li>• <b>Analysis of Lab Control Sample</b> <ul style="list-style-type: none"> <li>○ Preparation of Laboratory Control Sample</li> <li>○ Sample</li> <li>○ Analysis of Laboratory Control Sample</li> </ul> </li> <li>• <b>Competence Checking of Laboratory Analyst through Audit Blind Samples</b> <ul style="list-style-type: none"> <li>○ Procedure</li> <li>○ Handling of Lab Control Samples (LCS)</li> <li>○ Analysis</li> </ul> </li> <li>• <b>Analysis of Spiked Matrix Samples (Laboratory Fortified Matrix Lfm)</b> <ul style="list-style-type: none"> <li>○ Proficiency Testing</li> <li>○ Analysis of PT Samples</li> </ul> </li> </ul>	<b>Task 32</b> <b>Task-33</b> <b>Task-34</b>  <u>Details may be seen at Annexure-I</u>

- Submission of Results and Final Report
- Evaluation of PT Results
- Method Detection Limits
- Procedure
- Anion Cation Balance
- Correctness of Analysis
- Procedure
- Measure EC and ions sum
- Measured TDS to EC ratio

## **WASTEWATER TREATMENT PROCESS**

### **Introduction**

- Aims of wastewater treatment
- Biological treatment processes
- Chemical treatment processes

### **Water and Wastewater Treatment in Pakistan**

- Water availability and Use from Pakistan's Perspective Wastewater Treatment

### **Main Parameters Defining the Quality of Wastewater**

- Preliminaries
- Solids
- Carbonaceous Organic Matter
- Biochemical Oxygen Demand (BOD)
- Ultimate Biological Oxygen Demand (BOD<sub>u</sub>)
- Chemical Oxygen Demand (COD)
- Total Organic Carbon (TOC)

### **Overview of Wastewater Treatment Systems**

- Wastewater Treatment Levels
- Wastewater Treatment Operations
- Processes and Systems
- Preliminary Treatment
- Primary Treatment

Secondary Treatment

### **Wastewater Treatment Technologies**

- Sewage Treatment Plant (STP)
- Understanding the STP Stages
- Bar Screen Chamber
- Oil and Grease/Grit Trap
- Equalization Tank
- Raw Sewage Lift Pumps
- Aeration Tank
- Secondary Clarifier/ Settling Tank
- Sludge Recirculation
- Clarified Water Sump
- Filter Feed Pumps (FFP)
- Pressure Sand Filter (PSF)
- Activated Carbon Filter (ACF)
- Disinfection of Treated Water
- Excess Sludge Handling
- Computer-based design tool for wastewater plant design.

		<ul style="list-style-type: none"> <li>Constructed Wetlands</li> <li>Waste Water Treatment Pakistan</li> <li>Aeronautical Complex (PAC) KAMRA</li> <li>National Environmental Quality Standards</li> </ul> <p><b>WASTEWATER TREATMENT DESIGN AND TECHNOLOGIES</b></p> <ul style="list-style-type: none"> <li>Aspects of wastewater treatment</li> <li>Wastewater characterization and its Importance</li> <li>Types of treatment</li> <li>General flow diagram for wastewater treatment plant</li> <li>Site selection for wastewater treatment plants</li> </ul> <p>CSTR</p> <p><b><u>Preliminary &amp; Primary Wastewater Treatment</u></b></p> <ul style="list-style-type: none"> <li>Screens design</li> <li>Grit chamber theory and design</li> <li>Comminutor</li> <li>Septic tank design</li> <li>Primary sedimentation tank design</li> </ul>	
Week 12	<b><u>Mid-term exams</u></b>	<ul style="list-style-type: none"> <li>Midterm exams (Demonstrations)</li> </ul>	<i>Details may be seen at Annexure-I</i>
Week 13	<b><u>Industrial Visits</u></b>	<b>Industrial Visits</b>	
Week 14	<b><u>Module –VII</u></b> <b>Wastewater Treatment Design and Technologies</b>	<p><b><u>Secondary Treatment (Biological)</u></b></p> <ul style="list-style-type: none"> <li>Waste stabilization ponds</li> <li>Aerated lagoons</li> <li>Activated sludge process</li> <li>Trickling filters</li> <li>Rotating biological contactors</li> <li>Up flow anaerobic sludge blanket</li> <li>Sequential Batch reactor</li> </ul> <p><b><u>Tertiary Treatment (Biological)</u></b></p> <ul style="list-style-type: none"> <li>Biological nitrification and denitrification</li> <li>Treatment technologies used for nitrification and denitrification</li> <li>Biological phosphorus removal</li> <li>Treatment technologies used for biological phosphorus removal</li> </ul> <p><b><u>Sludge Management</u></b></p> <ul style="list-style-type: none"> <li>Sludge management techniques</li> <li>Sludge digester</li> <li>Design of drying beds</li> </ul> <p><b><u>Phytoremediation</u></b></p> <ul style="list-style-type: none"> <li>Processes of Phytoremediation</li> <li>Introduction of construction wetlands</li> <li>Types of construction wetland</li> <li>Design of construction wetlands</li> </ul> <p><b><u>Case Study of Faisalabad:</u></b></p> <ul style="list-style-type: none"> <li>Over view of wastewater irrigation practices</li> <li>Status of treatment of wastewater</li> </ul>	<p><b>Home Assignment</b></p> <p><b>Task 35</b>  <b>Task 36</b>  <b>Task 37</b></p> <p><i>Details may be seen at Annexure-I</i></p>

		<p>generated in Faisalabad</p> <ul style="list-style-type: none"> <li>• An over view - wastewater flows from urban areas of Faisalabad</li> <li>• Area irrigated with wastewater around Faisalabad</li> <li>• Quality of wastewater used to grow each crop in the wastewater irrigated area</li> <li>• Types of crops irrigated with wastewater</li> <li>• Mechanism of wastewater supply to the farmers</li> <li>• Mechanism of wastewater payments</li> <li>• Composition of wastewater</li> <li>• Chemicals of potential health concern identified in untreated municipal wastewater</li> <li>• Fertilizers used by the farmers using other sources of water around the wastewater irrigated area</li> <li>• Investigation of food chain contamination Adverse health impact on human health</li> </ul> <p><b><u>Miscellaneous</u></b></p> <ul style="list-style-type: none"> <li>• Hydraulic design and hydraulic profile WW treatment plant. Process instrumentation and controls</li> <li>• Design of WW treatment plant control systems / automation</li> <li>• Wastewater treatment technologies for rural areas</li> <li>• Question Answers on designs and related technologies</li> </ul>	
<p><b>Week 15</b></p>	<p><b><u>Module -VII</u></b></p> <p><b>Water Supply System; the Fundamentals of Water Treatment Process &amp;</b></p>	<p><b><u>Revisions of Basic Concepts</u></b></p> <ul style="list-style-type: none"> <li>• Electrical Principles</li> <li>• Mechanics</li> <li>• Physical Quantities</li> <li>• Hydrological Terms</li> <li>• Water Supply Terminology</li> </ul> <p><b><u>Water Supply Systems</u></b></p> <ul style="list-style-type: none"> <li>• Water Supply Schemes, Rural and Urban</li> <li>• Types of Water Sources: Students will be familiarized with the following common water sources: Surface sources –a) Rivers, canals, b) streams, c) reservoir and ponds. Sub surface sources- a) Infiltration wells, b) Infiltration galleries, local springs.</li> <li>• Types of Water Supply Schemes</li> <li>• Surface Based and Ground Water Based</li> <li>• Gravity based, Pumping System</li> <li>• Surface Water, Intake Structure, Problems and Necessary Steps In Operation</li> <li>• Ground Water</li> <li>• Dug Wells/Sanitary Wells, O&amp;M Activities for a Dug Well/Sanitary Well, O&amp;M Resources (Operators) for a Dug Well, Mechanized Bore Well</li> <li>• Tube Wells and Dug Wells with Pump Sets and their Preventive Maintenance, causes of failure of wells, Monitoring of Silt during</li> </ul>	<p><b>Task 38</b> <b>Task 39</b> <b>Task 40</b></p> <p><i>Details may be seen at Annexure-I</i></p>

		<p>Pumping from Source</p> <ul style="list-style-type: none"> <li>• Development of Tube Wells and Bore Wells</li> </ul> <p><b><u>Operation and Maintenance of Pumping Machinery</u></b></p> <ul style="list-style-type: none"> <li>• Components in Pumping Stations, Types of Pumps, Operation including starting and stopping of pumps in normal condition as well as after power failure or tripping</li> <li>• Preventive Maintenance of Pumping Machinery</li> <li>• Maintenance of Pumps, Vertical turbine pumps, Centrifugal pumps</li> <li>• Daily, Monthly, Quarterly, Half Yearly and, Annual Inspection and maintenance of Pumps and Motors.</li> <li>• Valves &amp; Their Types, their quarterly and yearly maintenance and Annual Inspections</li> <li>• L.T Starters, Breakers and Panels and their Daily, Monthly, Quarterly and Yearly maintenance</li> <li>• H.T Breakers Connectors and Protection Relays &amp; their monthly, quarterly, yearly/ Two yearly schedule of maintenance</li> <li>• Capacitors and their monthly, quarterly, yearly/ Two yearly schedule of maintenance.</li> <li>• Air compressor operations and maintenance</li> <li>• Tools and testing instruments</li> <li>• Training will be imparted to recognize and use the above tools &amp; instruments.</li> <li>• Troubleshooting of pumps and electronics</li> </ul> <p><b><u>Water Supply Transmission System</u></b></p> <ul style="list-style-type: none"> <li>• General-Objective of Transmission System</li> <li>• Normal Conditions, Routine Operations, Record of Flow, Water Levels and Pressures</li> <li>• Transmission through Pipes</li> <li>• Problems in Transmission Mains, Operation</li> <li>• Schedule, Maintenance of Pipelines, Leakage Control,</li> <li>• Types of Pipes</li> <li>• Chlorine Residual Testing</li> <li>• Cross Connections and Reports</li> <li>• Updated transmission system maps</li> <li>•</li> </ul>	
<p>Week 16</p>	<p><b><u>Module –VII</u></b></p> <p><b>Water Supply System; The Fundamentals of Water</b></p>	<p><b><u>Storage of Water (Reservoirs including service reservoirs)</u></b></p> <ul style="list-style-type: none"> <li>• Procedures for Operation of Service Reservoir (S.R.)</li> <li>• Operation of SRs during Abnormal Conditions</li> <li>• Storage Level &amp; Capacity</li> </ul>	<p><b>Task 41 Task 42 Task 43 Task 44</b></p> <p><i>Details may be</i></p>

	<p><b>Treatment Process &amp;</b></p>	<ul style="list-style-type: none"> <li>• Plans for O&amp;M of Service Reservoir</li> <li>• Cleaning of Reservoirs</li> <li>• Personnel and Spares and Tools</li> <li>• Records and Reports</li> <li>• Record System</li> <li>• Records of Maintenance</li> <li>• Checks to be Carried out at SRS</li> </ul> <p><b><u>Distribution System</u></b></p> <ul style="list-style-type: none"> <li>• The students will be imparted training to understand and perform mapping and keep Inventory of Pipes and Fittings, Field Survey, Routine Operations, Operations in Break Downs and Emergencies</li> <li>• Measurement of Flows, Pressures and Levels, Sampling for Quality of Water, Management in Times of Water Shortage, System Surveillance etc. Issues</li> <li>• Causing Problems in the Distribution System</li> <li>• Objective of a Distribution system &amp;Types</li> <li>• Normal Operation</li> <li>• Issues Causing Problems in the Distribution System Operation Schedule</li> <li>• Routine Operations of the Water Supply Distribution System</li> <li>• Operations in Break Downs and Emergencies</li> <li>• Measurement of Flows, Pressures and Levels</li> <li>• Sampling for Quality of Water</li> <li>• Management in Times of Water Shortage</li> <li>• System Surveillance</li> <li>• Activities in Maintenance Schedule</li> <li>• Preventive Maintenance Schedule</li> <li>• Cross Connections</li> <li>• Types of material of pipe &amp;specials namely CI, GI, DI, MS, PVC, HDPE, GRP RCC, AC, etc.</li> <li>• Plumbing Practices for Drinking Water Supply</li> <li>• Record keeping.</li> <li>• Checks to be Carried Out in</li> <li>• Distribution System</li> </ul> <p><b><u>Treatment of Water</u></b></p> <ul style="list-style-type: none"> <li>• Chlorination</li> <li>• Dosage Methods</li> <li>• Disinfection by Bleaching Powder</li> <li>• Preparation of Solution, Dosing of Solution</li> <li>• Precautions</li> <li>• Algal Control, Familiarity with the problems caused by algae</li> <li>• Remedial &amp; Preventive Measures</li> <li>• Adequate records</li> <li>• Algaecide dose Controls</li> </ul> <p><b><u>Water Metering &amp; Flow Meters</u></b></p> <ul style="list-style-type: none"> <li>• Intro, sizing, Installation, Testing and Calibration of Water</li> </ul>	<p><i>seen at Annexure-I</i></p>
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		<ul style="list-style-type: none"> <li>• Metering Flow Meters</li> <li>• Introduction, Types, Installation, and Calibration of Flow Meter</li> <li>• Conclusion</li> </ul> <p><b><u>Water Audit &amp; Leakage Control</u></b></p> <ul style="list-style-type: none"> <li>• Definition and Objective of Water Audit</li> <li>• Planning and Preparation</li> <li>• Water Audit Methodology Monitoring of Production and Distribution System</li> <li>• Analysis</li> <li>• Problems Faced in Water Audit</li> <li>• Methodology of Water Audit: A reliable water audit methodology was developed jointly by the American Water Works Association (AWWA) and International Water Association (IWA) in year 2000 which will be introduced to the students in order to understand and implement the practice if required in some situation.</li> <li>• Objective of Leakage Control</li> <li>• Water Losses Leakage Detection and Monitoring</li> <li>• Assessment of Leakage</li> <li>• Preventions of Unaccounted-for Water (UFW) in Consumer Connection</li> <li>• Training</li> <li>• Assessment of UFW after Completion</li> <li>• Benefits of Water Audit and Leakage Detection</li> <li>• Leakage Repair Techniques</li> </ul> <p><b><u>Introduction to Public Private Partnership</u></b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Need for Reforms</li> <li>• Suitability of Private Sector Partnership Contracts</li> <li>• Legal Framework</li> <li>• Subsidies to the Poor</li> <li>• Competitive Bidding Advantages of PPP</li> <li>• Issues for PPP</li> <li>• Conclusion</li> <li>• Introduction to Fundamentals of Wastewater Treatment</li> <li>• Physical Process in Wastewater Treatment</li> <li>• Chemical Processes</li> <li>• Biological Process in Wastewater Treatment</li> <li>• Phytoremediation or Constructed Wetlands</li> </ul> <p><b>INDUSTRIAL VISIT</b></p>	
<p><b>Week 17</b></p>	<p><b><u>Module – VII</u></b></p> <p>Drinking Water Treatment Module (A)</p> <p>Project: Study Project</p>	<ul style="list-style-type: none"> <li>• Characterization of source waters</li> <li>• Identify water quality and quantity hazards and vulnerabilities</li> <li>• Requirement of water treatment (drinking, industrial, hospital, agricultural)</li> <li>• Water treatment processes</li> </ul>	<p><b>Task 45</b></p> <p><b>Task 46</b></p> <p><i>Details may be seen at Annexure-I</i></p>

	Allocation	<ul style="list-style-type: none"> <li>• Chemical Processes-1</li> <li>• Disinfection, causes of waterborne diseases and disinfection goals Theory of disinfection,</li> <li>• Disinfection Technologies</li> <li>• Chlorination</li> <li>• Chlorine dosing Apparatus</li> <li>• Chlorinators: Pellet chlorinator, gas chlorinator and hypo- chlorinators</li> <li>• <b>STUDY PROJECT ALLOCATION</b></li> </ul>	
<b>Week 18</b>	<u><b>Module –VIII</b></u>  Drinking Water Treatment (B)  Project: Study Project 2	<u><b>Physical process</b></u> <ul style="list-style-type: none"> <li>• Electro-deionization Plants</li> <li>• Packaged Membrane System</li> <li>• Extruded Carbon Block (CB) Filters</li> <li>• Powdered Activated Carbon (PAC) Filters</li> <li>• Filtration and types of filtration and filter technologies</li> <li>• Membrane Filtration Systems</li> <li>• Cartridge filter (various materials)</li> <li>• Ultra filtration unit</li> <li>• Micro filtration unit Coagulation and Flocculation</li> <li>• Clarification</li> <li>• Lime and Lime/Soda Softening</li> <li>• water softening;</li> <li>• pH control;</li> <li>• Pre-oxidation; and dissolved metals removal.</li> </ul>	<b>Task 47</b> <b>Task 48</b>  <i>Details may be seen at Annexure-I</i>  <b>Monthly Test</b>
<b>Week 19</b>	Water and wastewater testing for study project  <p style="text-align: center;"><b>OR</b></p>	<ul style="list-style-type: none"> <li>• Demonstration on physico-chemical testing of water and wastewater</li> <li>• Microbiological testing</li> <li>• Water and wastewater quality profiling</li> <li>• Demonstration of test parameters as per NEQS</li> <li>• <b>INDUSTRIAL VISIT</b></li> </ul>	<b>Task-49</b> <b>Task-50</b>
<b>Week 20</b>	<u><b>Module -IX</b></u>  Drinking Water Treatment (A)	<u><b>Chemical Processes-2</b></u> <ul style="list-style-type: none"> <li>○ Ozonation</li> <li>○ Ultraviolet disinfection</li> <li>○ UV Light meter</li> <li>○ Solar water disinfection and treatment systems</li> </ul> Arsenic Removal technologies <ul style="list-style-type: none"> <li>• Drinking water plant operation fundamentals for water treatment and distribution.</li> <li>• Water Treatment in Industries</li> </ul> Study Project <b>STUDY PROJECT STATUS</b>	<b>Task 51</b> <b>Task 52</b>
<b>Week 21</b>	Drinking water treatment (B)  Occupational health and safety  Study project status	<u><b>Jar Test Apparatus</b></u> <ul style="list-style-type: none"> <li>• Ion Exchange</li> <li>• Aeration Processes</li> <li>• Degasification, Air Strippers, and Scrubbers</li> <li>• Desalination Distillation</li> </ul> Reverse Osmosis and Electro dialysis Reversal	<b>Task 53</b> <b>Task 54</b>  <i>Details may be seen at Annexure-I</i>

		<ul style="list-style-type: none"> <li>• Adsorption Processes</li> <li>• Granular Activated Carbon and Sand Filter with various casing material</li> <li>• Maintenance, and backwashing techniques</li> </ul> <p><b>Occupational Health and Safety</b></p> <p><b>STUDY PROJECT STATUS</b></p>	
<b>Week 22</b>	Water Conservation technologies  Research and demonstration Farm Visit	<ul style="list-style-type: none"> <li>• Water losses</li> <li>• Rainwater harvesting methods</li> <li>• Green clean technologies</li> <li>• Water metering</li> <li>• Ground water Investigation</li> <li>• GIS techniques</li> <li>• Research and Demonstration farm visit</li> <li>• Assessment Study Project</li> <li>• Visit to PCRWR Farm</li> </ul>	<p><b>Task 55</b> <b>Task 56</b></p> <p><i>Details may be seen at Annexure-I</i></p>
<b>Week 23</b>	<b>Basic Water Quality Testing and treatment</b>  <b>Study project assessment</b>	<ul style="list-style-type: none"> <li>• Revision of basic water quality testing and treatment</li> <li>• <b>Assessment of Industrial/study project</b></li> </ul>	<i>Details may be seen at Annexure-I</i>
<b>Week 24</b>	<b>Basic Water Quality Testing and treatment &amp; Success stories</b>	<ul style="list-style-type: none"> <li>• <b>Revision of basic water quality testing and treatment</b></li> <li>• <b>Assessment study project</b></li> </ul>	<i>Details may be seen at Annexure-I</i>
<b>Week 25</b>	Final Assessment	<ul style="list-style-type: none"> <li>○ <b>Assessment study project</b></li> <li>○ <b>Final Assessment</b></li> </ul>	<i>Details may be seen at Annexure-I</i>

#### List of Major Laboratory Equipment

Sr. No	Name of item as per curriculum	Quantity physically available at the training location
1.	Atomic Absorption Spectrophotometer	02
2.	UV-Visible Spectrophotometer	02

3.	Colorimeter	02
4.	pH meter	02
5.	Flame photometer	02
6.	COD Apparatus	01
7.	Conductivity Meter	02
8.	Chlorine Meter	01
9.	Turbidity Meter	01
10.	Temp. & Humidity Meter	01
11.	Distillation system	01
12.	Analytical Balance	03
13.	Magnetic Stirrer and hot plate	01
14.	Total Organic Carbon Analyzer	01
15.	Microwave Digester	01
16.	Chemical Oxygen Demand Apparatus	01
17.	BOD Measurement System	01
18.	Hot air oven	01
19.	Soxhlet Extraction System	01
20.	Ultra Sonic Bath	01
21.	Muffle Furnace	01
22.	Centrifuge	01
23.	Vortex Mixer	01
24.	Dissolved Oxygen Meter	02
25.	Rotatory Evaporator	01
26.	GCMS	01
27.	Nitrogen sample concentrator	01
28.	Grinder	01
29.	Filtration Assembly	01
30.	Acid Fume Hood	07
31.	Biological safety Cabinet	02
32.	Membrane Filtration Assembly	04
33.	Auto Claves	03
34.	Incubators	04
35.	Refrigerators	05
36.	Autoclave	01

**List of essentially Required Certified Reference Material (CRM) in NWQL**

<b>Sr. No</b>	<b>Chemical Name</b>
1.	Arsenic Standard 1000 ppm 500 ml
2.	Copper Arsenic Standard 1000 ppm 500 ml
3.	Zinc Standard 1000 ppm 500 ml
4.	Manganese Standard 1000 ppm 500 ml
5.	Chromium Standard 1000 ppm 500 ml
6.	Lead Standard 1000 ppm 500 ml
7.	Nitrate Standard 1000 ppm 500 ml
8.	Sulphate Standard 1000 ppm 500 ml
9.	Fluoride Standard 1000 ppm 500 ml
10.	Iron Standard 1000 ppm 500 ml
11.	Calcium Standard 1000 ppm 500 ml
12.	Hardness Standard 1000 ppm 500 ml
13.	pH Standard 1000 ppm 500 ml
14.	EC Standard 1000 ppm 500 ml
15.	Sodium Standard 1000 ppm 500 ml
16.	Potassium Standard 1000 ppm 500 ml
17.	Turbidity Standard 1000 ppm 500 ml
18.	Chloride Standard 1000 ppm 500 ml
19.	Bicarbonate Standard 1000 ppm 500 ml
20.	Alkalinity Standard 1000 ppm 500 ml
21.	All related chemical and glassware required for course parameters

### Minimum Qualification of Teachers / Instructor

The qualification of teachers / instructor of this course should be minimum of **MSc. Chemistry/Biochemistry/Environmental Sciences/Microbiology with minimum 5 years of experience** in relevant trade.

### Supportive Notes

#### Teaching Learning Material

Books Name	Author
APHA (2017). Standard methods for examination of water and waste water, 23 <sup>rd</sup> ed. American Public Health Association and Water Pollution Control Federation, New York, Washington, DC.	Eugene W. Rice Roger B. Baird Andrew D. Eaton Lenore S. Clesceri
Food Control Manual, Food and Agriculture Organization (FAO), Rome Italy 1971.	Rafai, FAO
National Standards for Drinking water quality 2010 (Pak-EPA)	Pak -EPA
National Environmental Quality Standards for Municipal and Liquid Industrial Effluents 1999 (Pak-EPA)	Pak-EPA
Guidelines for Drinking Water Quality 4 <sup>th</sup> Edition, 2017 Geneva	WHO

## Annexure-I

Week	Task No.	Description
Week-1	Task-1	Enlist the different water sources in Pakistan and identify major sources of pollution for surface as well as groundwater sources
Week-2	Task-2	Explore the difference between: <ul style="list-style-type: none"> <li>• Atomic number and Atomic mass</li> <li>• homogeneous mixture and a heterogeneous mixture</li> <li>• physical change or a chemical change</li> <li>• chemical compound and a ionic compound</li> </ul>
	Task-3	Calculate how many molecules of SO <sub>3</sub> are needed to react with 144 molecules of Fe <sub>2</sub> O <sub>3</sub> given this balanced chemical equation? $\text{Fe}_2\text{O}_3(\text{s}) + 3\text{SO}_3(\text{g}) \rightarrow \text{Fe}_2(\text{SO}_4)_3$
Week-3	Task-4	Enlist the sterility steps required for microbiological sample collection; also explain the methodology of grab and composite sampling.
	Task-5	Define Electrical Conductivity (EC); also explain the effect of temperature on EC.
	Task-6	Explain the working principle of pH meter and determined the pH of given sample.
Week-4	Task-7	Define TDS, analyze given sample for TDS and evaluate it as per "National Standards for Drinking water Quality" (NSDWQ).
	Task-8	Define NTU and explain the working principle of Turbidity meter
	Task-9	Differentiate between free and total chlorine and also explain the working principle of chlorine in water for disinfection.
Week-5	Task-10	Enlist three different methodologies being used for the testing of sodium in water.
	Task-11	Explain the working principle of flame photometer for the determination of potassium
	Task-12	Perform the testing of chloride in given sample by Argentometric method
Week-6	Task-13	Calculate the magnesium from given values of calcium and hardness
	Task-14	Define alkalinity, prepare 0.1 N Hydrochloric Acid(HCl) from 37% HCl stock
	Task-15	Explain the pH ranges at which carbonate, bicarbonate or hydroxide exist in drinking water.
	Task-16	Explain the role of EDTA in determination of calcium by titrimetric method.
Week-7	Task-17	Explain the health effects of Nitrate in drinking water
	Task-18	Define Spectroscopy, explain the working principle of UV-Visible Spectrophotometer
	Task-19	Explain the working principle of colorimeter and analyze water sample for Sulphate on colorimeter.
	Task-20	Explain the effect of iron contamination on physical appearance of drinking water

	Task-21	Enlist three health effects of fluoride poisoning
<b>Week-8</b>	Task-22	Explain the working principle of Dissolved Oxygen(DO)meter
	Task-23	Perform the Chemical Oxygen Demand(COD) test for the given sample
	Task-24	Explain the 5 day test process of BOD determination
<b>Week-9</b>	Task-25	Define Microbiological water testing, explain indicator parameters.
	Task-26	perform the de-chlorination process during sample collection for microbiological water sample
	Task-27	Define reference strains and culture media
	Task-28	Perform sterilization of equipment and explain membrane filtration (MF) method for the determination of Coliforms
<b>Week-10</b>	Task-29	Define heavy metals and their position in periodic table
	Task-30	Define Beer Lambert Law and explain its importance in spectroscopy.
	Task-31	Explain the working principle of Hydride generation mode in Arsenic analysis
<b>Week-11</b>	Task-32	Define method blank and lab control sample, enlist quality control checks during the analysis
	Task-33	Explain the method used to check correctness of analysis
	Task-34	Identify the main parameters defining the wastewater quality and explore the permissible limits of NEQS, 1999 for these parameters
<b>Week-12</b>		<b>Mid-Term Exam</b>
<b>Week-13</b>		Industrial Visits
<b>Week-14</b>	Task-35	Explore the latest technology involved in secondary treatment and compare them with traditional technology
	Task-36	Enlist the stages involved in primary and secondary treatment process
	Task-37	Identify the stages involved in Sewage treatment plant (STP) & different types of filters involved in this process
<b>Week-15</b>	Task-38	Study and recognize different types of water supply systems
	Task-39	Enlist different types of pumps and their maintenance
	Task-40	Explore updated transmission system maps
<b>Week-16</b>	Task-41	Identify the purpose of service reservoirs and develop a plan for O &M of service reservoir
	Task-42	Explore disinfection methods of water
	Task-43	Identify different types of physical processes and explore the advanced technology and compare it with traditional physical processes
	Task-44	Identify the drinking water treatment chemical processes and

		enlist the technology involved.
<b>Week-17</b>	Task-45	Identify the physico-chemical and wastewater parameters for water and wastewater testing and explore their permissible limits as per Drinking water standards and NEQS standards for wastewater
	Task-46	Calculate the chlorine dose for a rectangular water tank
<b>Week-18</b>	Task-47	Identify different types of filters and develop a comparison between them with respect to treatment efficiency and cost
	Task-48	Identify the drinking water treatment chemical processes and enlist the technology involved.
<b>Week-19</b>	Task-49	Explain the testing procedure of Nitrate on Spectrophotometer
	Task-50	Explain aerobic plate count (APC) method and perform gram staining.
<b>Week-20</b>	Task-51	Identify different types of physical processes and explore the advanced technology and compare it with traditional physical processes
	Task-52	Identify the drinking water treatment chemical processes and enlist the technology involved.
<b>Week-21</b>	Task-53	Explore the Processes involved in Jar test
	Task-54	Identify the health and safety hazards involved in industries
<b>Week-22</b>	Task-55	Design a rainwater harvesting system for commercial area
	Task-56	Develop a water metering plan for a community

## **Water Quality Testing Technician**

**What is freelancing and how you can make money online - BBCURDU**

**<https://www.youtube.com/watch?v=9jCJN3Ff0kA>**

**What Is the Role of Good Manners in the Workplace? By Qasim Ali Shah | In Urdu**

**<https://www.youtube.com/watch?v=Qi6Xn7yKIIQ>**

**Hisham Sarwar Motivational Story | Pakistani Freelancer**

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

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

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

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

**<https://www.youtube.com/watch?v=tIQ0CWgszI0>**

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

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

## 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 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>

<b>Activity:</b>	<b>Participant Time</b>	<b>Teacher Time</b>	<b>Mentor Time</b>
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>	

<b>Schedule</b>	<b>Mentor Should do</b>
<b>Welcome: 5 min</b>	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: 10 min</b>	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: 20mins</b>	Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following: <ol style="list-style-type: none"> <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</li> </ol>

	<p>the platform outside of hours. (9am-8pm)</p> <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: 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: 5 minutes</b></p>	<p><b>MENTOR:</b> Close the session with the opportunity for anyone to ask any remaining questions.</p> <p><b>Instructor:</b> Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

## Motivational Lectures and Success Stories (Course Outlines)

Sr #	Topic title	Contents	Theme
1	<b>Success stories</b>	<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	<b>Motivational Lectures</b>	<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 Effectively	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=PhHAQEGehKc">https://www.youtube.com/watch?v=PhHAQEGehKc</a>
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	<a href="https://www.youtube.com/watch?v=5fS3rj6elFg">https://www.youtube.com/watch?v=5fS3rj6elFg</a>
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	<a href="https://www.youtube.com/watch?v=chn86sH0O5U">https://www.youtube.com/watch?v=chn86sH0O5U</a>
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	<a href="https://www.youtube.com/watch?v=s10dzfbozd4">https://www.youtube.com/watch?v=s10dzfbozd4</a>
Wisdom of the Eagle	Learn Kurooji	<a href="https://www.youtube.com/watch?v=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=kzSBrJmXgdg">https://www.youtube.com/watch?v=kzSBrJmXgdg</a>
Risk of Success	Denzel Washington	<a href="https://www.youtube.com/watch?v=tbnzAVRZ9Xc">https://www.youtube.com/watch?v=tbnzAVRZ9Xc</a>

## Annexure-IV

### SUCCESS STORY

S. No	Key Information	Detail/Description
1.	<b>Self &amp; Family background</b>	<p><b>Danyal 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 graphic designer works exclusively on an online freelancing 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 – Danyal 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 Danyal finally decided to jump in. He signed up for one of the numerous sites that connect designers or coders with people or companies that have small projects, like designing a logo or building a website. 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 graphic designing from STEPS (NAVTTC partner institute)
3.	<b>Post-training activities</b>	<p><b>Danyal's</b> area of expertise is in <b>graphic design</b>. In his first month using Fiverr, he pitched mostly for projects centered around logo designing. 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</p>

		<p>uphill struggle, but I didn't want to give up," he explains.</p> <p>Danyal says he understands why clients would be apprehensive giving projects to untested freelancers. 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 Danyal's way. Within a few months, he was landing an average of a hundred projects every month, with a large number of repeat clients. He also expanded the range of his professional services, branching out from logo design to business cards, banners, Facebook cover pages, letterheads, and stationery.</p> <p>But he's had to face his fair share of challenges too. The shoddy state of internet infrastructure in his city, Mirpur, threatened to derail his freelancing career. "Sometimes I haven't had connectivity for two days straight," he explains. "That's unthinkable for someone who makes his livelihood on the internet."</p>
4	<p><b>Success Traits</b></p>	<p><b>Success Traits (characteristics)</b></p> <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> </ul> <p>Loyalty</p>
4.	<p><b>Message to others</b> <b>(under training)</b></p>	<p>Take the training opportunity seriously Impose self-discipline and ensure regularity Make Hard work pays in the end so be always ready for the same.</p>

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

1. To call a passed out successful trainee of the institute. He 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***

## Annexure-V:

### Workplace/Institute Ethics Guide

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

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

1. **Attendance:**

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

2. **Character:**

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

3. **Team Work:**

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

4. **Appearance:**

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

5. **Attitude:**

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

6. **Productivity:**

Do the work correctly, quality and timelines are prized. Get along with fellows,

cooperation is the key to productivity. Help out whenever asked, do extra without being asked. Take pride in your work, do things the best you know-how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

**7. Organizational Skills:**

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Take an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

**8. Communication:**

Written communication, being able to correctly write reports and memos. Verbal communications, being able to communicate one on one or to a group.

**9. Cooperation:**

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing work situations and the application of new or different skills.

**10. Respect:**

Work hard, work to the best of your ability. Carry out orders, do what's asked the first time. Show respect, accept, and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.