

Government of Pakistan

**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents/ Lesson Plan**

**Course Title: Ship Steel Fabrication**

**Duration: 6 Months**

<b>Course Title</b>	<b>Ship Steel Fabrication</b>
<b>Objectives and Expectations</b>	<p><b>Employable skills and hands-on practice for Ship Steel Fabrication</b></p> <p>This course offers a broad, cross-disciplinary learning experience for students looking to pursue career in Ship Steel Fabrication. The needs for superior steel fabrication technology have increased in keeping with the demands for a wide variety of performances such as high productivity, high quality, as well as labor and cost savings. This course will provide participants with an integrated approach to learn about the various aspects of fabrication and allied technologies.</p> <p><b><u>Main Expectations:</u></b></p> <p>In short, the course under reference should be delivered by professional instructors in such a robust hands-on manner that the trainees are comfortably able to employ their skills for earning money (through wage/self-employment) at its conclusion.</p> <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market-centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each trainee to prepare them for such market roles during/after the training.</p> <ol style="list-style-type: none"> <li>i. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session, etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.</li> <li>ii. To materialize the main expectations, a special module on <b><u>Job Search &amp; Entrepreneurial Skills</u></b> has been included in the latter part of this course (5<sup>th</sup> &amp; 6<sup>th</sup> month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also form a</li> </ol>

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**.

	<p><b>(iii) Case Studies</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The Trainees should be required and supervised to carefully analyze the cases.</p> <p>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.</p> <p>Case studies can be implemented in the following ways: -</p> <ul style="list-style-type: none"> <li>i. A good quality trade-specific documentary (At least 2-3 documentaries must be arranged by the training institute)</li> <li>ii. Health &amp; Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)</li> <li>• Field visits (At least one visit to a trade-specific major industry/ site must be arranged by the training institute)</li> </ul>
<b>Entry-level of trainees</b>	Matric Science

<b>Learning Outcome of the Course</b>	<p>By the end of this course, the trainees should gain the following competencies:</p> <ul style="list-style-type: none"> <li>• Maintain Safe work Environment</li> <li>• Prepare materials for fabrication</li> <li>• Use of fabrication machines</li> <li>• Use of fabrication tools and equipment</li> <li>• Use of fabrication drawing</li> <li>• Uses of metals</li> <li>• Marking and measuring techniques</li> <li>• Auto/ manual cutting techniques</li> <li>• Use of profile techniques</li> </ul>
<b>Course Execution Plan</b>	<p>Total Duration of Course: <b>6 Months (26 Weeks)</b></p> <p>Class Hours: <b>4 Hours per day</b></p> <p>Theory: <b>20% Practical: 80%</b></p> <p>Weekly Hours: <b>20 Hours Per week</b></p> <p>Total Contact Hours: <b>520 Hours</b></p>
<b>Companies Offering Jobs in the respective trade</b>	<ol style="list-style-type: none"> <li>1. Shipyard</li> <li>2. Automobile Industry</li> <li>3. Construction Companies</li> <li>4. Aircraft Industry</li> <li>5. Weapon/Armor Industry</li> </ol>
<b>Job Opportunities</b>	<p>All over the world there is a high demand in the Mechanical industry for developers in various field such as fabricator, Marker and drafter. With the help of this course, we will be able to give technical trainings of Advance fabrication to our youth. There are also opportunities for start-up entrepreneurship due to the high demand in the market in the following designated jobs:</p> <ul style="list-style-type: none"> <li>• Ship Construction</li> </ul>

	<ul style="list-style-type: none"> <li>• Ship Fabricator</li> <li>• Block Fabrication</li> <li>• Pre-Fabrication</li> <li>• Light Steel Fabrication</li> <li>• Ship Repair</li> <li>• General Engineering</li> <li>• Submarine Construction</li> </ul>
<b>No of Students</b>	25 Morning and 25 Afternoon
<b>Learning Place</b>	Classroom / Workshop
<b>Instructional Resources</b>	<ol style="list-style-type: none"> <li>1. OXYACETYLENE HAND BOOK by LINDE, Linde Company</li> <li>2. WELDING SKILLS by JOSEPH W.GIACHINO Pub. American Technical Publisher</li> <li>3. GAS WELDING AND CUTTING YENSEXER Mosco – Pease Publisher</li> <li>4. Pocket Welding Guide by Hobart Institute of Welding Technology</li> <li>5. OXYACETYLENE WELDING (Basic Fundamentals) by RONALD J.BAIRD South Holland, Illions The Good Heart-Will Cox (Company) INC</li> </ol>

## Modules

Scheduled Weeks	Module Title	Learning Units	Remarks
Week 1	<p><b>Understand the basic Engineering practice and Introduction</b></p> <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> ( For further detail please see Annexure: II)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Course Introduction</b></li> <li>• <b>Success stories</b></li> <li>• <b>Job market</b></li> <li>• <b>Course Applications</b></li> <li>• <b>Institute/work ethics</b></li> <li>• Introduction to Ship Fabrication</li> <li>• Safety Measures</li> <li>• Safety Signs</li> <li>• Hazard at Workplace</li> </ul>	<p><b>Task 1</b></p> <p><b>Task 2</b></p> <p><b>Task 3</b></p> <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 2	<p><b>Fabrication Tools and Equipment</b></p> <ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Annexure: III)</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring tool &amp; equipment</li> <li>• Scale, Vernier caliper &amp; gauges</li> <li>• Marking tool &amp; equipment</li> <li>• Divider, caliper, punches, line dore, scriber and V block</li> <li>• Precision and non-precision tools</li> </ul>	<p><b>Task 4</b></p> <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 3	<p><b>Unit conversions</b></p> <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> ( For further detail please see Annexure: II)</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring Conversion</li> <li>• Defect in measurement</li> </ul>	<p><b>Task 5</b></p> <p><i><u>Details may be seen at Annexure-I</u></i></p>

<p><b>Week 4</b></p>	<p><b>Cutting tools</b></p> <ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Annexure: III)</li> </ul>	<ul style="list-style-type: none"> <li>• Cutting tools</li> <li>• Files, Hawk saw and chisels</li> <li>• Practical of chipping</li> </ul>	<p><b>Task 6</b> <i>Details may be seen at Annexure-I</i></p>
<p><b>Week 5</b></p>	<p><b>Striking tools</b></p> <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> ( For further detail please see Annexure: II)</li> </ul>	<ul style="list-style-type: none"> <li>• Striking tool</li> <li>• Classification and types of Hammers</li> </ul>	
<p><b>Week 6</b></p>	<p><b>Gripping Tools</b></p> <ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Annexure: III)</li> </ul>	<ul style="list-style-type: none"> <li>• Gripping tools</li> <li>• Vice, clamps and wrenches</li> <li>• Making of Square plate (100*100*8mm).</li> </ul>	
<p><b>Week 7</b></p>	<p><b>Properties of Metals</b></p> <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> ( For further detail please see Annexure: II)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of metals</li> <li>• Characteristics of metals</li> <li>• Making Cone</li> </ul>	<p><b>Task 7</b> <i>Details may be seen at Annexure-I</i></p>

<p><b>Week 8</b></p>	<p><b>Forging and welding</b></p> <ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Annexure: III)</li> </ul>	<p><b>Success stories ( For further detail please see Page No: 3&amp; 4)</b></p> <ul style="list-style-type: none"> <li>• Fastening process</li> <li>• Welding, riveting and forging</li> </ul>	<p><b>Task 8, 9, 10</b></p> <p><i><u>Details may be seen at Annexure-I</u></i></p>
<p><b>Week 9</b></p>	<p><b>Sheet and Plate metal work</b></p> <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> ( For further detail please see Annexure: II)</li> </ul>	<ul style="list-style-type: none"> <li>• Sheet and plate metal work</li> <li>• Shearing</li> <li>• Punching</li> <li>• Rolling</li> <li>• Bending</li> </ul>	<p><b>Task 11</b></p> <p><i><u>Details may be seen at Annexure-I</u></i></p>
<p><b>Week 10</b></p>	<p><b>Grinding</b></p> <ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Annexure: III)</li> </ul>	<ul style="list-style-type: none"> <li>• Grinding</li> <li>• Parts</li> <li>• Grinding disc</li> <li>• Procedure for grinding</li> <li>• Types of grinding wheel</li> </ul>	<p><b>Task 12</b></p> <p><i><u>Details may be seen at Annexure-I</u></i></p>
<p><b>Week 11</b></p>	<p><b>Drilling</b></p> <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> ( For further detail please see Annexure: II)</li> </ul>	<ul style="list-style-type: none"> <li>• Drills and drilling</li> <li>• Types of drills</li> <li>• Drilling procedures</li> <li>• Selection of drilling speed</li> </ul>	<p><b>Task 13</b></p> <p><i><u>Details may be seen at Annexure-I</u></i></p>

<p><b>Week 12</b></p>	<p><b>Heat Treatment</b></p> <ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Annexure: III)</li> </ul>	<ul style="list-style-type: none"> <li>• Heat Treatment</li> <li>• Characteristics of Metal</li> <li>• Ferrous and non-ferrous</li> <li>• Annealing</li> <li>• Tempering</li> </ul>	<p><b>Task 14</b> <i>Details may be seen at Annexure-I</i></p>
<p><b>Week 13</b></p>	<p><b>Fabrication Drawing</b></p> <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> ( For further detail please see Annexure: II)</li> </ul>	<ul style="list-style-type: none"> <li>• Types of fabrication</li> <li>• Introduction of fabrication drawing</li> <li>• Alphabets of line</li> <li>• Uses of drawing tools</li> <li>• Scale reading</li> </ul>	<p><b>Task 15, 16</b> <i>Details may be seen at Annexure-I</i></p>
	<p><b>Build your CV</b></p>	<p>Download professional CV template from any good site (<a href="https://www.coolfreecv.com">https://www.coolfreecv.com</a> or relevant)</p> <ul style="list-style-type: none"> <li>• Add Personal Information</li> <li>• Add Educational details</li> <li>• Add Experience/Portfolio</li> <li>• Add contact details/profile links</li> </ul>	<p><b>Task 16A</b></p>
<p><b>Week 14</b></p>	<p><b>Geometrical figures and dimensions</b></p> <ul style="list-style-type: none"> <li>• <b>Success</b></li> </ul>	<ul style="list-style-type: none"> <li>• Geometrical angles and its types</li> <li>• Types of polygons</li> <li>• Types of Circles</li> <li>• Transversal and longitudinal</li> <li>• Practical of pentagon</li> </ul>	<p><b>Task 17</b> <i>Details may be seen at Annexure-I</i></p>

	<p><b>stories</b> ( For further detail please see Annexure: III)</p>		
<b>Week 15</b>	<b>Mid-Term Assignment</b>		
<b>Week 16</b>	..Continued	<ul style="list-style-type: none"> <li>• Isometric drawing</li> <li>• Orthographic drawing</li> <li>• Practical of hexagon and octagon</li> </ul>	
<b>Week 17</b>	<p><b>Introduction of Gas Cutting</b></p> <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> ( For further detail please see Annexure: II)</li> </ul>	<p><b>Motivational Lecture</b> (For further detail please see Page No: 3&amp; 4)</p> <ul style="list-style-type: none"> <li>• Safety precaution of Gas cutting</li> <li>• Gas cutting tools &amp; equipment</li> <li>• Types and size of nozzles</li> <li>• Types of flames</li> <li>• Neutral, carbonizing and oxidizing processes</li> <li>• Practical of gas cutting</li> <li>• Filing</li> <li>• Hacksawing</li> </ul>	<p><b>Task 18, 19</b></p> <p><u>Details may be seen at Annexure-I</u></p>
<b>Week 18</b>	<p>..Continued</p> <ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Annexure: III)</li> </ul>	<ul style="list-style-type: none"> <li>• Manual Cutting Practices as Per Marking of job</li> <li>• Auto Cutting Practices</li> </ul>	<p><b>Task 20, 21</b></p> <p><u>Details may be seen at Annexure-I</u></p>

Week 19	<b>Fabrication Profile</b> <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> ( For further detail please see Annexure: II)</li> </ul>	<ul style="list-style-type: none"> <li>• Fabrication profiles</li> <li>• I- beam</li> <li>• H-beam</li> <li>• Round bar</li> <li>• Hollow bar</li> <li>• Square bar</li> <li>• Flat bar</li> <li>• Bulb profiles</li> <li>• Practical of Elbow</li> </ul>	<b>Task 22</b>  <i><u>Details may be seen at Annexure-I</u></i>
	<b>Create an account profile on Fiverr (at least two gigs) and Upwork</b>	Create an account by following these steps: Step 1: Personal Info Step 2: Professional Info Step 3: Linked Accounts Step 4: Account Security	<b>Task 22A</b>
Week 20	<b>Fabrication Machines</b> <ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Annexure: III)</li> </ul>	<ul style="list-style-type: none"> <li>• Safety precautions of fabrication machines</li> <li>• Introduction of fabrication machines</li> <li>• Practical of Cube</li> </ul>	<b>Task 23</b>  <i><u>Details may be seen at Annexure-I</u></i>
Week 21-26	<b>Employable Project/ Assignment 6 weeks (21-26) in addition of</b>	<ul style="list-style-type: none"> <li>• Guidelines to the Trainees for selection of students employable project like final year project (FYP)</li> <li>• Assign Independent project to each Trainee</li> </ul>	<b>Task 24</b>  <i><u>Details may be seen at Annexure-I</u></i>

	<p><b>regular classes</b></p> <p><b>OR</b></p> <p><b>On job training (2 weeks)</b></p>	<ul style="list-style-type: none"> <li>● A project based on trainee's aptitude and acquired skills.</li> <li>● Designed by keeping in view the emerging trends in the local market as well as across the globe.</li> <li>● The project idea may be based on Entrepreneur.</li> <li>● Leading to the successful employment.</li> <li>● The duration of the project will be 6 weeks</li> <li>● Ideas may be generated via different sites such as:  <a href="https://1000projects.org/">https://1000projects.org/</a>  <a href="https://nevonprojects.com/">https://nevonprojects.com/</a>  <a href="https://www.freestudentprojects.com/">https://www.freestudentprojects.com/</a>  <a href="https://technofizi.net/best-computer-science-and-engineering-cse-project-topics-ideas-for-students/">https://technofizi.net/best-computer-science-and-engineering-cse-project-topics-ideas-for-students/</a> </li> <li>● Final viva/assessment will be conducted on project assignments.</li> <li>● At the end of session the project will be presented in skills competition</li> <li>● The skill competition will be conducted on zonal, regional and National level.</li> <li>● The project will be presented in front of Industrialists for commercialization</li> <li>● The best business idea will be placed in NAVTTC business incubation center for commercialization.</li> </ul> <hr/> <p style="text-align: center;"><b>OR</b></p> <p><b>On job training for 2 weeks:</b></p> <ul style="list-style-type: none"> <li>● Aims to provide 2 weeks industrial training to the Trainees as part of</li> </ul>	
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		<p>overall training program</p> <ul style="list-style-type: none"> <li>• Ideal for the manufacturing trades</li> <li>• As an alternate to the projects that involve expensive equipment</li> <li>• Focuses on increasing Trainee's motivation, productivity, efficiency and quick learning approach.</li> </ul>	
Week 22	<p><b>..Continued</b></p> <ul style="list-style-type: none"> <li>• <b>Success stories</b> ( For further detail please see Annexure: III)</li> </ul>	<ul style="list-style-type: none"> <li>• Shearing machine</li> <li>• Punching machine</li> <li>• Rolling machine</li> <li>• Bending machine</li> <li>• Edge planner</li> <li>• Profile setter</li> </ul>	
	<p><b>How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)</b></p>	<ul style="list-style-type: none"> <li>• Browse the following website and create an account on each website <ul style="list-style-type: none"> <li>▪ Bayt.com – The Middle East Leading Job Site</li> <li>▪ Monster Gulf – The International Job Portal</li> <li>▪ Gulf Talent – Jobs in Dubai and the Middle East</li> </ul> </li> <li>• Find the handy 'search' option at the top of your homepage to search for the jobs that best suit your skills.</li> <li>• Select the job type from the first 'Job Type' drop-down menu, next, select the location from the second drop-down menu.</li> <li>• Enter any keywords you want to use to find suitable job vacancies.</li> <li>• On the results page you can search</li> </ul>	<b>Task 25</b>

		<p>for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search.</p> <ul style="list-style-type: none"> <li>• Search for jobs by: <ul style="list-style-type: none"> <li>▪ Company</li> <li>▪ Category</li> <li>▪ Location</li> <li>▪ All jobs</li> <li>▪ Agency</li> </ul> </li> <li>• Industry</li> </ul>	
<b>Week 23</b>	<p><b>Fabrication Drawing (detail)</b></p> <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> ( <i>For further detail please see Annexure: II</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Detail practices of isometric and orthographic drawing</li> </ul>	
<b>Week 24</b>	<p><b>Revision (Theory)</b></p>	<ul style="list-style-type: none"> <li>• Revision of fabrication (theory)</li> </ul>	
<b>Week 25</b>	<p><b>Revision (Practical)</b></p> <ul style="list-style-type: none"> <li>• <b>Motivational Lecture</b> ( <i>For further detail please see Annexure: II</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of fabrication (practical)</li> </ul>	

<p><b>Week 26</b></p>	<p><b>Entrepreneurship and Final Assessment in project</b></p>	<ul style="list-style-type: none"> <li>• Job Market Searching</li> <li>• Self-employment</li> <li>• Freelancing sites</li> <li>• Introduction</li> <li>• Fundamentals of Business Development</li> <li>• Entrepreneurship</li> <li>• Startup Funding</li> <li>• Business Incubation and Acceleration</li> <li>• Business Value Statement</li> <li>• Business Model Canvas</li> <li>• Sales and Marketing Strategies</li> <li>• How to Reach Customers and Engage CxOs</li> <li>• Stakeholders Power Grid</li> <li>• RACI Model, SWOT Analysis, PEST Analysis</li> <li>• SMART Objectives</li> <li>• OKRs</li> <li>• Cost Management (OPEX, CAPEX, ROCE etc.)</li> <li>• Final Assessment</li> </ul>	
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***Annexure-I:***

**Tasks for Certificate in Ship Steel Fabrication**

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<b>Task No.</b>	<b>Task</b>	<b>Description</b>	<b>Week</b>
1.	<b>Find the career path</b>	<ul style="list-style-type: none"> <li>Prepare a career path related to your course and also highlight the emerging trends in the local as well as international market</li> </ul>	<b>Week 1</b>
2.	<b>Work ethics</b>	<ul style="list-style-type: none"> <li>Generate a report on Institute work ethics and professionalism related to your course</li> </ul>	
3.	<b>Identify hazards in workshop</b>	<ul style="list-style-type: none"> <li>Prepare a report of at least 10 safety practices and fabrication related hazards</li> </ul>	
4.	<b>Use hand tools</b>	<ul style="list-style-type: none"> <li>Use hand tools to produce desired outcomes to job specifications which includes finish, tension, size or shape.</li> <li>Identify unsafe or faulty tools and marked for repair according to designated procedures before, during and after use.</li> <li>Store hand tools safely in appropriate location according to standard operational procedures and manufacturers' recommendations.</li> </ul>	<b>Week 2</b>
5.	<b>Perform basic construction math used in industry</b>	<ul style="list-style-type: none"> <li>Add, subtract, multiply, and divide whole numbers, decimals, and fractions with and without a calculator.</li> <li>Convert whole numbers to fractions and convert fractions to whole numbers.</li> <li>Convert decimals to percentages and convert percentages to decimals.</li> <li>Convert fractions to decimals.</li> <li>Convert fractions to percentages.</li> <li>Demonstrate reading a standard and metric ruler and tape measure.</li> <li>Recognize and use metric units of length, weight, volume, and temperature.</li> </ul>	<b>Week 3</b>
6.	<b>Carry out mechanical cutting</b>	<ul style="list-style-type: none"> <li>Select appropriate method/machine is to meet specifications.</li> <li>Adjust machine for operation consistent with standard operating procedures.</li> <li>Set up machine tooling</li> <li>Select tool to match job requirements.</li> <li>Install tool using standard operating procedures.</li> <li>Operate mechanical cutting machine</li> <li>Set appropriate stops and guards and adjust as required.</li> <li>Secure material and correctly position using measuring equipment as necessary.</li> </ul>	<b>Week 4</b>

		<ul style="list-style-type: none"> <li>• Start and stop machine safely to standard operating procedures.</li> <li>• Operate machine to cut/hole material to specifications using standard operating procedures.</li> </ul>	
7.	<b>Select mechanical engineering materials</b>	<ul style="list-style-type: none"> <li>• Relate material properties to common mechanical and manufacturing engineering methods and processes</li> <li>• Identify common characteristics, faults or flaws in materials, components and product</li> <li>• Identify engineering-related test methods for materials and components or product properties</li> <li>• Investigate and report on relevant standards and codes</li> <li>• Obtain test sheets/certificates for appropriate materials for applications in accordance with organisational procedures and/or codes and regulations</li> <li>• Incorporate materials and components into mechanical and manufacturing processes in accordance with design functional requirements</li> <li>• Report and record materials selections against design functional requirements in accordance with organisational procedures, codes and regulations</li> </ul>	<b>Week 7</b>
8.	<b>Hammer forge complex shapes</b>	<ul style="list-style-type: none"> <li>• Set up and operate forging machine</li> <li>• Operate forging machine in accordance with standard operating procedures and specifications.</li> <li>• Select complex open die tooling according to workplace procedures.</li> <li>• Position material safely and correctly in the forming equipment in accordance with standard operating procedures.</li> <li>• Mark hot forgings and measured as required.</li> <li>• Made allowance for material shrinkage and oxidisation.</li> <li>• Attach hammer tools and fixtures to power hammer.</li> <li>• Handle forgings safely and correctly according to workplace procedures.</li> </ul>	<b>Week 8</b>

		<ul style="list-style-type: none"> <li>• Heat complex forgings</li> <li>• Select heating plant and equipment appropriate to work undertaken.</li> <li>• Apply techniques used to heat heavy and complex forgings correctly.</li> <li>• Perform post-forging heating correctly and safely.</li> <li>• Handle hot forgings according to workplace procedures.</li> </ul>	
9.	<b>Construct various welds using different positions and electrodes.</b>	<ul style="list-style-type: none"> <li>• Weld pads in the flat, horizontal, vertical, and overhead positions.</li> <li>• Make fillet welds in the flat position using E6010 and E7018 electrodes.</li> <li>• Make fillet welds in the horizontal position using E6010 and E7018 electrodes.</li> <li>• Make fillet welds in the vertical position using E6010 and E7018 electrodes.</li> <li>• Make fillet welds in the overhead position using E6010 and E7018 electrodes.</li> </ul>	<b>Week 8</b>
10.	<b>Construct various advanced welds in different positions</b>	<ul style="list-style-type: none"> <li>• Weld plate, V-butt with backing, using E7018 electrodes in the flat position.</li> <li>• Weld beads on a plate using E7018 electrodes in the horizontal position.</li> <li>• Weld plate, V-butt with backing, using E7018 electrodes in the horizontal position.</li> <li>• Weld beads on a plate using E7018 electrodes in the vertical position.</li> <li>• Weld plate, V-butt with backing, using E7018 electrodes in the vertical position.</li> <li>• Weld beads on a plate using E7018 electrodes in the overhead position.</li> <li>• Weld plate, V-butt with backing, using E7018 electrodes in the overhead position.</li> </ul>	<b>Week 8</b>
11.	<b>Plan &amp; perform sheet metal fabrication works</b>	<ul style="list-style-type: none"> <li>• Develop pattern on sheets using parallel line method.</li> <li>• Develop pattern on sheets using radial line method.</li> <li>• Develop pattern on sheets using triangular line method.</li> <li>• Perform rolling works on flat sheets.</li> <li>• Perform Forming works on flat</li> <li>• Perform bending works on frames.</li> <li>• Make a riveted joint</li> </ul>	<b>Week 9</b>
12.	<b>Perform grinding</b>	<ul style="list-style-type: none"> <li>• Remove and replace a grinding wheel.</li> </ul>	<b>Week 10</b>

	<b>operation to the teacher's specifications</b>	<ul style="list-style-type: none"> <li>• Dress a wheel flat.</li> <li>• Grind a work piece flat and parallel,</li> <li>• Grind a work piece square to an angular surface and to dimension.</li> <li>• Perform Bench grinding.</li> <li>• Perform pedestal grinding.</li> </ul>	
13.	<b>Operate drilling machine involving different hole machining operations</b>	<ul style="list-style-type: none"> <li>• Identify the types of drilling machines, including hand powered and drill press</li> <li>• Ensure safety rules for the safe use of a hand power drill and drill press.</li> <li>• Identify work-holding and setup devices in drill press operations.</li> <li>• Perform drilling and Reaming operation.</li> <li>• Perform counter boring.</li> <li>• Perform counter sinking.</li> <li>• Perform Spot facing.</li> <li>• Perform Machine tapping.</li> </ul>	<b>Week 11</b>
14.	<b>Demonstrate different heat treatment processes with pre and post heat treatment on welds</b>	<ul style="list-style-type: none"> <li>• Select hardening temperature of a given material.</li> <li>• Perform Hardening of a given material on different quenching media.</li> <li>• Perform low tempering of a hardened material.</li> <li>• Perform medium tempering of a hardened material.</li> <li>• Perform High tempering of a hardened material.</li> <li>• Perform stress relieving of a given material.</li> <li>• Perform pre weld heat treatment of a welded component.</li> <li>• Perform post weld heat treatment of a welded component.</li> <li>• Perform annealing of work hardened material.</li> <li>• Perform normalizing of a forged component.</li> <li>• Perform flame hardening of a given material.</li> </ul>	<b>Week 12</b>
15.	<b>Perform advanced engineering detail drafting</b>	<ul style="list-style-type: none"> <li>• Prepare assembly, layout and detail drawing</li> <li>• Undertake engineering calculations to determine all dimensions including limits and fits, surface texture, datum references</li> <li>• Undertake geometric tolerances where appropriate to ensure functional operation and suitability.</li> <li>• Interpret specifications and select</li> </ul>	<b>Week 13</b>

		<p>material, components and/or assemblies from data sheets or manufacturers' catalogues to meet specifications.</p> <ul style="list-style-type: none"> <li>• Check drawings to ensure compliance with specifications.</li> <li>• Check drawings to ensure that assembly/fabrication is possible.</li> </ul>	
16.	<b>Prepare drawings for fabricated sheet metal products</b>	<ul style="list-style-type: none"> <li>• Identify design process for fabricated sheet metal products</li> <li>• Interpret specifications and requirements for product and determine implications and requirements for fabrication</li> <li>• Access and interpret 22inimized22onal and industry standards, information and catalogues to obtain required product specifications</li> <li>• Identify features of sheet metal products and techniques used in fabrication</li> <li>• Identify characteristics of metal materials used in fabricated products and implications for fabrication techniques</li> <li>• Identify terminology, symbols and standards used in drawings for fabricated products and required inclusions for fabrication drawings</li> <li>• Perform calculations required to complete drawings to specifications</li> <li>• Lay out the drawing in accordance with specifications and industry conventions</li> <li>• Store drawings according to 22inimized22onal procedures</li> </ul>	<b>Week 13</b>
16A	<b>Build your CV</b>	<p>Download professional CV template from any good site (<a href="https://www.coolfreecv.com">https://www.coolfreecv.com</a> or relevant)</p> <ul style="list-style-type: none"> <li>• Add Personal Information</li> <li>• Add Educational details</li> <li>• Add Experience/Portfolio</li> <li>• Add contact details/profile links</li> </ul>	<b>Week 13</b>
17.	<b>Perform advanced geometric development (cylindrical/rectangular)</b>	<ul style="list-style-type: none"> <li>• Mark off/out fabrications using correct calculations appropriate to the task.</li> <li>• Datum points are correctly established and indicated.</li> <li>• Determine allowances and marked (thickness, bend, pitch, angle, circumference, perimeter).</li> </ul>	<b>Week 14</b>

		<ul style="list-style-type: none"> <li>• Select template material appropriate to the marking out requirements.</li> <li>• Determine allowances correctly and transfer</li> <li>• Produce templates for rolling, bending, pressing, drilling and profiling accurately</li> <li>• Follow correct storage procedures including labelling and identification to standard operating procedures.</li> <li>• Develop patterns as required</li> <li>• Correct allowances are determined and transferred.</li> <li>• Interpret relevant codes, standards and symbols and applied to materials and processes.</li> <li>• Estimate quantities of materials from engineering drawings</li> <li>• Use material in optimize way and wastage is 23inimized.</li> </ul>	
		<b>Mid Term</b>	<b>Week 15</b>
<b>18.</b>	<b>Oxy-acetylene gas cutting of mild steel</b>	<ul style="list-style-type: none"> <li>• Prepare base metal to be cut</li> <li>• Mark the starting and end point of base metal</li> <li>• Make Neutral flame of oxyacetylene</li> <li>• Red hot the starting point of base metal</li> <li>• Open the Oxygen jet</li> <li>• Complete the cutting process accordingly</li> </ul>	<b>Week 17</b>
<b>19.</b>	<b>Prepare the base metal for oxy-fuel welding</b>	<ul style="list-style-type: none"> <li>• Prepare base metal joints for welding, oxy-fuel welding, and brazing.</li> <li>• Properly secure portable gas cylinders and cutting equipment.</li> <li>• Set up oxy-fuel equipment.</li> <li>• Light and adjust the oxy-fuel cutting torch.</li> <li>• Perform the different types of cuts using an oxy-fuel torch.</li> <li>• Properly shut down oxy-fuel equipment.</li> <li>• Change out empty cylinders.</li> </ul>	<b>Week 17</b>
<b>20.</b>	<b>Perform welding of Mild steel Plate and sheets by Gas Metal Arc Welding process (GMAW).</b>	<ul style="list-style-type: none"> <li>• Weld Fillet "T" joint on M.S. Plate in Flat position.</li> <li>• Weld Fillet Lap joint on M.S. Plate in Flat Weld position.</li> <li>• Weld Fillet Corner joint on M.S. plate in Flat position.</li> <li>• Weld Single "V" joint on M.S. plate in Flat position.</li> <li>• Weld Fillet "T" joint on M.S. Plate in</li> </ul>	<b>Week 18</b>

		<p>Horizontal position.</p> <ul style="list-style-type: none"> <li>• Weld Fillet Corner joint on M.S. Plate in Horizontal position.</li> <li>• Weld Single “V” butt joint on M.S. Plate in Horizontal position.</li> <li>• Weld Fillet “T” joint on M.S. Plate in Vertical position.</li> <li>• Weld Fillet Corner joint on M.S. Plate in Vertical position.</li> <li>• Weld Single “V” butt joint on M.S. Plate in Vertical position.</li> <li>• Weld Fillet “T” joint on M.S. Plate in overhead position Weld Fillet Corner joint on M.S. plate in overhead position.</li> <li>• Weld Single “V” butt joint on M.S. plate in overhead position.</li> </ul>	
21.	<b>Repair cast Iron components by Oxyacetylene gas welding</b>	<ul style="list-style-type: none"> <li>• Repair Cast Iron components by using Cast iron filler rod using Oxy acetylene flame.</li> <li>• Inspect the joint for acceptability.</li> <li>• Repair Cast Iron components by Bronze welding using Oxy acetylene flame.</li> <li>• Inspect the joint for acceptability.</li> </ul>	<b>Week 18</b>
22	<b>Apply fabrication, forming and shaping techniques</b>	<ul style="list-style-type: none"> <li>• Set up forming/shaping equipment for a specific operation</li> <li>• Select most appropriate tools and equipment</li> <li>• Set up equipment correctly and adjust for operation to standard operating procedures</li> <li>• Made allowances for shrinkage, thickness and inside/outside measurements</li> <li>• Operate forming/shaping equipment</li> <li>• Start machine safely and shut down to standard operating procedures</li> <li>• Position material and safety guards correctly</li> <li>• Level, straighten, roll, press and bent material to specifications/drawings using fabrication techniques</li> <li>• Follow correct hot or cold forming procedure</li> <li>• Check final form/shape for compliance to specification and adjust as necessary to standard operating procedures</li> </ul>	<b>Week 19</b>

22A	<b>Create an account profile on Fiverr (at least two gigs) and Upwork</b>	Create an account by following these steps: Step 1: Personal Info Step 2: Professional Info Step 3: Linked Accounts Step 4: Account Security	<b>Week 19</b>
23	<b>Assemble fabricated components</b>	<ul style="list-style-type: none"> <li>• Position material and/or fabricated components correctly</li> <li>• Adjust Jigs, fixtures, tools and measuring equipment correctly</li> <li>• Determine datum line correctly if necessary</li> <li>• Check assembled components for position including squareness, level and alignment to specification</li> <li>• Apply fixing/joining techniques as necessary according to standard operating procedures</li> <li>• Check assembly for compliance with drawing</li> <li>• Interpret codes/standards and apply</li> </ul>	<b>Week 20</b>
24		<p><b>Project / Revision / Assessment</b></p> <p>Fabricate a model that includes following path:</p> <ul style="list-style-type: none"> <li>• Perform Welding and Gas Cutting</li> <li>• Carry out Rigging</li> <li>• Perform Mould-Loft Work</li> <li>• Perform Marking</li> <li>• Carry out Hull Machinery Work Preparation</li> <li>• Perform Assembly</li> <li>• Work on Building Berth and Outfit</li> <li>• Carry out Ship repair</li> </ul> <p>Note: Industry must ensure that above mentioned competencies are achieved by the trainees during their on job training.</p>	<b>Week 21-26</b>
25	<b>How to search and apply for jobs in at least two labor</b>	<ul style="list-style-type: none"> <li>• Browse the following website and create an account on each website <ul style="list-style-type: none"> <li>▪ Bayt.com – The Middle East Leading Job Site</li> <li>▪ Monster Gulf – The International Job Portal</li> </ul> </li> </ul>	<b>Week-22</b>

	<b>marketplace countries (KSA, UAE, etc.)</b>	<ul style="list-style-type: none"><li>▪ Gulf Talent – Jobs in Dubai and the Middle East</li><li>• Find the handy ‘search’ option at the top of your homepage to search for the jobs that best suit your skills.</li><li>• Select the job type from the first ‘Job Type’ drop-down menu, next, select the location from the second drop-down menu.</li><li>• Enter any keywords you want to use to find suitable job vacancies.</li><li>• On the results page you can search for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search.</li><li>• Search for jobs by:<ul style="list-style-type: none"><li>▪ Company</li><li>▪ Category</li><li>▪ Location</li><li>▪ All jobs</li><li>▪ Agency</li></ul></li><li>• Industry</li></ul>	
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## **Ship Steel Fabrication**

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**Ship building doesn't get any faster than this!**

**<https://www.youtube.com/watch?v=xm6lvvE8roo>**

**This is How Large Ship Building and Most Skilled Technical Doing Their Job**

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

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

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

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

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

# Annexure-II

## SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE.

### Mentor

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

### Session- 1 (Communication):

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

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

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

<ul style="list-style-type: none"> <li>• Understand what communication skills mean</li> <li>• Understand what skills are important for communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Marker</li> </ul>	
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Schedule	Mentor Should do
<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 the platform outside of hours. (9am-8pm)</li> <li>4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.</li> </ol>
<b>Team Activity Planning: 30 minutes</b>	<b>MENTOR:</b> 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"> <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. Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p><b>Session Close:</b> <b>5 minutes</b></p>	<p><b>MENTOR:</b> Close the session with the opportunity for anyone to ask any remaining questions.</p> <p><b>Instructor:</b> Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

**MOTIVATIONAL LECTURES LINKS.**

<b>TOPIC</b>	<b>SPEAKER</b>	<b>LINK</b>
<b>Shipbuilding Story</b>	The Irving shipyard	<a href="https://www.youtube.com/watch?v=b-43xALbFI">https://www.youtube.com/watch?v= b-43xALbFI</a>
<b>How to Face Problems In Life</b>	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=OrQte08MI90">https://www.youtube.com/watch?v=OrQte08MI90</a>
<b>Just Control Your Emotions</b>	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=JzFs_yJt-w">https://www.youtube.com/watch?v=JzFs_yJt-w</a>
<b>How to Communicate Effectively</b>	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=PhHAQEGehKc">https://www.youtube.com/watch?v=PhHAQEGehKc</a>
<b>Your ATTITUDE is Everything</b>	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	<a href="https://www.youtube.com/watch?v=5fS3ri6eIFg">https://www.youtube.com/watch?v=5fS3ri6eIFg</a>
<b>Control Your EMOTIONS</b>	Jim Rohn Les Brown TD Jakes Tony Robbins	<a href="https://www.youtube.com/watch?v=chn86sH005U">https://www.youtube.com/watch?v=chn86sH005U</a>
<b>Defeat Fear, Build Confidence</b>	Shaykh Atif Ahmed	<a href="https://www.youtube.com/watch?v=s10dzfbozd4">https://www.youtube.com/watch?v=s10dzfbozd4</a>
<b>Wisdom of the Eagle</b>	Learn Kurooji	<a href="https://www.youtube.com/watch?v=bEU7V5rJTtw">https://www.youtube.com/watch?v=bEU7V5rJTtw</a>
<b>The Power of ATTITUDE</b>	Titan Man	<a href="https://www.youtube.com/watch?v=r8LJ5X2eigU">https://www.youtube.com/watch?v=r8LJ5X2eigU</a>
<b>STOP WASTING TIME</b>	Arnold Schwarzenegger	<a href="https://www.youtube.com/watch?v=kzSBrJmXqdg">https://www.youtube.com/watch?v=kzSBrJmXqdg</a>
<b>Risk of Success</b>	Denzel Washington	<a href="https://www.youtube.com/watch?v=tbnzAVRZ9Xc">https://www.youtube.com/watch?v=tbnzAVRZ9Xc</a>
<b>Shipbuilding Story</b>	The Irving shipyard	<a href="https://www.youtube.com/watch?v=b-43xALbFI">https://www.youtube.com/watch?v= b-43xALbFI</a>

## Annexure-III

### SUCCESS STORY

S. No	Key Information	Detail/Description
1.	Self & Family background	
2.	How he came on board NAVTTC Training/ or got trained through any other source	
3.	Post-training activities	
4.	Message to others (under training)	

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

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

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

### Workplace/Institute Ethics Guide

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

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

**1. Attendance:**

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

**2. Character:**

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

**3. Team Work:**

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

**4. Appearance:**

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

**5. Attitude:**

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

**6. Productivity:**

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

**7. Organizational Skills:**

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

**8. Communication:**

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

**9. Cooperation:**

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

**10. Respect:**

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