

Government of Pakistan
National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"



Course Contents / Lesson Plan

Course Title: Jeep Driver (HTV)

Duration: 3 Months

Revised Edition

Trainer Name	
Course Title	Jeep Driver
Objectives and Expectations	<p>Employable skills and hands-on practice for Jeep Driver (HTV)</p> <p>This course offers a broad, cross-disciplinary learning experience for students looking to pursue career in being a Tourism jeep Driver especially in Tourism business. Pakistan is a Beautiful Tourist Place and jeep is one of the main Source which helpful for tourist in hills areas which are in widely used throughout the Country.</p> <p>This course aims at training the manpower that could operate, maintain and overhaul Jeep efficiently with safety for various tourism departments.</p> <p><u>Main Expectations:</u></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably -- able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <ol style="list-style-type: none"> i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document. ii. To materialize the main expectations, a special module on <u>Job Search & Entrepreneurial Skills</u> has been included in the latter part of this course (3rd & 4th month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country. iii. A module on Work Place Ethics has also been included to highlight the importance of good and positive behavior in the workplace in the line with the best practices elsewhere in the world. An outline of such

qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of the Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

To maintain interest and motivation of the trainees throughout the course, modern techniques such as:

- Motivational Lectures
- Success Stories
- Case Studies

These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).

Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and a proper record of the same will be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem-solving abilities of the trainees.

(i) Motivational Lectures

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

- Clear Purpose to convey the message to trainees effectively.
- Personal Story to quote as an example to follow.
- Trainees fit so that the situation is actionable by trainees and not represent a just idealism.
- Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity, and spark the desire needed for trainees to want to learn more.

The impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for a longer time without boredom and loss of interest because they can see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document.

Course-related motivational lectures online link is available in **Annexure-II**.

(ii) Success Stories

Another effective way of motivating the trainees is using Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been recommended till the end of the training.

A success story may be disseminated orally, through a presentation, or using a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. The optimum impact is created when the story is revealed in the form of:-

- Directly in person (At least 2-3 cases must be arranged by the training institute)
- Through an audio/ videotaped message (2-3 high-quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high-quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

Suggestive structure and sequence of a sample success story and its various shapes can be seen in **Annexure III**.

(iii) Case Studies

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real-life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes the classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies be presented to the trainees. The trainer may adopt a PowerPoint presentation or video format for such case studies whichever is deemed suitable but only those cases must be selected that are relevant and of a learning value.

The Trainees should be required and supervised to carefully analyze the cases.

For this purpose, they must be encouraged to inquire and collect specific information/data, actively participate in the discussions, and intended solutions to the problem/situation.

Case studies can be implemented in the following ways: -

- i. A good quality trade-specific documentary (At least 2-3

	<p>documentaries must be arranged by the training institute)</p> <p>ii. Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)</p> <p>iii. Field visits (At least one visit to a trade-specific major industry/ site must be arranged by the training institute)</p>
Entry-level of trainees	Middle
Learning Outcomes of the course	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> • Operate Jeep on field, schedule maintenance operation of jeep and execute Hitching and unhitching of Tourism Implements. • Hitch, attach and adjusts special equipment and for different operations of jeep. • Inspect and Service different systems of jeeps • Diagnose and Troubleshoot different problems of jeeps • Replaces defective parts
Course Execution Plan	<p>The total duration of the course: 3 months (13 Weeks)</p> <p>Class hours: 5 hours per day</p> <p>Theory: 20%</p> <p>Practical: 80%</p> <p>Weekly hours: 25 hours per week</p> <p>Total contact hours: 320 hours</p>
No of Students	25

MODULES

Scheduled Weeks	Module Title	Learning Units	Remarks
<p>Week 1</p>	<p>Orientation/Course Introduction</p> <p>Mind set and Motivations</p> <p>History and types of engine and vehicle</p> <p>Identification of different vehicles</p> <p>Identification of different parts of vehicle</p>	<ul style="list-style-type: none"> ▪ Introduction of organization, instructor, trainees ▪ Introduction of course contents and performance objectives ▪ Driving as a skill ▪ Driving as a profession ▪ Difference between accident and collision ▪ What do we believe I perceive about accidents ▪ Defensive Driving Behavior ▪ Personal and social issues of driver effecting driving ▪ Motivation ▪ History of engine, EC and IC engine, two and four stroke ▪ History of vehicle ▪ Frame / frameless vehicles ▪ Front engine front wheel drive ▪ Front engine rear wheel drive ▪ Rear engine rear wheel drive ▪ Different makes and models of imported and locally manufactured vehicles ▪ Purchase receipt, registration book, transfer letter, route permit, and token paid receipts. ▪ Vehicle fitness certificate ▪ Vehicle verification through SMS / website ▪ Frame, body, roof, chassis, panels, hood, doors, door handles, fenders, bumpers, lights, front grill, wind screen (front and rear), fire wall, tires, engine, gear box, steering, engine, passenger and lugged compartment, leg room, trunk, mirrors, 	<p>Home Assignment</p> <ul style="list-style-type: none"> • Task 1 • Task 2 • Task 3
<p>Week 2</p>	<p>Introduction to various system of vehicle</p>	<ul style="list-style-type: none"> • Suspension, steering and brakes system, cooling system, 	

	<p>Instruments & Controls of Vehicle & safety Features</p>	<ul style="list-style-type: none"> • Lubricating system • Electrical system • Ignition system • Intake and exhaust system • Fuel system • Transmission system • Steering column control • Key (master key, sub key), Ignition Switch • (Lock, Accessories, On, Start) • Tilt & Telescopic Steering • Push button start • Combination headlamp switch (turn, dipper, position lights & high/low beam) • Horn Switch • Wind screen wiper & washer switch (mist, off, interval, low, high) • Cruise control switch • Air conditioning temp. Control button • Audio video control switch • Instrument panel, door & floor control • Rear wind screen demister switch • Temperature control Knob/lever/button • Air intake selector knob/lever/button (recalculating, fresh) • Air ventilators lever / button • (panel, bilevel, floor, floor / windshield, windshield) • Hazard warning light switch / button • Locking and unlocking (inside and outside) • Fan speed knob/ button, air swing button • Cigarette lighter, ash tray(front, rears), cup and bottle holder, • Manual and power seats adjustment (driver and passengers), headrest adjustment • Manual and power window control • Power windows lock switch / button • Manual and electric side view mirror control • Rear view mirror (day/ night position) • Illumination control of instrument cluster • Navigation and multimedia entertainment head light aimer • Power antenna, digital clock, sunvisor, ticket holder, vanity mirror, glove box, center consol box, arm rest, remaining fuel display • Hood/bonnet release lever, fuel lid and trunk lid opener, hood rod and its position 	<ul style="list-style-type: none"> • Task 4 • Task 5
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- Power sun roof, electric rear sunshade
- Manual and electric parking brake
- Manual and auto gear shift lever
- Accelerator, brake, clutch paddles
- Meter and gauges
- Speedometer, odometer, digital odometer,
- trip meter, tacho meter, digital tachometer, voltage meter, fuel economy meter, inclination meter, (side to side and front to rear inclination) , thermometer, tripmeter, reset button / knobe
- fuel guage, oil pressure guage, engine coolant temptature
- warning and informative lights
- brake warning light, charging system, warning light, low engine oil pressure warning light, high/ low temperature warning light, seat belt warning light and buzzer, fuel level warning light and buzzer, diesel fuel filter indicator, malfunction / check engine light, electric power steering warning light, ABS warning light, airbag, turn signal light and buzzer, high beam light, diesel preheat warning light, shift lever position light for A/ T (P,R,N,D,2, L etc), fuel system warning, light and buzzer, 4wd engagement light, turbocharging warning light, catalytic convertor warning light, timing belt replacement light, open door and trunk warning light, brake shoe replacement warning light
- head lights, day light led's, position light, fog light, tail light, reverse light, indicator light, door light, license light, roof light (off, on door positions) ignition switch light, trunk light,
- safety and security features
- child lock
- keyless entry (remote system), key alarm
- central locking , central locking button/ switch
- high amout rear brakelight
- airbag front and sides
- warning triangle
- seatbelt(three and two point) ELR
- antitheft security system with alarm
- light on reminding alarm
- immbolizer system
- crumple zone, door beams
- collapsible steering
- rear view camera
- accessories of vehicle
- spare tyre, jack(mechanical, hydrolic)

		<ul style="list-style-type: none"> • first aid kit, fire extinguisher • wheel nut spanner, jack handle, tool kit, toeing hook, toeing ropechain, snow chain • arrow racks, luggage roog and bicycle stand/ holder 	
Week 3	Highway code	<ul style="list-style-type: none"> • Pedestrian safety • Phusical fitness of driver • Vehicle inspection before journey • Use and importance of seat belt • Speed limit and safe distance • Driving in adverse weather condition • How to join and leave the road • Overtaking rules • Blindzone • Difference between overtaking and crossing, • Blind overtaking • Right of way • Use of vehicle lights • Vehicle reversing procedure • Transportation of hazardous material • Animals on road and how to deal with them • Road signs (mandatory, warning, informative) • Road markings • General instruction for motor ways • How to join and leave motor way • Types of roads 	•Task 6
Week 4	Basic knowledge of traffic laws in pakistan	<ul style="list-style-type: none"> ▪ Common violations and their penalty basic laws to regulate traffic in national in national hifhway safety ordinance(NHSO 2000) ▪ Basic laws to regulate traffic in motor vehicle ordinance (MVO 1965) ▪ Basic laws to regulate traffic in motor vehicle regulations (MVR 1969) 	•Task7

<p>Week 5</p>	<p>Pre journey inspection and cockpit drill</p>	<ul style="list-style-type: none"> • Clock wise inspection • Anti-clock wise inspection • “power” formula • Inspection of documents • Seat adjustment, • Steering adjustment • Mirrors adjustment • Seat belts 	<p>▪ Monthly Test 1</p>
<p>Week 6</p>	<p>ABC combination control and driving on different tracks (L, T, ?, S)</p>	<ul style="list-style-type: none"> • Acceleration with RPM • Idle RPM • Clutch pressing and releasing • Selection of gear manual transmission, auto transmission, 4 wheel drive • Position of hands while holding the steering and during turning • Turning radius of different vehicles • Round turn, sharp turn • Steering control in reversing • Precaution before reversing the vehicle • Reversing speed • Speed according to the gear • Gear selection according to road condition • Gear selection while driving uphill, down hill • Automatic transmission • Cruise control function • Off road driving • Single road driving • One way, two way driving • Driving in different shapes (L,T,S,?) • Parking • Straight parking • Angle parking • Parallel parking • Garage parking 	<p>▪ Task 8</p> <p><u>Details may be seen at Annexure-I</u></p>

<p>Week 7</p>	<p>Driving in different road condition</p>	<ul style="list-style-type: none"> • Driving practice on rural road • How to care pedestrians, cyclist, motor cyclist, slow moving vehicles • Over taking on rural roads • Emergency brake and speed control • Hazard recognition • Observation skills • Road positioning • Driving on urban road • Lane discipline • Roundabout, • Intersection • Traffic signal lights • Traffic regulating persons • School, hospital, shopping center parking in urban area • Driving on sandy, dusty road • Driving on wet, rough, muddy or melted-snow road • Driving on mountainous areas • driving practice on high way/ motor way • entry exit procedure and precautions • joining and leaving the highway/ motor way • speed limits • proper lane usage • over taking on motorway • responding to emergency situation 	<p>▪ Task 9</p>
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Week 8	Driving in different weather condition	<ul style="list-style-type: none"> • Driving in hot weather and its (precautions effect, tyre safety, AC usage, vehicle heat up etc) • Driving in storm or low visibility • Driving in cold weather and its precautions (fog, rain, snow falling etc) • Driving practice in day/ night condition 	<ul style="list-style-type: none"> ▪ Task 10
Week 9	Servicing and periodic maintenance of vehicle	<ul style="list-style-type: none"> ▪ Safety precautions ▪ Maintenance schedule ▪ Engine oil level ▪ Protection from corrosion ▪ Fan belt tension battery electrolyte level ▪ Steering wheel free play ▪ Parking brake level travel ▪ Brake fluid level ▪ Wind shield washer ▪ Solution level ▪ Clutch pedal free play and height ▪ Parking brake adjustment ▪ Cleaning air filter, AC filter ▪ Oil Filter, Fuel Filter ▪ Engine coolant ▪ Spark plug cleaning ▪ Bleeding hydraulic brake and clutch circuit ▪ Tyre rotation tyre inflation pressure ▪ Fuse replacing ▪ Lighting bulb replacement ▪ Lubricating the lubrication points ▪ Vehicle washing ▪ Storing vehicle ▪ Log book maintenance ▪ Preparation of history sheet ▪ Emergency toeing ▪ Flatbed equipment ▪ Wheel lift equipment ▪ Sling type equipment 	<ul style="list-style-type: none"> ▪ Task 11

Week 10	Health Safety & First aid procedure	<ul style="list-style-type: none"> ▪ Introduction to first aid <ul style="list-style-type: none"> ▪ Use of PPEs ▪ Health & Safety rules ▪ Evacuation & Shifting ▪ Bleeding control , Shock treatment ▪ Chocking & rescue breathing, CPR <ul style="list-style-type: none"> ▪ Fracture , its types& first aid ▪ Burns, its types & first aid ▪ Responding I emergency 	<p>!</p> <ul style="list-style-type: none"> ▪ Monthly Test 2 
Week 11	Work ethics, Road ethics & courtesies & attitudinal dynamics	<ul style="list-style-type: none"> ▪ Definition & types of attitude ▪ Conduct towards vulnerable road users <ul style="list-style-type: none"> ▪ Attitude in collision/ mishap ▪ Fatigue it causes & management <ul style="list-style-type: none"> ▪ Right of way ▪ Expression of basic ethics & courtesies <ul style="list-style-type: none"> ▪ Sacrificing behavior, space sharing <ul style="list-style-type: none"> ▪ Ignoring other's mistake's <ul style="list-style-type: none"> ▪ Driving in Que ▪ Guidance / help to other road users <ul style="list-style-type: none"> ▪ Use of horn and lights ▪ Meeting manners, messing manners <ul style="list-style-type: none"> ▪ Personal hygiene of driver <ul style="list-style-type: none"> ▪ Trip planning ▪ Traveling preparation check list 	<ul style="list-style-type: none"> • Task 12
Week 12	Road stress / road rage management	<ul style="list-style-type: none"> ▪ Introduction to road stress / road rage ▪ Causes of road stress / road rage ▪ Road stress / road rage management 	<ul style="list-style-type: none"> • Task 13 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 13		Final Assessment	

Tasks For Certificate in jeep driver HTV

List of practicals

1. First aid treatment & basic fire fighting
2. Removing refitting wheel ornaments & wheel cups
3. Checking/adding engine oil level
4. Checking/adding power steering fluid level
5. Checking/adding automatic transmission fluid(ATF)level
6. Removing , cleaning & refitting of ash tray
7. Adding washer fluid in washer tank
8. Checking coolant level in reserve tank
9. Cleaning of battery terminal posts and terminals
10. Checking battery condition and electrolyte level
11. Removing and refitting of battery
12. Draining and filling the coolant in radiator
13. Removing and refitting of diesel fuel filter
14. Bleeding the fuel system of diesel engine
15. Cutting, stripping, jointing and insulation taping of different wires
16. Removing, current checking and refitting of spark plug wires
17. Removing and refitting the spark plugs
18. Car washing and polishing
19. Removing, cleaning and refitting of air conditioning filter
20. Checking tyre tread and inflation pressure
21. Adjust parking brake
22. Adjust clutch pedal free ply
23. Removing, inspecting and refitting of different wiring grips and thimbles
24. Removing, inspecting and refitting of different fuses and lighting bulbs
25. Lowering and reinstalling the spare wheel of vehicle
26. Checking and replacing the tyres
27. Rotating of directional and non-directional tyres
28. Changing the engine oil and oil filter
29. Changing the automatic transmission fluid (ATF)
30. Removing, inspection and refitting of wiper blades
31. Bleeding of brake system and clutch system
32. Inspection of vehicle pre journey and cockpit drill
33. Forward driving practice in cones
34. Reverse driving practice in cones
35. Driving practice in L shape, ? Shape , S Shape, T Shape
36. Driving practice on rural and urban roads
37. Parking practice (straight/garage, angle, parallel)
38. Practical for emergency toeing

Annexure-II:

Motivational Lectures

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

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

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

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

Hisham Sarwar Motivational Story | Pakistani Freelancer

https://www.youtube.com/watch?v=CHm_BH7xAXk

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

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

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

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

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

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

Why You Should Never Mock a Farmer | Lamborghini

<https://www.youtube.com/watch?v=pGLdMO9THXo>

Story of the Tractor Woman of India

<https://www.bizencyclopedia.com/article/story-of-the-tractor-woman-of-india>

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"> To introduce the communication skills and how it will work Get to know mentor and team - build rapport and develop a strong sense of a team Provide an introduction to communication skills Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving Gain an understanding of participants' own communication skills rating at the start of the program

Activity:	Participant Time	Teacher Time	Mentor Time
Intro Attend and contribute to the scheduled.			
Understand good communication skills and how it works.			
Understand what good communication skills mean			
Understand what skills are important for good communication skills			
Key learning outcomes:	Resources:		Enterprise skills developed:
<ul style="list-style-type: none"> Understand the communication skills and how it works. 	<ul style="list-style-type: none"> Podium Projector Computer 		<ul style="list-style-type: none"> Communication Self Confidence Teamwork

<ul style="list-style-type: none"> • Understand what communication skills mean • Understand what skills are important for communication skills 	<ul style="list-style-type: none"> • Flip Chart • Marker 	
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Schedule	Mentor Should do
Welcome: 5 min	Short welcome and ask the Mentor to introduce him/herself. Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.
Icebreaker: 10 min	Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead. The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.
Introduction & Onboarding: 20mins	Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following: <ol style="list-style-type: none"> 1. Explanation of the program and structure. (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) 4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.
Team Activity Planning: 30 minutes	MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second 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. <ul style="list-style-type: none"> • “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY • “BRAINSTORMING SOCIAL PROBLEMS” TEAM

	<p style="text-align: center;">ACTIVITY”</p> <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>Session Close: 5 minutes</p>	<p>MENTOR: Close the session with the opportunity for anyone to ask any remaining questions.</p> <p>Instructor: Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

SUCCESS STORY

S. No	Key Information	Detail/Description
1.	How he came on board NAVTTC Training/ or got trained through any other source	Certification in graphic designing from STEPS(NAVTTC partner institute)
2.	Post-training activities	<p>Danyal's area of expertise is in graphic design. 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 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>
3.	Message to others (under training)	<p>Take the training opportunity seriously Impose self-discipline and ensure regularity Make Hard work pays in the end so be always ready for the same.</p>

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

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

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

Workplace/Institute Ethics Guide

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

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

1. **Attendance:**

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

2. **Character:**

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

3. **Team Work:**

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

4. **Appearance:**

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

5. **Attitude:**

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

6. **Productivity:**

Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being asked. Take pride in your work, do things the best you know-how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

7. Organizational Skills:

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

8. Communication:

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

9. Cooperation:

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

10. Respect:

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