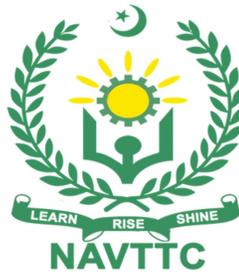


Government of Pakistan

**National Vocational and Technical Training Commission**

**Prime Minister's Hunarmand Pakistan Program**

"Skills for All"



**Course Contents/ Lesson Plan**

**Course Title:** Testing and Quality Control in Garments

**Duration:** 3 Months

## Revised Edition

<b>Trainer Name</b>	
<b>Course Title</b>	Testing and Quality Control in Garments
<b>Objectives and Expectations</b>	<p><b>Employable skills and hands on practice for Industrial Stitching Machine Operator</b></p> <p>The objectives of this course are to: Acquire the operating skill and knowledge of garment Manufacturing Process.</p> <p>This Course is for participants who have direct responsibility for Quality Control, Inspection and Textile Testing. This subject cover Textile Testing and Quality Control from concepts to practical methods, starting from fiber to finishing Garment</p> <p>The purpose of the training is to provide skilled manpower to improve the existing capacity of garment sector. This training will provide the requisite skills to the trainees to work in manufacturing units and Testing Labs. It will enable the participants to meet the challenges in the field of garment industry. Further, to improve the skill level of the stitching operators, Quality Controllers, Line Supervisors and prepare them for the garment industry to meet the market competition nationally and internationally.</p> <p><b><u>Main Expectations:</u></b></p> <p>By the end of this course, the trainees should gain the following competencies:</p> <ul style="list-style-type: none"><li>• Health and Safety</li><li>• Introduction to Garments &amp; Its Essentials</li><li>• Understand the Importance of Textile Testing and Quality through theory lectures and Practice as well</li><li>• Emphasis will be given on character building of students during their training by delivering motivational lectures on patriotism, discipline and work ethics</li></ul> <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</p>

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

1. Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.
2. In order to materialize the main expectations, a special module on **Job Search & Entrepreneurial Skills** has been included in the later part of this course (3<sup>rd</sup> month) through which, the trainees will be made aware of the Job search techniques in job markets.. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.
3. A module on **Workplace Ethics** has also been included to highlight the importance of good and positive behavior at work place in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say, that if the training provider puts his heart and soul into these otherwise non-technical components, the image of Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

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

- Motivational Lectures
- Success Stories
- Case Studies

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

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

## **1. Motivational Lectures**

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

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

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

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

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

*\*Details at Annexure-II*

## **5. Success Stories**

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

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

revealed. Optimum impact is created when the story is revealed in the form of:-

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

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

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

### **3. Case Studies**

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

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes classroom atmosphere interesting thus maintaining the trainee interest in training till the 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)
3. Field visits (At least one visit to a trade specific major industry/ site must

	be arranged by the training institute)
<b>Entry level of trainees</b>	Matric
<b>Learning Outcomes of the course</b>	<p><b><u>By the end of this course, the trainees should gain the following competencies:</u></b></p> <ul style="list-style-type: none"> <li>✓ Health and Safety Practices</li> <li>✓ Understand the Importance of Textile Testing and Quality through theory lectures and Practice as well.</li> <li>✓ Knowledge of complete Textile manufacturing process specially Garment Manufacturing Process</li> <li>✓ Knowledge of Textiles from Fiber to Garment</li> <li>✓ Concept of Internal and External Audits in Garment Industry</li> <li>✓ Importance and Procedures of Textile Testing</li> <li>✓ Emphasis will be given on character building of students during their training by delivering motivational lectures on patriotism, discipline and work ethics.</li> </ul>
<b>Course Execution Plan</b>	<p>Total duration of course <b>3 Months</b></p> <p>Class hours: <b>5 hours per day</b></p> <p>Theory: <b>70%</b></p> <p>Practical: <b>30%</b></p> <p>Weekly hours: <b>25 hours per week</b></p> <p>Total contact hours: <b>500 hours</b></p>
<b>Companies offering jobs in the respective trade</b>	<ul style="list-style-type: none"> <li>• Garment Sector</li> <li>• Textile Industry</li> <li>• Garment Factories (Knitwear + Woven garments).</li> <li>• Fashion Designing Houses/Department</li> <li>• Textile Testing Labs.</li> </ul>
<b>Job Opportunities /job titles</b>	<p>Trainer can work as the following, after completing this course</p> <ul style="list-style-type: none"> <li>• Lab Attendant</li> <li>• Quality Control Checker</li> <li>• Sample Department</li> </ul>

	<ul style="list-style-type: none"><li>• Freelancer</li></ul>
<b>No of Students</b>	25
<b>Learning Place</b>	<ol style="list-style-type: none"><li>1. Classrooms</li><li>2. Outsource Lab</li></ol>
<b>Instructional Resources</b>	<a href="https://www.youtube.com/watch?v=1946sdW1RrI">https://www.youtube.com/watch?v=1946sdW1RrI</a> <a href="https://www.youtube.com/watch?v=RmQNSbKMiMg">https://www.youtube.com/watch?v=RmQNSbKMiMg</a> <a href="https://www.youtube.com/watch?v=gw-m0dP8AAs">https://www.youtube.com/watch?v=gw-m0dP8AAs</a> <a href="https://www.youtube.com/watch?v=o99-fx1RoUQ">https://www.youtube.com/watch?v=o99-fx1RoUQ</a> <a href="https://www.youtube.com/watch?v=-eR7sK3oRUg">https://www.youtube.com/watch?v=-eR7sK3oRUg</a>

## MODULES

Schedul ed Weeks	Module Title	Learning Units	Remarks
Week 1	Module 1	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Job market</li> <li>• Course Applications</li> <li>• Institute/work ethics</li> <li>• Orientation on Institute's rules &amp; regulations and SOPs for classrooms and labs</li> <li>• Introduction of Garment industry</li> <li>• Briefing about all the Departments</li> <li>• Introduction of Yarn, Fabric, Garment and Textile Testing</li> </ul>	<p style="text-align: center;"><b>Assignment</b></p> <p style="text-align: center;"><u>Details may be seen at Annexure-</u></p>
Week 2	Module 2	<ul style="list-style-type: none"> <li>• Types of Garments</li> <li>• Types of Seams/Stitches</li> <li>• Types of Stitching Machines</li> <li>• Type of Fire</li> <li>• Use of Fire Extinguisher</li> <li>• Emergency Exits</li> <li>• Compliance and Labor Law</li> </ul>	<p style="text-align: center;"><u>Details may be seen at Annexure-I</u></p>
Week 3	Module 3	<ul style="list-style-type: none"> <li>• Types of stitches their faults &amp; their remedies</li> <li>• Properties of Fiber, Yarn, Fabric</li> <li>• Garments and Textile Testing</li> <li>• 5S</li> <li>• Kaizen concepts</li> <li>• Role of IE in stitching</li> <li>• Anti-Sexual Harassment Law Training</li> </ul>	<p style="text-align: center;"><u>Details may be seen at Annexure-I</u></p>
Week 4	Module 4	<ul style="list-style-type: none"> <li>• Briefing about Weaves, Knit Pattern &amp; Types of Finishes</li> <li>• Methods of Textile Testing (Physical Test, Mechanical Tests, Chemical Tests)</li> </ul>	<p style="text-align: center;"><u>Details may be seen at Annexure-I</u></p>
Week 5	Module 5	<ul style="list-style-type: none"> <li>• International Testing Standards</li> <li>• Quality Control and its Techniques</li> <li>• Stitching Practice</li> </ul>	<p style="text-align: center;"><u>Details may be seen at</u></p>

			<u>Annexure-I</u>
<b>Week 6</b>	<b>Module 6</b>	<ul style="list-style-type: none"> <li>• Brief about Manufacturing &amp; Common Faults</li> <li>• Common Fault and Remedy</li> </ul>	<u>Details may be seen at Annexure-I -/</u>
	<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>	

Week 6	<b>Mid-Term Assignment/Exam</b>		
Week 7	Module 7	<ul style="list-style-type: none"> <li>• <b><u>Testing Method 1: Physical &amp; Performance Test</u></b></li> <li>• Pilling Test</li> <li>• Abrasion Test</li> <li>• Bursting Test</li> <li>• Tensile Strength</li> <li>• Tearing Strength</li> <li>• GSM</li> <li>• <b><u>QC Topic 1: Yarn Identification</u></b></li> <li>• <b><u>QC Topic 2: Yarn Fault Identification</u></b></li> </ul>	<u>Details may be seen at Annexure-I</u>
	<b>Create an account profile on Fiverr (at least two gigs) and Upwork</b>	<p>Create an account by following these steps:</p> <p>Step 1: Personal Info</p> <p>Step 2: Professional Info</p> <p>Step 3: Linked Accounts</p> <ul style="list-style-type: none"> <li>• Step 4: Account Security</li> </ul>	
Week 8	Module 8	<ul style="list-style-type: none"> <li>• <b><u>Testing Method 2: Composition &amp; Analytical Test</u></b></li> <li>• Fiber Composition Test Quantitative</li> <li>• Fiber Composition Test Qualitative</li> <li>• Moisture Content/Regain</li> <li>• Density</li> <li>• Structure Pattern Drawing (Disassembling Method)</li> <li>• <b><u>QC Topic 3: Fabric Identification</u></b></li> <li>• <b><u>QC Topic 4: Fabric Fault Identification</u></b></li> <li>• <b><u>End Line Report and Final Audit</u></b></li> </ul>	<u>Details may be seen at Annexure-I</u>

Week 9	Module 9	<ul style="list-style-type: none"> <li>• <b><u>Testing Method 3: Color Fasting Test</u></b></li> <li>• Color fastness to laundering: accelerated</li> <li>• Color fastness to laundering; domestic &amp; commercial</li> <li>• Color Fasting to Crocking/Rubbing</li> <li>• Color Fasting to Light</li> <li>• <b><u>QC Topic 5: Dying Types, (Practically not Feasible so only visit and videos)</u></b></li> <li>• <b><u>QC Topic 6: Dying Faults Identification</u></b></li> <li>• <b><u>QC Topic 7: Shade Inspection</u></b></li> </ul>	
Week 10	Module 10	<ul style="list-style-type: none"> <li>• <b><u>Testing Method 4: Special Finishes</u></b></li> <li>• Water Repellency</li> <li>• Anti-flammability</li> <li>• Anti-bacterial Finishes</li> <li>• <b><u>QC Topic 5: Finishes Types, (Practically not Feasible so only visit and videos)</u></b></li> <li>• <b><u>QC Topic 6: Finishing Faults Identification Garment</u></b></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 for part-time jobs only, full-time jobs only, employers only, or agencies only. Tick the boxes as appropriate to your search.</li> </ul>	<p><u>Details may be seen at Annexure-I</u></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 11</b>	<b>Module 10</b>	<ul style="list-style-type: none"><li>• Final Assessment/Revision And OJT</li></ul>	
<b>Week 12</b>	<b>Module 10</b>	<ul style="list-style-type: none"><li>• OJT</li></ul>	

**Annexure-I:**

<b>Week-1</b>	Task-1	Generate a report for institute work ethics and SOPs
<b>Week-2</b>	Task-2	Prepare a list of types of machines ideal for different fabric Demonstrate different Seams, Stitches
<b>Week-3</b>	Task-3	Prepare Stitching Fault Samples Prepare 5s Report
<b>Week-4</b>	Task-4	Demonstration about Topic
<b>Week-5</b>	Task-5	Demonstrate the safety practices before carrying out stitching machine operations And Perform Stitching
<b>Week-6</b>	Task-6	Demonstration about Topic and Build CV
<b>Week-7</b>	Task-7	Demonstrate about Topic and Fiverr Account
<b>Week-7</b>	Task-8	Perform Disassembling Test Method Prepare End Line Report Prepare Final Audit Report
<b>Week-9</b>	Task 9	Prepare Shade Inspection Report
<b>Week-10</b>	Task 10	Perform Garment Press and Packing Perform Testing Practice in Outsourced Lab
<b>Week-11</b>	Task-11	Perform Testing Practice in Outsourced Lab
<b>Week-12</b>	Task-12	Perform Testing Practice in Outsourced Lab



Motivational Lectures and Success Stories (Course Outlines)

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

Motivational lectures links

<u>Topic</u>	<u>Speaker</u>	<u>Link</u>
How to Face Problems In Life	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=OrQte08MI90">https://www.youtube.com/watch?v=OrQte08MI90</a>
Just Control Your Emotions	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=JzFs_yJt-w">https://www.youtube.com/watch?v=JzFs_yJt-w</a>
How to Communicate Effectively	Qasim Ali Shah	<a href="https://www.youtube.com/watch?v=PhHAQEGehKc">https://www.youtube.com/watch?v=PhHAQEGehKc</a>
Your ATTITUDE is	Tony Robbins Les Brown David	<a href="https://www.youtube.com/watch?v=5fS3rj6eIFg">https://www.youtube.com/watch?v=5fS3rj6eIFg</a>

<b>Everything</b>	Goggins Jocko Willink Wayne Dyer Eckart Tolle	
<b>Control Your EMOTIONS</b>	Jim Rohn Les Brown TD Jakes Tony Robbins	<a href="https://www.youtube.com/watch?v=chn86sH0O5U">https://www.youtube.com/watch?v=chn86sH0O5U</a>
<b>Defeat Fear, Build Confidence</b>	Shaykh Atif Ahmed	<a href="https://www.youtube.com/watch?v=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=r8LJ5X2ejqU">https://www.youtube.com/watch?v=r8LJ5X2ejqU</a>
<b>STOP WASTING TIME</b>	Arnold Schwarzenegger	<a href="https://www.youtube.com/watch?v=kzSBrJmXqdg">https://www.youtube.com/watch?v=kzSBrJmXqdg</a>
<b>Risk of Success</b>	Denzel Washington	<a href="https://www.youtube.com/watch?v=tbnzAVRZ9Xc">https://www.youtube.com/watch?v=tbnzAVRZ9Xc</a>

## Annexure-III

### SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE

#### Mentor

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

#### Session- 1 (Communication):

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

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

Activity:	Participant Time	Teacher Time	Mentor Time
Intro Attend and contribute to the scheduled.			
Understand good communication skills and how it works.			
Understand what good communication skills mean			
Understand what skills are important for good communication skills			
<b>Key learning outcomes:</b>	<b>Resources:</b>		<b>Enterprise skills developed:</b>
<ul style="list-style-type: none"> <li>Understand the communication skills and how it works.</li> </ul>	<ul style="list-style-type: none"> <li>Podium</li> <li>Projector</li> <li>Computer</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>• Flip Chart</li> <li>• Marker</li> </ul>	
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Schedule	Mentor Should do
<b>Welcome:</b> 5 min	Short welcome and ask the <b>Mentor</b> to introduce him/herself. Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.
<b>Icebreaker:</b> 10 min	Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead. The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.
<b>Introduction &amp; Onboarding:</b> 20mins	Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following: <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:</b> 30 minutes	MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative

	<p>Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how.</p> <ul style="list-style-type: none"> <li>• “IDENTIFY ENTREPRENEURS” TEAM ACTIVITY</li> <li>• “BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY”</li> </ul> <p><i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.</i></p> <p>Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to communicate, the role of the project manager, etc. Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this.</p> <p>Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p><b>Session Close:</b> <b>5 minutes</b></p>	<p><b>MENTOR:</b> Close the session with the opportunity for anyone to ask any remaining questions.</p> <p><b>Instructor:</b> Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

## Annexure-IV

### SUCCESS STORY

S. No	Key Information	Detail/Description
1.	<b>Self &amp; Family background</b>	<b>Dandy Designs</b> (since 1979) is one of the oldest Tailor shop at Mall Lahore
2.	<b>How he came on board NAVTTC Training/ or got trained through any other source</b>	N/A
3.	<b>Post-training activities</b>	Today the workforce has expanded to a great number and trainees have set up their own business
4.	<b>Message to others (under training)</b>	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**

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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.