

Government of Pakistan

National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"



Course Contents / Lesson Plan

Course Title: Master Caster

Duration: 3 Months

Revised Edition

Trainer Name	
Course Title	Master Caster
Objectives and Expectations	<p>Employable skills and hands on practice for Project Management</p> <p>This course offers a broad, cross-disciplinary learning experience for students looking to pursue careers in Master Casting field. The main objective of the course is to acquaint student with the span of a wide range of master casting techniques and build skills in them to effectively manage the jewellery casting projects.</p> <p>In this course students are introduced to key aspects of the casting planning, designing, implementation while considering cost, revenue and quality of the project so that they can enter the market as strong candidates for beginner to intermediate level jewellery casting jobs.</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.</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> <ul style="list-style-type: none"> i- Specially designed practical tasks to be performed by the trainees have been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document. ii- 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 through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets. Awareness around the visa process and immigration laws of the most favored labor destination countries also forms a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country. iii- A module on Work Place 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. <p>In order to maintain interest and motivation of the trainees throughout the course, modern techniques such as:</p> <ul style="list-style-type: none"> • 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.

(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 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. 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.

Course related motivational lecture online link is available in annexure II

(ii) 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:

- 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 at annexure III.

(iii) Case Studies

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

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

	<p>Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies to be presented to the trainees. The trainer may adopt a power point presentation or video format for such case studies whichever is deemed suitable but it's important that only those cases are selected that are relevant and of a learning value.</p> <p>The Trainees should be required and supervised to carefully analyze the cases.</p> <p>For the purpose they must be encouraged to inquire and collect specific information / data, actively participate in the discussions and intended solutions of the problem / situation.</p> <p>Case studies can be implemented in the following ways:</p> <ol style="list-style-type: none"> i. A good quality trade specific documentary (At least 2-3 documentaries must be arranged by the training institute) ii. Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute) iii. Field visits(At least one visit to a trade specific major industry/ site must be arranged by the training institute)
<p>Entry-level of trainees</p>	<p style="text-align: center;">Matric</p>
<p>Learning Outcomes of the course</p>	<p>The learning outcomes of a casting course can vary depending on the specific focus and objectives of the course. Some general learning outcomes that participants might expect to achieve:</p> <ol style="list-style-type: none"> 1. Understanding Casting Processes: <ul style="list-style-type: none"> • Gain knowledge of different casting methods, such as sand casting, investment casting, die casting, and others. • Understand the principles behind each casting process, including material selection, mold preparation, and metal pouring. 2. Technical Skills: <ul style="list-style-type: none"> • Develop practical skills in mold-making, pattern preparation, and metal casting techniques. • Learn how to work with various casting materials and understand their properties. 3. Safety Awareness: <ul style="list-style-type: none"> • Acquire knowledge of safety protocols and best practices in a foundry or casting workshop. • Demonstrate an understanding of potential hazards associated with casting processes and how to mitigate them. 4. Quality Control: <ul style="list-style-type: none"> • Learn methods for inspecting and assessing the quality of castings. • Understand the factors that can affect the integrity and quality of cast products. 5. Pattern Making: <ul style="list-style-type: none"> • Gain proficiency in pattern design and construction. • Understand the importance of pattern accuracy in achieving desired casting outcomes. 6. Troubleshooting and Problem Solving: <ul style="list-style-type: none"> • Develop the ability to identify and address common issues that may arise during the casting process. • Learn problem-solving skills to optimize casting results. 7. Environmental and Sustainability Considerations: <ul style="list-style-type: none"> • Understand the environmental impact of casting processes and explore sustainable practices in casting. • Consider the recycling and reusability of materials in the casting industry. 8. Communication Skills: <ul style="list-style-type: none"> • Effectively communicate technical information related to casting processes. • Collaborate with others in a workshop setting, fostering teamwork and effective communication. 9. Project Management: <ul style="list-style-type: none"> • Learn project planning and time management skills in the context of casting projects. • Understand the sequential steps involved in a casting project and how to organize and execute them.

	<p>10. Industry and Market Awareness:</p> <ul style="list-style-type: none"> • Gain insights into the casting industry, its trends, and emerging technologies. • Understand the market demands and applications for various types of castings. <p>These learning outcomes will contribute to a well-rounded understanding of casting processes and prepare participants for a range of applications in industries such as manufacturing, art, and design.</p>
Course Execution Plan	<p>The total duration of the course: 3 months (12 Weeks) Class hours: 4 hours per day Theory: 20% Practical: 80% Weekly hours: 20 hours per week Total contact hours: 240 hours</p>
Companies offering jobs in the respective trade	<ol style="list-style-type: none"> 1- Multinationals 2- Jewellery casting industries 3- Jewellery Casting firms 4- Online businesses
Job Opportunities	<ul style="list-style-type: none"> • Jewellery Caster • Assistant Jewellery Caster
No of Students	25
Learning Place	Classroom / Lab
Instructional Resources	<ol style="list-style-type: none"> 1. Motivational Lectures <ul style="list-style-type: none"> • 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 2. Casting Processes related Lectures/Books/Videos <ul style="list-style-type: none"> • https://www.vssut.ac.in/lecture_notes/lecture1427132579.pdf • Handbook On Investment Casting Gold Jewellery PDF Casting (Metalworking) Crystallite (scribd.com) • https://zlibrary-redirect.se/book/24233755/5321ed/ • https://zlibrary-redirect.se/book/643722/245c43/ • https://zlibrary-redirect.se/book/1490135/ed1045/ • casting ka process silver cast Karne ka tarika wax kaise nikala jata hai wax injector machine se (youtube.com) • Today I will show you 3D wax Casting method the old way (youtube.com) • Jewelry Casting Jewelry Making - Primarose.com (youtube.com)

MODULES

Weeks	Module Title	Day	Hour	Learning Units	Tasks
Week 1	Introduction and Basic Concept of Casting	1	1-2	Introduction to casting, its application and significance in manufacturing application	Task-1,2,3,4
			3-4	Historical view of casting techniques	
		2	1-2	Importance of casting in various industries	
			3	Types of casting processes: sand casting, investment casting, die casting, etc.	
			4	Comparison of casting with other manufacturing methods	
		3	1	Introduction and understanding different metals and alloys used in casting	
			2-4	Properties of metals and alloys relevant to casting	
		4	1-2	Introduction to common terms: molten metal, mold, casting, etc.	
			3-4	Pouring techniques and considerations	
		5	1-2	Temperature control in casting	
3-4	Safety protocols and workshop etiquette				
Week 2	Types of Casting Processes	1	1	Classification of Casting Processes	Task-5,6,7
			2	Introduction to mold materials: sand, plaster, investment, etc.	
			3	Basic mold making techniques	
			4	Exploring the role of molds in shaping the final product	
		2	1-2	Sand Casting: In-depth understanding of sand casting	
			3-4	Basic steps in sand casting and types of sand used in casting	
		3	1	Patters and Molds in Sand Casting	
			2	Core Making and Core Print	
			3	Specialized Sand Casting Techniques	
			4	Advantages and limitations of sand casting	
		4	1-4	Hands-on demonstration of creating a sand mold	
		5	1-4	Question & answer session	
Week 3	Investment Mold Making	1	1-2	Overview of investment casting	
			3-4	Wax pattern creation in investment molding	

		2	1	Applications of investment casting in various industries	Task-8,9,10
		2	2-4	Gather all necessary materials for molding & how to calculate the casting metal amount	
			3	1-2	
		4		3-4	
			4	1-4	
		5	1-4	Questions/Quiz	
Week 4	Die Casting	1	1	Success stories	Tasks-11,12,13,14
			2	Introduction to Die Casting	
			3	Types of Die Casting	
			4	Die Casting Process Parameters	
		2	1-2	Description of Die casting machines	
			3	Essential components	
			4	Machine operation and safety	
		3	1-2	Die design and Construction	
			3-4	Materials used in Die Casting	
		4	1-2	Malting and alloy preparation	
			3	Advantages and Disadvantages of Die Casting	
			4	Quality assurance in Die casting	
		5	1-4	Discussion and evaluation of tasks	
Week 5	Hand-On Practical Sessions	1	1	Motivational Lecture	Task-15,16
			2-3	Hands on casting practice	
			4	Basic exercise of different casting methods (sand casting, investment casting, die casting, etc.)	
		2	1-4	Basic exercise of different casting methods (sand casting, investment casting, die casting, etc.)	
		3	1-4	Demonstration and hands-on experience in setting up casting equipment's	
		4	1-4	Practical applications: casting simple objects to understand the process	
		5	1-4	Trouble shooting common issues in casting	
Week 6	Evaluation/Mid Term Exam	1	1-4	Case Study	
		2	1-4	Group Discussion	
		3	1-4	Project	
		4	1-4	Presentation	

		5	1-4	Mid-term Exam	
Week 7	Wax Molding	1	1	Introduction to Wax Molding	Task-17
			2	Introduction to the history and importance of wax molding in jewelry design	
			3	Types of waxes used in jewelry marking	
			4	Basic tools and materials used in wax molding	
		2	1	Basic Wax techniques	
			2-4	Carving and shaping techniques, joining and assembling wax components	
		3	1	Intermediate Wax Molding Techniques	
			2	Techniques for creating various textures	
			3-4	Enhancing the aesthetic appeal and fine-tuning the wax model	
		4	1	Advanced Wax Molding Techniques	
			2	Overview of Injection Model	
			3-4	Hands-on-practice	
		5	1	Smoothing and Polishing Techniques	
			2	Choosing the right finishing tools and materials	
			3	Adding Surface Finishes	
			4	Common Issues and Solutions	
Week 8	Advanced Wax Carving	1	1-2	Introduction to Advanced Wax Carving Techniques	Task-18
			3-4	Tools used in advanced wax carving and its safety precautions	
		2	1	Overview of stone setting in wax	
			2	Types of gemstones suitable for wax carving	
			3-4	Hands-on practice on stone setting in wax	
		3	1-2	Texture and surface finishing techniques in wax carving	
			3	Introduction to surface finishing tools	
			4	Creating custom textures	
		4	1	Hands-on Practice: Creating Basic Forms	
			2	Hands-on Practice: Creating Basic Forms	
			3	Hands-on Practice: Creating Basic Forms	
			4	Hands-on Practice: Creating Basic Forms	
		5	1	Feedback and Q&A	
			2	Feedback and Q&A	
			3	Feedback and Q&A	
			4	Feedback and Q&A	
Week 9	Intermediate Casting Techniques	1	1-2	Casting more complex shapes and designs	Task-19,20,21
			3-4	Exploring variations in mold making	

		2	1-2	Understanding and implementing quality control measures	
			3-4	Identifying and addressing common defects	
		3	1-2	Sculpture ad art applications	
			3-4	Using wax for artistic expression	
		4	1-2	Mold making for sculptures	
			3-4	Hands-on workshop on sculpting and shaping of wax casting	
		5	1-2	Hands-on workshop on sculpting and shaping of wax casting	
			3-4	Feedback and Q&A	
Week 10	Advanced Techniques and innovation	1	1-4	Advanced Molding Techniques	Task-22,23
		2	1-4	Exploring different mold-making materials and methods	
		3	1-4	Hands-on experience in creating intricate molds	
		4	1-4	Hands-on experience in creating intricate molds	
		5	1	Innovation in Casting	
			2	Exploring the latest trends and innovation in casting	
3-4	Discussion and evaluation of tasks				
Week 11	Specialized Casting	1	1-2	Specialized casting applications	Task-24,15
			3-4	Casting for specific industries (automotive, jewelry, aerospace, etc.)	
		2	1-4	Exploring 3D Printing in Casting	
		3	1-4	Hands on experience with 3D printing and casting	
		4	1-4	Hands on experience with 3D printing and casting	
5	1-4	Hands on experience with 3D printing and casting			
Week 12	Final Exams				

Tasks for Certificate in Master Caster

Task No	Task	Description	Week
1.	Enlisting of skills	Enlist following: Interpersonal skills Characteristics of a Master Caster	Week 1
2.	Find the career path	Prepare a career path related to your course and also highlight the emerging trends in the local as well as international market	
3.	Work Ethics	Generate a report on Institute work ethics and professionalism related to your course	
4.	Practical Task-1	Create a CV	
5.	Roles of a Master Caster	Develop a report of roles of a Master Caster	Week 2
6.	Safety	Prepare a report on safety protocols in Laser Hall marking	
7.	Practical Task-2	Prepare the casting material, whether it's molten metal, plastic, or another substance, by melting or liquefying it to the required temperature.	
8.	Live Demonstration	Perform a live demonstration of the casting marking process for each selected jewelry piece.	Week 3
9.	Industries application	Prepare a report on different industries related to casting marking	
10.	Practical Task-3	Perform a casting process using a simple mold to create a small metal casting	
11.	Standards and regulations	Prepare a report on international standards, rules and regulations related to casting making	Week 4
12.	Equipment	Develop a report indicating different casting making equipment's	
13.	Maintenance	Develop a chart indicating different maintenance steps involved while using casting making equipment's	
14.	Practical Task-4	Create patterns or molds based on the design specifications. Use materials like wood, metal, or plastic to construct the pattern.	
15.	Techniques	Prepare a report mentioning which technique of casting is suitable for which kind of material	Week 5
16.	Practical Task-5	Prepare the mold for casting, ensuring it is clean and properly coated with release agents to facilitate easy removal of the casting	
17.	Practical Task-6	Develop different casting designs sketches	Week 7

18.	Practical Task-7	Melt a specific metal alloy for casting. Determine the required temperature and maintain proper alloy composition. Consider factors like degassing and fluxing for quality control.	Week 8
19.	Business development	Develop a flowchart on different steps of developing a casting business	Week 9
20.	Project Implementation	Develop a report on how to implement a jewellery casting project	
21.	Practical Task-8	Mold making for sculptures	
22.	Capstone Project	Develop a project on advanced techniques and innovation in casting	Week 10
23.	Practical Task-9	Create an intricate sand mold suitable for investment casting, focusing on a complex geometry that requires attention to detail in the molding process.	
24.	Module 3 report	Submit a brief report on module 3	Week 11
25.	Practical Task-10	Produce a specialized wax casting for jewelry using the lost-wax casting technique, incorporating the unique feature of embedding gemstones into the wax model.	

**Motivational Lectures and resources
Project Management**

3. Motivational Lectures

- What Is the Role of Good Manners in the Workplace? By Qasim Ali Shah | In Urdu
<https://www.youtube.com/watch?v=Qj6Xn7yKIIQ>
- Hisham Sarwar Motivational Story | Pakistani Freelancer
https://www.youtube.com/watch?v=CHm_BH7xAXk

4. Casting Processes related Lectures/Books/Videos

- https://www.vssut.ac.in/lecture_notes/lecture1427132579.pdf
- [Handbook On Investment Casting Gold Jewellery | PDF | Casting \(Metalworking\) | Crystallite \(scribd.com\)](#)
- <https://zlibrary-redirect.se/book/24233755/5321ed/>
- <https://zlibrary-redirect.se/book/643722/245c43/>
- <https://zlibrary-redirect.se/book/1490135/ed1045/>
- [casting ka process silver cast Karne ka tarika wax kaise nikala jata hai wax injector machine se \(youtube.com\)](#)
- [Today I will show you 3D wax Casting method the old way \(youtube.com\)](#)
- [Jewelry Casting| Jewelry Making - Primarose.com \(youtube.com\)](#)

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 	<ul style="list-style-type: none"> • Podium • Projector • Computer 		<ul style="list-style-type: none"> • Communication • Self Confidence • Teamwork

works. <ul style="list-style-type: none"> • Understand what communication skills mean • Understand what skills are important for communication skills 	<ul style="list-style-type: none"> • Flip Chart • Marker 	
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Schedule	Mentor Should do
Welcome: 5 min	Short welcome and ask the Mentor to introduce him/herself. Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.
Icebreaker: 10 min	Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead. The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.
Introduction & Onboarding: 20mins	Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following: <ol style="list-style-type: none"> 1. Explanation of the program and structure. (Kamyab jawan Program) 2. How you will use your communication skills in your professional life. 3. Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and “contact us” section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using the platform outside of hours. (9am-8pm) 4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.
Team Activity Planning: 30 minutes	MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different

	<p>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. Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p>Session Close: 5 minutes</p>	<p>MENTOR: Close the session with the opportunity for anyone to ask any remaining questions.</p> <p>Instructor: Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

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 Willink Wayne Dyer Eckart Tolle	https://www.youtube.com/watch?v=5fS3rj6eIFg
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	https://www.youtube.com/watch?v=chn86sH005U
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	https://www.youtube.com/watch?v=s10dzfbozd4
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=r8LJ5X2ejqU
STOP WASTING TIME	Arnold Schwarzenegger	https://www.youtube.com/watch?v=kzSBrJmXqdg
Risk of Success	Denzel Washington	https://www.youtube.com/watch?v=tbnzAVRZ9Xc

SUCCESS STORY

S. No	Key Information	Detail/Description
1.	Self & Family background	<p>Amjad Ali, who lives in Sadiqabad, is an example of how hard work and perseverance can reap rich rewards.</p> <p>He is a construction manager. After spending so many years in the industry, he learnt some skills of projects however he was lacking disciplined and professional tools to handle the projects. His limitation was not letting him to exceed his current portfolio.</p> <p>His intention and resolve to learn new skills and recognitions lead him to project management trainings.</p>
2.	How he came on board NAVTTC Training/ or got trained through any other source	Attended a formal training of project management from NAVTTC partner institute
3.	Post-training activities	Amjad Ali learnt ne skills and tools to effectively manage the larger projects. His company has lifted its portfolio from small housing projects to mega construction works. He has adopted the skills of knowledge areas to handle every aspect of the project.
4.	Message to others (under training)	<p>Take the training opportunity seriously</p> <p>Impose self-discipline and ensure regularity</p> <p>Make Hard work pays in the end so be always ready for the same.</p>

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

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

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

Workplace/Institute Ethics Guide

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

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

1. Attendance:

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

2. Character:

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

3. Team Work:

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

4. Appearance:

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

5. Attitude:

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

6. Productivity:

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

7. Organizational Skills:

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

8. Communication:

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

9. Cooperation:

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

10. Respect:

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