

Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"



Course Contents/ Lesson Plan

Course Title: Ceramics Manufacturing

Duration: 6 Months

Revised Edition

Trainer Name	
Course Title	Ceramics Manufacturing
Objectives and Expectations	<p>Employable skills and hands on practice for Ceramics Manufacturing</p> <p>Course has been designed to provide an introduction to the basic techniques and knowledge involved in the practice of ceramics Industry. Through practical sessions, the students will have the experience and acquire basic knowledge in the aspect of ceramics raw materials, body slip, glazes, casting, model and mould making, art work, different glazing techniques, firing the kiln and the quality control of the products.</p> <p>This course also provides students with a solid foundation to understand and operate the different Equipments involved in any ceramics Industry. Upon completion, students will understand the entire process of ceramic, and acquire the ability to work in any ceramics industry in Pakistan and international job market.</p> <p><u>Main Expectations:</u></p> <p>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.</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 individual trainee to prepare them for such market roles during/after the training.</p>

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. A module on **Workplace Ethics** has also been included to highlight the importance of good and positive behavior at work place in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

In order to maintain interest and motivation of the trainees throughout the course, modern techniques such as:

- Motivational Lectures
- Success Stories
- Case Studies

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

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

1. **Motivational Lectures**

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A

motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

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

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

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

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

5. Success Stories

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

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

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

2. Through an audio/ videotaped message (2-3 high quality videos must be arranged by the training institute)

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

Suggestive structure and sequence of a sample success story and its various shapes can be seen at annexure III.

3. Case Studies

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

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

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.

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

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.

Case studies can be implemented in the following ways: -

1. A good quality trade specific documentary (At least 2-3 documentaries must be arranged by the training institute)
2. Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute)

	Field visits(At least one visit to a trade specific major industry/ site must be arranged by the training institute)
Entry level of trainees	<p>Since intake level is Middle, the expectations from the trainees are:</p> <ul style="list-style-type: none"> • To have knowledge of Ceramics raw materials and processes • Knowledge of Production in Ceramics industries
Learning Outcomes of the course	<p><u>By the end of this course, the trainees should be able to perform the following competencies:</u></p> <ul style="list-style-type: none"> • Understand the ceramics raw materials, their usage & properties. • Express the Body and Glaze preparation methods. • Knowledge of different forming techniques used in ceramics industry. • Perform the tests to check the quality of the ceramics raw materials, body slip and glazes. • Understand the mould and model making techniques. • Perform casting keeping in mind the required thickness of the piece & releasing the casted pieces • Understand the mechanism and importance of drying of ceramics bodies. • Perform finishing and joining of the ceramics articles • Perform the art work on ceramics bodies. • Explain the different decoration techniques. • Understand different glazing techniques. • Describe the different types of kiln furniture used in the kilns. • Identification of different defects and their troubleshooting techniques. • Inspect and rectify the faults in finished pieces • Importance of quality control in ceramics industry. • Apply all safety precautions about using tools and different equipments used in the ceramics industry. <p>Soft skills /Teamwork/professionalism</p> <ul style="list-style-type: none"> • Develop professionalism • Success Stories • Develop work ethics • Follow team work environments principals • Ensure punctuality of time

	<ul style="list-style-type: none"> • Ensure job deliverable within assigned time frame • Show dedication and commitment with duty • Be creative in work • Ensure positive attitude in group task • Ensure willing worker attitude in teamwork • Be goal oriented • Ensure HSE SOPs • Obey organizational rules and regulations • Be loyal with duty and organization • Honesty is best policy
Course Execution Plan	<p>Total duration of course:6 months (26 Weeks)</p> <p>Class hours:4 hours per day</p> <p>Theory:20%</p> <p>Practical: 80%</p> <p>Weekly hours: 20 hours per week</p> <p>Total contact hours: 520hours</p>
Companies offering jobs in the respective trade	<ol style="list-style-type: none"> 1. Sanitary ware industry 2. Table ware industry 3. Tiles manufacturing industry 4. Ceramics insulator manufacturing industry 5. Self employment
Job Opportunities/job titles	<ul style="list-style-type: none"> • Operator Body Batch plant. • Operator Glaze preparation department • Glazer / Assistant glaze application • Operator Spray Dryer. • Modeler. • Caster. • Kiln Operator. • Printing machine operator / printer. • Laboratory Assistant. • Sorter.

	<ul style="list-style-type: none"> Quality Control Assistant
No of Students	25
Learning Place	Classroom / Lab
Instructional Resources	

MODULES

Schedule d Weeks	Module Title	Learning Units	Remarks
Week 1	Ceramics Raw materials, <ul style="list-style-type: none"> Different types of clays (Plastic / non – plastic) Different types of Feldspars Fluxing materials Miscellaneous ceramics materials &Motivational Lecture	<ul style="list-style-type: none"> Course Introduction Job market Course Applications Institute/work ethics Sources of Clays in Pakistan Functions of plastic clays in ceramics Functions of Non plastic clays in ceramics Function of Fluxing materials in Ceramics Sources of Feldspar in Pakistan Functions of ceramics materials like Zirconium silicate, CMC, Lime stone, Soap Stone, Barium carbonate, Fire clay, Zinc oxide, Quartz, Alumina, China Clay etc 	<ul style="list-style-type: none"> Task 1 <u>Details may be seen at Annexure-I</u>
Week 2	Physical Testing methods for, <ul style="list-style-type: none"> Clays Feldspars Other ceramics materials &Success stories	Students are introduced to Physical testing and identification of : <ul style="list-style-type: none"> plastic and non plastic clays Feldspars Fluxes Quartz Alumina China clay 	<ul style="list-style-type: none"> Task 2 Task 3 <u>Details may be seen at Annexure-I</u>
Week 3	Ball Mill Functions / Operations for body preparation And Motivational Lecture	Students are introduced to: <ul style="list-style-type: none"> Principle of ball mill for Body material grinding Grinding media for ball mill Lining of the ball mill Material charging in the body ball mill RPM of the Ball mill Grinding time calculations 	<ul style="list-style-type: none"> Task 4 <u>Details may be seen at Annexure-I</u>

Week 4	<p>Ceramics Body Preparation</p> <p>And Success stories</p>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> • Development of body recipes. • Calculation for water addition • Addition of deflocculates • Testing of density of body slip • Testing of viscosity of body slip • Testing of residue of body slip • Testing of water contents in body slip 	<ul style="list-style-type: none"> • Task 5 • Task 6 • Task 7 <p><u>Details may be seen at Annexure-I</u></p>
Week 5	<p>Ball Mill Functions / Operations for Glaze preparation</p> <p>& Motivational Lecture</p>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> • Principle of ball mill for Glaze material grinding • Grinding media for ball mill • Lining of the ball mill • Material charging in the glaze ball mill • RPM of the Ball mill • Grinding time calculations 	<ul style="list-style-type: none"> • Task 8 • Task 9 <p><u>Details may be seen at Annexure-I</u></p>
Week 6	<p>Ceramics Glazes Preparation</p> <p>&Success stories</p>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> • Transparent glazes • Opaque / colored glazes • Development of glaze recipes. • Testing of density of glazes • Testing of viscosity of glazes • Testing of residue of glazes • Testing of water contents in glazes 	<ul style="list-style-type: none"> • Task 10 • Task 11 • Task 12 <p><u>Details may be seen at Annexure-I</u></p>
Week 7	<p>Ceramics Models</p> <p>And Motivational Lecture</p>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> • Material used in model preparation • Importance of model making • Tools used in model making • Different steps involved in model making • Model making techniques • Using geometrical tools 	<ul style="list-style-type: none"> • Task 13 • Task 14 • Task 15 <p><u>Details may be seen at Annexure-I</u></p>

		<ul style="list-style-type: none"> Performing basic calculations for shrinkage 	
Week 8	Ceramics Mould making And Success stories	Students are introduced to: <ul style="list-style-type: none"> Materials used in mold making Different parts of molds Master mold Working mold Mold making techniques Tools used in mold making 	<ul style="list-style-type: none"> Task 16 Task 17 <p><u>Details may be seen at Annexure-I</u></p>
Week 9	Ceramics Body Casting and Drying & Motivational Lecture	Students are introduced to: <ul style="list-style-type: none"> Understand the casting Adjusting the body slip for casting Control the filling speed during casting Tools used in casting How to get desired thickness Casting time and environment Avoiding bubbles during casting Draining of excess slip Drying of casting materials Drying parameters 	<ul style="list-style-type: none"> Task 18 Task 19 Task 20 <p><u>Details may be seen at Annexure-I</u></p>
Week 10	Forming techniques used in Ceramics manufacturing And Success stories	Students are introduced to: <ul style="list-style-type: none"> Spraying techniques of body slip Moisture of granulates Sieve analysis of granulates Pressing techniques of granulates for tiles manufacturing Filter pressing Function of pug mill Importance of de-airing in blank Jiggering production Drying of the products 	<ul style="list-style-type: none"> Task 21 Task 22 Task 23 Task 24 <p><u>Details may be seen at Annexure-I</u></p>
Week 11	Perform finishing of green wares & Motivational Lecture	Students are introduced to: <ul style="list-style-type: none"> Green wares and dry wares Defects in the green wares Inspection of cracks in green wares Check weight of the product Tools used in finishing 	<ul style="list-style-type: none"> Task 25 Task 26

		<ul style="list-style-type: none"> Using finishing techniques 	<u>Details may be seen at Annexure-I</u>
Week 12	Perform joining of ceramics wares &Success stories	Students are introduced to: <ul style="list-style-type: none"> Preparation of paste for joining of wares Composition of the joining paste Adjusting viscosity of the paste Cleaning of the ware Joining of the wares Finishing after joining of the ware 	<ul style="list-style-type: none"> Task 27 Task 28 <u>Details may be seen at Annexure-I</u>
Week 13	Mid term		
Week 14	Perform Art work and decoration on ceramics wares &Success stories	Students are introduced to: <ul style="list-style-type: none"> On glaze decoration Under glaze decoration Making free hand sketches Tools used in sketching Coloring schemes Preparation of ceramics colors Engraving techniques Applying colors using brushes Applying transparent glazes Use of spray gun for glaze application Applying of decals 	<ul style="list-style-type: none"> Task 29 Task 30 Task 31 Task 32 <u>Details may be seen at Annexure-I</u>
Week 15	Drying of Ceramics wares &Motivational Lecture	Students are introduced to: <ul style="list-style-type: none"> Importance of ceramics wares drying Different techniques used for drying Importance of humidity in drying Measurement of temperature during drying Function of roller dryer Function of vertical dryer Function of tunnel dryer Function of spray dryer Operation of various dryers Defects in ceramics ware due to drying 	<ul style="list-style-type: none"> Task 33 Task 34 Task 35 <u>Details may be seen at Annexure-I</u>

Week 16	<p>Glaze Application Techniques</p> <p>&Success stories</p>	<p>Students are introduced to:</p> <p>Perform glazing by spray gun;</p> <ul style="list-style-type: none"> • Adjust the viscosity of glaze • Adjust the air pressure • Check residue of the glaze • Use of spraying booth • Suitable glaze thickness <p>Perform glazing by brushing;</p> <ul style="list-style-type: none"> • Adjust the glaze viscosity • Check the residue of the glaze • Sieve the glaze before use • Apply glaze within the sketch outline <p>Perform glazing by dipping;</p> <ul style="list-style-type: none"> • Ensure the glaze is in suspension • Understand the holding time of ware in the glaze • Adjust suitable viscosity of the glaze • Cleaning of ware before glazing • Adjust flow of glaze • Cleaning of ware before glazing • Finishing of ware after glazing <p>Perform glazing by pouring;</p> <ul style="list-style-type: none"> • Adjust glaze density • Wetting of ware before glazing • Adjust viscosity of glaze 	<ul style="list-style-type: none"> • Task 36 • Task 37 • Task 38 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 17	<p>Defects due to glazing and Glaze applications</p> <p>&Motivational Lecture</p>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> • Various defects of glazing • Troubleshooting of glaze defects • Crawling • Pinholes • Pit holes • Crazeing • Thermal shock • Chipping • Specking • Glaze blister 	<ul style="list-style-type: none"> • Task 39 • Task 40 <p><i><u>Details may be seen at Annexure-I</u></i></p>
Week 18	<p>Firing Techniques of Ceramics wares</p>	<p>Students are introduced to:</p> <ul style="list-style-type: none"> • Kiln furniture • Loading and unloading of kiln cars • Loading density of the kiln cars • Coating materials for kiln furniture 	<ul style="list-style-type: none"> • Task 41 • Task 42

	&Success stories	<ul style="list-style-type: none"> • Application of coating of kiln furniture • Operating of kilns • Maintenance of the kiln • Adjusting gas air ratio • Functions of Devices installed on kiln like, pressure gauges, manometers, draft gauge, thermocouples etc. <p>Types of Kilns;</p> <ul style="list-style-type: none"> • Roller kiln • Tunnel kiln • Shuttle kiln <p>Firing conditions of the kiln;</p> <ul style="list-style-type: none"> • Oxidation firing • Reduction firing 	<u>Details may be seen at Annexure-I</u>
Week 19	Defects and Trouble shooting of kiln	<p>Students are introduced to:</p> <ul style="list-style-type: none"> • Various defects in the production due to kiln like, concavity , convexity, warpage of tiles etc • Smoke in the kiln • Removal of ceramics rollers from kiln • Cleaning / grinding of kiln rollers. • Cleaning of the kiln • Adjustment of thermocouples 	<ul style="list-style-type: none"> • Task 43 • Task 44 <p><u>Details may be seen at Annexure-I</u></p>
Week 20	Sorting of ceramics wares &Success stories	<p>Students are introduced to:</p> <ul style="list-style-type: none"> • Manual Sorting techniques of finished wares • Visual inspection of the finished wares • Dimensional tests on the finished tiles • Perform sorting / grading of finished wares • Automatic sorting system 	<ul style="list-style-type: none"> • Task 45 <p><u>Details may be seen at Annexure-I</u></p>
Week 21	Quality control & Motivational Lecture	<p>Students are introduced to ;</p> <ul style="list-style-type: none"> • Quality standards of the finished wares 	<p><u>Details may be seen at Annexure-I</u></p> <ul style="list-style-type: none"> • Task 46

		<ul style="list-style-type: none"> • Color testing of finished wares • Packing and stacking of finished wares according to standards • Inspection of wares according to quality standards 	•Task 47
Week 22	Communication skills &Success stories	Students are introduced to: <ul style="list-style-type: none"> • Communication techniques and skills • Verbal communication • Written communication • Communication with service departments like, mechanical shop, electrical department. 	•Task 48 •Task 49 <u>Details may be seen at Annexure-I</u>
Week 23	Safety at work &Motivational Lecture	Students are introduced to: <ul style="list-style-type: none"> • Safety shoes • Safety gloves • Safety helmets • Safety goggles • Ear plugs • Fire extinguishers • Safety alarms • First aid box • Use of safety equipments 	•Task 50 •Task 51 <u>Details may be seen at Annexure-I</u>
Week 24	Develop work ethics Follow teamwork environments principles &Success stories	Students are introduced to: Develop work ethics <ul style="list-style-type: none"> • Practice punctuality. Develop the habit of being on time or early for all appointments. • Develop professionalism. Professionalism goes beyond a crisp white shirt and tie. • Cultivate self-discipline. • Use time wisely. • Stay balanced. Follow teamwork environments principles	•Task 52 <u>Details may be seen at Annexure-I</u>

		<ul style="list-style-type: none"> • Effective Communication amongst team members. • Reliable team members. • Good approach to conflict management. • Strong and effective leadership. • Effective allocation of resources. • Mutual respect amongst team members. • Constructive working relationship. • Positive approach to diversity and equality. 	
Week 25	On job training (Two Weeks)	<p>On job training for 2 weeks:</p> <ul style="list-style-type: none"> • Aims to provide 2 weeks industrial training to the Trainees as part of overall training program • Ideal for the manufacturing trades • As an alternate to the projects that involve expensive equipment <p>Focuses on increasing Trainee's motivation, productivity, efficiency and quick learning approach.</p>	<ul style="list-style-type: none"> • Task 53 <p><u>Details may be seen at Annexure-I</u></p>
Week 26	On job training (Two Weeks)	<p>On job training for 2 weeks:</p> <ul style="list-style-type: none"> • Aims to provide 2 weeks industrial training to the Trainees as part of overall training program • Ideal for the manufacturing trades • As an alternate to the projects that involve expensive equipment <p>Focuses on increasing Trainee's motivation, productivity, efficiency and quick learning approach.</p>	<ul style="list-style-type: none"> • Task 54 <p><u>Details may be seen at Annexure-I</u></p>

Week	Task No.	Description
Week-1	Task-1	Explain different types of raw materials used in ceramics industries
Week-2	Task-2	Differentiate between two clays as plastic clay and non plastic clay.
	Task-3	Perform moisture test of the clay
Week-3	Task-4	Explain the principle of body grinding ball mill
Week-4	Task-5	Perform the residue test of the body slip
	Task-6	Perform the density test of the body slip
	Task-7	Explain the body composition for sanitary ware
Week-5	Task-8	Demonstrate the grinding of glaze ball mill
	Task-9	Explain the rpm of the glaze ball mill
Week-6	Task-10	Explain the composition of transparent glaze
	Task-11	Explain the composition of the white glaze
	Task-12	Perform the viscosity test of glaze
Week-7	Task-13	Demonstrate the use of vernier caliper
	Task-14	Mix the plaster of Paris for model making
	Task-15	Explain the process of model making
Week-8	Task-16	Explain different types of molds
	Task-17	Explain the function of Master mold.
Week-9	Task-18	Demonstrate the filling of mold with casting slip.
	Task-19	Perform the test on thickness of casting piece
	Task-20	Explain the casting time
Week-10	Task-21	Explain the pressing procedure of the tiles
	Task-22	Perform jiggering on the given mold
	Task-23	De-mold the piece after jiggering
	Task-24	Perform drying of cast piece
Week-11	Task-25	Perform finishing on the given piece
	Task-26	Explain the use of turning wheel
Week-12	Task-27	Prepare joining paste
	Task-28	Perform joining of handle on cup
Week-13		Midterm
Week-14	Task-29	Perform sketch of flower on plate
	Task-30	Perform coloring in the given sketch
	Task-31	Perform glazing on the given piece of art work
	Task-32	Differentiate between on glaze and under glaze
Week-15	Task-33	Perform drying of given sample
	Task-34	Perform moisture test on given sample
	Task-35	Explain the function of thermocouple
Week-16	Task-36	Perform glazing by spaying

	Task-37	Perform glazing by dipping on given ware
	Task-38	Perform glazing by pouring on given ware
Week-17	Task-39	Explain various defects of glazes
	Task-40	Explain crazing and thermal shock
Week-18	Task-41	Perform kiln loading
	Task-42	Perform coating on kiln slabs
Week-19	Task-43	Perform cleaning of kiln slab
	Task-44	Explain various defects due to kiln
Week-20	Task-45	Perform sorting of given wares
Week-21	Task-46	Perform color matching of tiles
	Task-47	Perform dimensional test on tiles
Week-22	Task-48	Explain communication techniques
	Task-49	Perform communication with electrical department
Week-23	Task-50	Perform fire fighting exercise
	Task-51	Explain safety equipments
Week-24	Task-52	Develop work ethics
Week-25	Task-53	On job training
Week-26	Task-54	On job training

Ceramics Manufacturing

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=tlQ0CWgszl0>

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">• 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. • Understand what communication skills mean • Understand what skills are important for communication skills 	<ul style="list-style-type: none"> • Podium • Projector • Computer • Flip Chart • Marker 	<ul style="list-style-type: none"> • Communication • Self Confidence • Teamwork
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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. (Kamyabjawan 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	<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"> • “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY • “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY” <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>
Session Close: 5 minutes	<p>MENTOR: Close the session with the opportunity for anyone to ask any remaining questions.</p> <p>Instructor:</p> <p>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	Success stories	<ol style="list-style-type: none"> 1. Story of Skill worker who get good job. 2. Entrepreneur /self-business 3. Freelancer 	<ol style="list-style-type: none"> 1. Family Background 2. How to get Training 3. How to get job 4. Success trait 5. Few word of advice for youth
2	Motivational Lectures	<ol style="list-style-type: none"> 1. Soft skills 2. work Ethics 3. Personality Grooming 	<p>Good Habits</p> <ul style="list-style-type: none"> • Punctuality • Honesty • Positive attitude <p>Interpersonal skills</p> <ul style="list-style-type: none"> • Determinant • Consistent • Welling worker • Team work • Initiative • Hardworking • Creative • Enthusiastic • Goal oriented • Self-motivated • Communication • Loyalty

MOTIVATIONAL LECTURES LINKS.

<u>TOPIC</u>	<u>SPEAKER</u>	<u>LINK</u>
How to Face Problems In Life	Qasim Ali Shah	https://www.youtube.com/watch?v=OrQte08MI90
Just Control Your Emotions	Qasim Ali Shah	https://www.youtube.com/watch?v=JzFs_yJt-w
How to Communicate Effectively	Qasim Ali Shah	https://www.youtube.com/watch?v=PhHAQEGehKc
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko	https://www.youtube.com/watch?v=5fS3rj6eIFg

	WillinkWayne Dyer Eckart Tolle	
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	https://www.youtube.com/watch?v=chn86sH0O5U
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	https://www.youtube.com/watch?v=s10dzfbz4
Wisdom of the Eagle	Learn Kurooji	https://www.youtube.com/watch?v=bEU7V5rJTtw
The Power of ATTITUDE	Titan Man	https://www.youtube.com/watch?v=r8LJ5X2eigU
STOP WASTING TIME	Arnold Schwarzenegger	https://www.youtube.com/watch?v=kzSBrJmXqdg
Risk of Success	Denzel Washington	https://www.youtube.com/watch?v=tbnzAVRZ9Xc

Annexure-IV

SUCCESS STORY

S. No	Key Information	Detail/Description
1.	Self & Family background	<p>Danyal Saleem, who lives in Mirpur (AJK), is an example of how hard work and perseverance can reap rich rewards when bidding for projects online. The graphic designer works exclusively on an online freelancing platform and has earned, on average, US\$20,000 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</p>

		<p>people or companies that have small projects, like designing a logo or building a website.</p> <p>He had already started a small business to help pay for his college education, so he was nervous and apprehensive about the decision. “I gave myself two or three months at most. If I didn’t succeed, then I would go back to running the business as it was showing potential,” he says.</p> <p>If at first, you don’t succeed, try try again</p>
2.	How he came on board NAVTTC Training/ or got trained through any other source	<p>Certification in graphic designing from STEPS(NAVTTC partner institute)</p>
3.	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</p>

		who makes his livelihood on the internet.”
4	Success Traits	Success Traits (characteristics) Good Habits <ul style="list-style-type: none"> • Punctuality • Honesty • Positive attitude Interpersonal skills <ul style="list-style-type: none"> • Determinant • Consistent • Welling worker • Team work • Initiative • Hardworking • Creative • Enthusiastic • Goal oriented • Self-motivated • Communication Loyalty
4.	Message to others (under training)	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.

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.