

# **DILLA TVET COLLEGE**

## **OUT COME BASED CURRICULUM**

### **Basic Footwear Production Operations Level 1**

**Based on Ethiopian Occupational Standard  
(EOS)**

**(Adaption for inclusive training)**

**JUNE 2016  
HAWASSA**

## Preface

The reformed TVET-System is an outcome-based system. It utilizes the needs of the labor market and occupational requirements from the world of work as the benchmark and standard for TVET delivery. The requirements from the world of work are analyzed and documented – taking into account international benchmarking – as occupational standards (OS).

In the reformed TVET-System, curricula and curriculum development play an important role with regard to quality driven TVET-Delivery. Curricula help to facilitate the learning process in a way, that trainees acquire the set of occupational competences (skills, knowledge and attitude) required at the working place and defined in the occupational standards (OS). Responsibility for Curriculum Development will be given to the **DILLA TVET COLLAGE**..

This curriculum has been developed by a group of experts from **DILLA TVET COLLAGE** based on the occupational standard for Basic Footwear production Level-I . It has the character of an **OUT COME BASED** curriculum and is an example on how to transform the occupational requirements as defined in the respective occupational standard into an adequate curriculum.

The curriculum development process has been actively supported and facilitated by the **DILLA TVET COLLAGE** and **PEOPLE IN NEED** in line with one of its mandates to provide technical support to the regions.

## TVET-Program Design

### 1. TVET-Program Title: Basic Footwear Production Operations

#### 1.1 TVET-Program Description

The Program is designed to develop the necessary knowledge, skills and attitude of the learners to the standard required by the occupation. The contents of this program are in line with the occupational standard. Learners who successfully completed the Program will be qualified to work as a **basic footwear production operator** with competencies elaborated in the respective OS. Graduates of the program will have the required qualification to work in the **INDUSTRY** sector in the field of **basic footwear production**.

The prime objective of this training program is to equip the learners with the identified competences specified in the OS. Graduates are therefore expected to **have knowledge of the product, the materials used in footwear, using of hand tools, cutting leather by hand, cutting leather by machine, perform the pre-fabrication operations, apply quality standards, work with others, receive and respond to workplace communication, demonstrate work value and develop understanding of entrepreneurship** in accordance with the performance criteria described in the OS.

#### 1.1. TVET-Program Learning Outcomes

|   |   |               |
|---|---|---------------|
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The expected outputs of this program are the acquisition and implementation of the following units of competence –

| Unit code unit   | Title   |
|------------------|---|
| IND BFP1 01 0112 | Develop Understanding of Product Knowledge                      |
| IND BFP102 0112  | Develop Understanding of Materials Used for Footwear Production |
| IND BFP103 0112  | Use Hand Tools and Equipment                                    |
| IND BFP104 0112  | Cut Materials by Hand   |
| IND BFP105 0112  | Operate Footwear Cutting Machines                               |
| IND BFP106 0112  | Perform Pre-fabrication Operation                               |
| IND BFP107 0112  | Apply Quality Standards   |
| IND BFP108 0112  | Work with Others  |
| IND BFP109 0112  | Receive and Respond to Workplace Communication                  |
| IND BFP110 0112  | Demonstrate Work Values   |
| IND BFP111 0112  | Develop Understanding of Entrepreneurship                       |
| IND BFP1 12 1012 | Apply 5 S Procedures  |

### 1.2. Duration of the TVET-Program

The Program will have duration of **475 hours** excluding the on-the-job practice or cooperative training time but including Civic Education et al.

### 1.3. Qualification Level and Certification

Based on the descriptors elaborated on the Ethiopian National TVET Qualification Framework (NTQF) the qualification of this specific TVET Program is “**Level I**”.

The learner can exit after successfully completing the Modules in one level and will be awarded the equivalent institutional certificate on the level completed. The learner can also exit after completing any one learning module. However, only certificate of attainment or attendance (this is institutional discretion) will be awarded.

### 1.6 Target Groups

Any citizen who meets the entry requirements under items 1.7 and capable of participating in the learning activities is entitled to take part in the Program.

### 1.7 Entry Requirements

The prospective participants of this program are required to possess the requirements or directive of the Ministry of Education.

|   |   |               |
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## 1.8 Mode of Delivery

This TVET-Program is characterized as a formal Program on middle level technical skills. The mode of delivery is co-operative training. The TVET-institution and identified companies have forged an agreement to co-operate with regard to implementation of this program. The time spent by the trainees in the industry will give them enough exposure to the actual world of work and enable them to get hands-on experience.

The co-operative approach will be supported with lecture-discussion, simulation and actual practice. These modalities will be utilized before the trainees are exposed to the industry environment.

## 1.9 TVET-Program Structure

| Unit of Competence  |   | Module Code & Title  |   | Learning Outcomes  | Duration<br>(In Hours) |
|---------------------|---|----------------------|---|--|------------------------|
| IND BFP1 01<br>1112 | Develop understanding of<br>product Knowledge                         | IND BFP1 M01<br>0616 | Developing understanding<br>of product Knowledge                            | 1. Identify footwear as a product<br>2. Describe footwear design<br>3. Describe the processes to produce footwear<br>4. Determine the sizing system<br>5. Determine the accessories used in footwear.<br>6. Determine footwear for foot abnormality<br>7. Describe footwear care | 30                     |
| IND BFP1 02<br>1112 | Develop understanding of<br>materials used for footwear<br>production | IND BFP1 M02<br>0616 | Developing<br>understanding of<br>materials used for<br>footwear production | 1. Identify footwear material<br>2. Determine the use of material in footwear<br>production<br>3. Determine performance of materials for<br>footwear<br>4. Identify common faults, problems and<br>surface defects of materials  | 40                     |
| IND BFP1 03<br>1112 | Use hand tools and<br>equipments                                      | IND BFP1M03<br>0616  | Using hand tools and<br>equipments  | 1. Plan and prepare for work<br>2. Select and use hand tools<br>3. Clean up  | 30                     |
| IND BFP1 04<br>1112 | Cut material by Hand  | IND BFP1M04<br>0616  | Cutting material by Hand  | 1. Set up workstation<br>2. Assess materials<br>3. Cut material manually<br>4. Check cut components  | 80                     |

|                     |   |                     |  |  |    |
|---------------------|---|---------------------|--|--|----|
| IND BFP1 05<br>1112 | Operate footwear cutting machine                | IND BFP1M05<br>0616 | Operating footwear cutting machine                   | <ol style="list-style-type: none"> <li>1. Set up workstation</li> <li>2. Assess materials</li> <li>3. Prepare tools and equipment/ machine</li> <li>4. Cut materials by machine</li> <li>5. Check cut component</li> </ol>   | 80 |
| IND BFP1 06<br>1112 | Perform pre-fabrication operations              | IND BFP1M06<br>0616 | Performing pre-fabrication operations                | <ol style="list-style-type: none"> <li>1. Set-up machine and associated equipment/ accessories</li> <li>2. Conduct sample run</li> <li>3. Adjust machine settings</li> <li>4. Split components</li> <li>5. Stamp and mark components</li> <li>6. Skive the components</li> </ol> | 80 |
| IND BFP1 07<br>1112 | Apply quality standards                         | IND BFP1M07<br>0616 | Applying quality standards                           | <ol style="list-style-type: none"> <li>1. Assess quality of received articles</li> <li>2. Assess own work</li> <li>3. Record information</li> <li>4. Study causes of quality deviations</li> <li>5. Complete documentation</li> </ol>  | 20 |
| IND BFP1 08<br>1112 | Work with others                                | IND BFP1M08<br>0616 | Working with others                                  | <ol style="list-style-type: none"> <li>1. Develop effective workplace relationship</li> <li>2. Contribute to work group activities</li> </ol>  | 20 |
| IND BFP1 09<br>1112 | Receive and respond to work place communication | IND BFP1M09<br>0616 | Receiving and responding to work place communication | <ol style="list-style-type: none"> <li>1. Follow routine spoken messages</li> <li>2. Perform workplace duties following written notices</li> </ol>   | 25 |

|                      |   |                      |  |  |    |
|----------------------|---|----------------------|--|--|----|
| IND BFP1 10<br>1112  | Demonstrate work values                   | IND BFP1M1 0<br>0616 | Demonstrating work values                    | <ol style="list-style-type: none"> <li>1. Define the purpose of work</li> <li>2. Apply work values/ethics</li> <li>3. Deal with ethical problems</li> <li>4. Maintain integrity of conduct in the workplace</li> </ol>   | 10 |
| IND BFP1 11 11<br>12 | Develop Understanding of Entrepreneurship | IND BFP1M11<br>0616  | Developing Understanding of Entrepreneurship | <ol style="list-style-type: none"> <li>1. Describe and explain the principles, concept and scope of entrepreneurship</li> <li>2. Discuss how to become entrepreneur</li> <li>3. Discuss how to organize an enterprise</li> <li>4. Discuss how to operate an enterprise</li> <li>5. Develop one's own simple business plan</li> </ol> | 30 |
| IND BFP1 12<br>1012  | Apply 5 S Procedures                      | IND BFP1 M12<br>0616 | Apply 5 S Procedures                         | <ol style="list-style-type: none"> <li>1. Develop understanding of quality system</li> <li>2. Sort needed items from unneeded</li> <li>3. Set workplace in order</li> <li>4. Shine work area</li> <li>5. Standardize activities</li> <li>6. Sustain 5S system</li> </ol>   | 30 |

### 1.10 Institutional Assessment

Two types of evaluation will be used in determining the extent to which learning outcomes are achieved. The specific learning outcomes are stated in the modules. In assessing them, verifiable and observable indicators and standards shall be used.

The **formative assessment** is incorporated in the learning modules and form part of the learning process. Formative evaluation provides the trainee with feedback regarding success or failure in attaining learning outcomes. It identifies the specific learning errors that need to be corrected, and provides reinforcement for successful performance as well. For the trainer, formative evaluation provides information for making instruction and remedial work more effective.

**Summative Evaluation** the other form of evaluation is given when all the modules in the program have been accomplished. It determines the extent to which competence have been achieved. And, the result of this assessment decision shall be expressed in the term 'competent or not yet competent'.

Techniques or tools for obtaining information about trainees' achievement include oral or written test, demonstration and on-site observation.

### 1.11 TVET Trainers Profile

The trainers conducting this particular TVET Program are C Level and above have satisfactory practical experiences or equivalent qualifications.

| LEARNING MODULE 1   | LOG |
|---|-----|
| <b>TVET-PROGRAMME TITLE: Basic Footwear Production Operation Level I</b>  |     |
| <b>MODULE TITLE:- Developing Product Knowledge</b>  |     |
| <b>MODULE CODE: IND BFP1 M01 0616</b>   |     |
| <b>NOMINAL DURATION:30 Hours</b>  |     |
| <b>MODULE DESCRIPTION:</b> This module aims at the development of knowledge, attitude and skills required to develop understanding of the footwear as product.  |     |
| <b>LEARNING OUTCOMES</b><br><br><b>At the end of the module the learner will be able to:</b><br><br><b>LO1. Identify footwear as a product</b><br><br><b>LO2. Describe footwear design</b><br><br><b>LO3. Describe processes to produce footwear</b><br><br><b>LO4 Determine the sizing system</b><br><br><b>LO5 Determine accessories used for the footwear</b><br><br><b>LO6 Determine footwear for foot abnormality</b><br><br><b>LO7 Describe footwear care</b> |     |
| <b>MODULE CONTENTS:</b><br><br><b>LO1. Identify footwear as a product</b><br><br><b>1.1. Structure of foot</b><br>1.1.1 Function<br>➤ Balance<br>➤ Walking<br>➤ Running<br>➤ Standing<br>1.1.2 Bones<br>1.1.3 Muscles<br>1.1.4 Ligaments<br>1.1.5 Joints<br><b>1.2. Types of footwear</b><br>1.2.1 Oxford<br>1.2.2 Derby  |     |

- 1.2.3 Slip-on
- 1.2.4 Sandals
- 1.2.5 Court shoes
- 1.2.6 Monk shoes
- 1.2.7 Moccasins
- 1.2.8 Boots

### **1.3. Footwear features**

- 1.3.1 Soles
- 1.3.2 Heels
- 1.3.3 Laces
- 1.3.4 Sizes
- 1.3.5 Shape

### **1.4. Materials**

- 1.4.1 Leather upper and lining
  - Cow
  - Goat
  - Sheep
- 1.4.2 Footwear materials
  - Insole board
  - Shank board
  - Toe-puff and counter stiffener
  - Thread
  - Adhesives
  - Inter-lining
  - Foam
  - EVA Sheets
  - Latex rubber
  - Textiles

### **1.5. Basic Constructions**

- 1.5.1 Stuck-on/flat lasting/cement lasting
- 1.5.2 Moccasin
- 1.5.3 Stitch down constructions
  - Veldt Sochi
  - San Crispin
  - Directly stitched to sole
- 1.5.4 California
- 1.5.5 Good Year welted
- 1.5.6 Stubble
- 1.5.7 String lasting

## **LO2. Describe footwear design**

- 2.1. Footwear designs for various purpose
- 2.2. Design characteristics
- 2.3. Common client requirement in footwear design
- 2.4 Basic designing tools
  - 2.4.1 storyboards
  - 2.4.2 catalogues, pictures
  - 2.4.3 drawings and illustrations

## 2.5 Accessories in footwear design

### 2.5.1 Trims

### 2.5.2 Buckles

## **LO3. Describe processes to produce footwear**

### 3.1 Basic processes to produce footwear

#### 3.1.1 Cemented

#### 3.1.2 Stitch-down

#### 3.1.3 Moccasins

#### 3.1.4 Weltd

#### 3.1.5 DIP

#### 3.1.6 DVP

### **3.2 Effect of poorly made footwear**

### **3.3 Common footwear faults**

#### 3.1.1 Fitting

#### 3.1.2 Size

#### 3.1.3 Toe-spring

#### 3.1.4 Sole opening

#### 3.1.5 Broken toe-puff

#### 3.1.6 Loose top line

#### 3.1.7 Alignment of upper

#### 3.1.8 Alignment of sole

## **LO4 Determine the sizing system**

### **4.1 types of sizing systems**

#### 4.1.1 English

#### 4.1.2 French

#### 4.1.3 American

#### 4.1.4 Monde point

### **4.2 Size measuring tools**

#### 4.2.1 Bannocks device

#### 4.2.2 Foot measuring tapes

### **4.3 Procedure of foot measurement**

### **4.4 Basic principles of fitting**

### **4.5 Various types of last**

#### 4.5.1 Solid last

#### 4.5.2 C-hinge last

#### 4.5.3 V-hinge last

#### 4.5.4 Ladies

#### 4.5.5 Gents

#### 4.5.6 Children

#### 4.5.7 Plastic lasts

#### 4.5.8 Wooden lasts



### **LO5 Determine accessories used for the footwear**

- 5.1 Define shoe accessories
- 5.2 Importance of accessories
- 5.3 Design related accessories
  - Buckles
  - Decorative metal trims
  - Eyelets
  - D-rings
  - Zippers
  - Decorative laces
  - Rivets

### **LO6. Determine footwear for foot abnormality**

- 6.1 Abnormality of foot is explained
- 6.2 Various types of abnormalities
  - Blisters
  - Corn
  - Bunion
  - Ingrown Toenails
  - Hammer toe
  - High arch
  - Low arch
  - Flat foot

6.3The basic features of abnormality

### **LO7. Describe footwear care**

- 7.1 Importance of footwear care is explained
- 7.2 Various footwear cleaning techniques
  - 7.2.1 Dry cleaning
  - 7.2.2 Wet cleaning
  - 7.2.3 Polish application
- 7.3. Footwear cleaning techniques for different kind of upper material

| <b>Learning Methods:</b> |  |   |   |  |   |
|--------------------------|--|---|---|--|---|
|                          | <b>Reasonable Adjustments for Trainees with Disabilities</b>   |   |   |  |   |
|                          | <b>Visual impaired</b>   | <b>Low vision</b>   | <b>Hearing impaired</b>   | <b>Hard- of- Hearing</b>   | <b>Physical disability</b>  |
| Lecture                  | <ul style="list-style-type: none"> <li>-Transcribed the lecture into Braille</li> <li>-Present the lecture verbally with short and clear sentences</li> <li>-Facilitate the trainee to record the lecture</li> <li>-Spell the vocabularies if necessary</li> <li>-Prepare the lecture in audio format</li> </ul> | <ul style="list-style-type: none"> <li>-Use large texts in writing of the points of the lecture</li> <li>-Encourage trainees to record the lecture in audio format</li> <li>-Organize the class room seating</li> </ul> | <ul style="list-style-type: none"> <li>- Arrange seating set to be convenient for Eye to eye contact</li> <li>- assign sign language interpreter</li> <li>- Use video record information</li> <li>- Use short and clear sentences and summarize</li> <li>- Introduce new and relevant vocabulary</li> <li>- Avoid over- movement of trainer</li> <li>- Follow the attention of the trainees</li> <li>- Use gesture</li> </ul> | <ul style="list-style-type: none"> <li>-Facilitate trainees to seat in the front line rows of trainees seating arrangement</li> <li>-Speak loudly</li> <li>-Ensure the attention of the trainees</li> <li>-Present the lecture in video format</li> <li>-Repeat the comment of other students</li> </ul> | <ul style="list-style-type: none"> <li>- organize the class room seating arrangement to be accessible to wheelchair user</li> <li>- Facilitate and support the trainees having severe upper limbs impairment to take notes.</li> <li>- Writing main points briefly</li> </ul> |
| Group Discussion         | <ul style="list-style-type: none"> <li>- Introduce the trainees with their peers without</li> <li>-Close follow up</li> <li>-Briefing the thematic issues of the discussion</li> </ul>   | <ul style="list-style-type: none"> <li>-Close follow up</li> </ul>  | <ul style="list-style-type: none"> <li>-Use sign language interpreter</li> <li>Integrated trainee in the group work</li> <li>-Close follow up</li> <li>-Facilitate to know the name of their group members</li> </ul>   | <ul style="list-style-type: none"> <li>-Conduct close follow up</li> <li>-Speak loudly</li> </ul>  |   |
| Demonstration            | <ul style="list-style-type: none"> <li>-Touch &amp; work with assistance(tactile)</li> <li>-prepare and use simulation</li> <li>-Encourage and facilitate the trainee to learn in tactile method</li> </ul>  | <ul style="list-style-type: none"> <li>- Conducting Close follow up</li> <li>- Use verbal description</li> <li>- Provide special attention in the process of guidance</li> </ul>  | <ul style="list-style-type: none"> <li>- Use Sign language interpreter</li> <li>- Use d/t video film</li> <li>- Follow attention of the trainees</li> <li>- Provide structured training</li> <li>- Use jester</li> <li>- Tutorial support (if necessary)</li> </ul>   | <ul style="list-style-type: none"> <li>- Show clear &amp; short method</li> <li>- Use Video recorded material</li> <li>- Ensure the attention of the trainee</li> <li>- Tutorial support (if necessary)</li> </ul>   | <ul style="list-style-type: none"> <li>- Facilitate and support the trainees having severe upper limbs impairment to operate equipment/ machines</li> <li>- Assigned peer trainees</li> <li>- Conduct</li> </ul>  |

|                           |  |  |   |   |                 |
|---------------------------|--|--|---|---|-----------------|
|                           |  |  |   |   | close follow up |
| Individual assignment     | <ul style="list-style-type: none"> <li>-Make available the assignment questions in audio mat.</li> <li>-Provide clear and short instructions</li> <li>-Transcribe the assignment question into Braille</li> <li>-Facilitate the trainee to submit the assignment questions in recorded format</li> <li>-Facilitate the trainee to prepare and submit the assignment in soft/hard copies</li> </ul> | <ul style="list-style-type: none"> <li>- prepare the assignment questions in large text</li> <li>- Encourage the trainees to prepare and submit the assignment in large texts</li> </ul> | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul> | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul> |                 |
| <b>ASSESSMENT METHOD:</b> |  |  |   |   |                 |
| Oral questioning          | <ul style="list-style-type: none"> <li>➤ Audio/recorder</li> <li>➤ Braille printed</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Audio/recorder</li> <li>➤ Braille printed</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Sign language interpreter</li> <li>➤ Answer in written form</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Sign language interpreter</li> </ul>   |                 |
| Written test              | <ul style="list-style-type: none"> <li>➤ Recorded Audio</li> <li>➤ By touching guide</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Recorded Audio</li> <li>➤ By touching guide</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Sign language interpreter</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Sign language interpreter</li> </ul>   |                 |

|               |  |  |                             |                             |   |
|---------------|--|--|-----------------------------|-----------------------------|---|
| Demonstration |  |  | ➤ Sign language interpreter | ➤ Sign language interpreter | ➤ Provide necessary assistance during demonstration |
|---------------|--|--|-----------------------------|-----------------------------|---|

**ASSESSMENT CRITERIA:****LO1 Identify the footwear as product**

- 1.1 The *structure* and *main function* of the foot is explained.
- 1.2 Different *types of footwear* are identified and their uses described.
- 1.3 Footwear *features* are described
- 1.4 Features of footwear are related to foot function and structure
- 1.5 *Instances* where *specialized footwear* maybe required are identified
- 1.6 *Materials* used in footwear production are identified.
- 1.7 Footwear's basic construction is explained

**LO2 Describe footwear design**

- 2.1 Footwear designs for various purposes are explained.
- 2.2 Design characteristics are identified
- 2.3 Common client *requirements* for footwear designs are described
- 2.4 *Basic design tools* used to develop design concepts are identified.
- 2.5 Accessories used to accent footwear designs are identified.

**LO3 Describe the processes to produce footwear**

- 3.1 *Basic Processes* used to produce footwear features are identified.
- 3.2 Effect of poorly made footwear is described.
- 3.3 Common footwear faults are described.

**LO4 Determine the sizing system**

- 4.1 Different sizing systems and its purpose are explained
- 4.2 Various types of the *size measuring tools* are identified.
- 4.3 Procedures of foot measurement are explained.
- 4.4 Basic principles of fittings are explained.

4.5 Various types of lasts are explained.

**LO5** Determine accessories used for the footwear

5.1 Different types of designs are identified.

5.2 Different types of constructions are explained.

5.3 Accessories used for the footwear making are identified.

**LO6** Determine footwear for foot abnormality

6.1 Abnormality of the foot is explained

6.2 Various types of the abnormality is explained

6.3 The basic feature for the footwear abnormality is explained.

**LO7** Describe footwear care

7.1 The importance for the care of footwear is explained.

7.2 Various footwear cleaning techniques are described .

7.3 Footwear cleaning technique for different types of leather is explained

## Resource Requirements

| IND BFP1 M01 0616: Developing Product Knowledge |   |  |  |          |                                   |
|---|---|--|--|----------|-----------------------------------|
| Item No.  | Category/Item                                   | Description/ Specifications                        | Description/ Specifications for TWD                          | Quantity | Recommended Ratio (Item: Learner) |
| <b>A.</b>                                       | <b>Learning Materials</b>                       |  |  |          |                                   |
| 1.  | TTLM  | Learning guide                                     | Braille written<br>Soft copy/Bold, In audio and video format | 25       | 1:1                               |
| 2.  | Reference books/material                        |  | Braille printed/large text printed                           |          |                                   |
| 2.1   | Handout of leather technology                   | Ministry of commerce, Gov't of India(version 2002) | In the form of Audio, braille , soft copy                    | 5        | 1:5                               |
| 2.2   | Introduction to footwear production process     | Leather industries development institute           |  | 5        | 1:5                               |
| 2.3   | Hand book of leather finishing                  |  |  | 5        | 1:5                               |
| <b>B.</b>                                       | <b>Learning Facilities &amp; Infrastructure</b> |  |  |          |                                   |
| 1.  | Lecture Room                                    | equipped with multi-media                          | Specially arranged   | 1        | 1:25                              |
| 2.  | Library   | Sound proof room                                   | braille library  | 1        | 1:25                              |
| 3.  | Work shop                                       | Dimension  |  | 1        | 1:25                              |
| 4.  | Laboratory                                      | Dimension  |  | 1        | 1:25                              |
| <b>c.</b>                                       | <b>Consumable Materials</b>                     |  |  |          |                                   |

|           |                                     |   |               |         |         |
|-----------|-------------------------------------|---|---------------|---------|---------|
| 2         | Paper                               | Pattern paper, hard paper                 |               | 2packet | 1:12    |
| 3         | Pen                                 | Big                                       |               | 2packet | 1:12    |
| 4.        | Marking pencil                      | Standard                                  |               | 2packet | 1:12    |
| 5         | Adhesives                           | Polyester vinyl,polyamide,latex           |               | 25kg    | 1:1     |
| 6.        | Stiffener                           | Counter stiffener                         |               | 5packet | 1:5     |
| 7.        | Leather (Skin &Hide)                | Chrome tanned and vegetable tanned(sq.ft) |               | 25roll  | 1:1     |
| 8         | Insole                              | Pv,rubber,leather                         |               | 25packe | 1:1     |
| 9         | Sole                                | Pcv,pu,rubber                             |               | 25packe | 1:25    |
|           | <b>Consumable materials for TWD</b> |   |               |         |         |
| 1.        | CD                                  |   | RW            |         |         |
| 2.        | Video films                         |   |               |         |         |
| 3.        | Braille                             | 4   | Braille       | 4       | Braille |
| <b>D.</b> | <b>Tools and Equipments</b>         |   |               |         |         |
| <b>1</b>  | Cutter                              | Straight knife, blade                     |               | 5packet | 1:5     |
| <b>2</b>  | Cutting table                       | Standard                                  |               | 25pc    | 1:1     |
| <b>3</b>  | Scissor                             | Leather cutting                           |               | 2packet | 1:12    |
| <b>4</b>  | Lasting mold                        | Wood, rubber, metal                       |               | 25pair  | 1pair:1 |
|           | Shank                               | Steel,wood,hardpaper                      |               | 25pc    | 1:1     |
|           | Punching tool                       | Leather punching                          |               | 5pc     | 1:1     |
|           | <b>Tools and equipments for TWD</b> |   |               |         |         |
| 1.        | CD player                           |   | 3Disk changer | 5pack   | 1:5     |
| 2.        | Sound recorder                      |   | Sony          | 5pc     | 1:5     |
| 3.        | Computer                            |   | Deli          | 5pc     | 1:5     |

|    |                |  |           |      |      |
|----|----------------|--|-----------|------|------|
| 4. | Audio Recorder |  | Philips   | 5pc  | 1:5  |
| 5. | Video tape     |  | DVDs ,Mp3 | 2pac | 1:12 |

| LEARNING MODULE 2  | LOG |
|--|-----|
| <b>TVET-PROGRAMME TITLE:</b> Basic Footwear Production Operation Level I   |     |
| <b>MODULE TITLE:-</b> Understanding the Materials used in Footwear Industry  |     |
| <b>MODULE CODE:</b> IND BFP1 M02 0616  |     |
| <b>NOMINAL DURATION:</b> 40 Hours  |     |
| <b>MODULE DESCRIPTION:</b> This module aims at the development of skills, attitudes and knowledge required to identify and describe materials used in the production of footwear.  |     |
| <b>LEARNING OUTCOMES</b><br><br><b>At the end of the module the learner will be able to:</b><br><br><b>LO1. Identify footwear material</b><br><br><b>LO2. Determine uses of material for footwear production</b><br><br><b>LO3. Determine performance of materials for footwear</b><br><br><b>LO4 Identify common faults, problems and surface defects of material</b>   |     |
| <b>MODULE CONTENTS:</b><br><br><b>LO1. Identify footwear material</b><br><br>1.1. Material in footwear production are identified <ul style="list-style-type: none"> <li>1.1.1 Different types of upper leather <ul style="list-style-type: none"> <li>➤ Cow leather</li> <li>➤ Sheep leather</li> <li>➤ Goat &amp; Kid leather</li> </ul> </li> <li>1.1.2 Different type of lining leather <ul style="list-style-type: none"> <li>➤ Cow</li> <li>➤ Sheep</li> <li>➤ Goat</li> </ul> </li> <li>1.1.3 Different type of soling material <ul style="list-style-type: none"> <li>➤ Poly vinyl chloride Sole (PVC)</li> <li>➤ Poly Urethane Sole (PU)</li> <li>➤ Rubber Sole</li> </ul> </li> </ul> |     |



- Leather Sole
- Thermoplastic rubber Sole (TPR)
- EVA & Pylon Sole
- Crepe Sole
- 1.2 Different types of adhesives
  - 1.2.1. Latex
  - 1.2.2. Rubber Solution
  - 1.2.3. Poly Chloroprene or Neoprene
  - 1.2.4. Poly Urethane
  - 1.2.5. Hot-melt polyamide
  - 1.2.6. Hot-melt polyester
- 1.3 Chemicals
  - 1.3.1 Toluene
  - 1.3.2 Methyl Ethyl Ketenes (MEK)
  - 1.3.3 Ethyl Acetate\
  - 1.3.4 TPR Primer
  - 1.3.5 Rubber Primer
  - 1.3.6 EVA Primer
  - 1.3.7 Finishing Chemicals
  - 1.3.8 Shoe Cleaners
- 1.4 Fabrics
- 1.5 Rivets
- 1.6 Shank
- 1.7 Insole board
- 1.8 Eye-lets
- 1.9 Laces
- 1.10 Nails & Tacks
- 1.11 Characteristics of material are identified

## **LO2. Determine the uses of material for footwear production**

- 2.1 Uses of footwear material for footwear production identified
  - 2.1.1 Leather
    - Upper
    - lining
    - socks
  - 2.2.2 Textile
  - 2.2.3 Adhesives
  - 2.2.4 Tacks & nails
  - 2.2.5 Finishing materials
    - Finishing Creams
    - Repairing waxes
    - Carnauba wax
    - Abrasive wax
    - Water based sprays & Cleaners
    - Solvent based spray and cleaners

#### 2.2.6 Chemicals

- Toluene
- Methyl Ethyl Ketone
- Ethyl Acetate
- TPR primer

### 2.3 Handling and care requirements materials are identified

- Leather
- Adhesives
- Finishing Material
- Chemicals

### 2.4 Common problems and faults are identified

- Leather
- Adhesives
- Soling material
- TPR primer
- Finishing materials

### 2.5 OHS practices relevant to materials uses are identified

- Adhesives
- Primers
- Finishing materials

## LO3. Performance of materials for footwear

3.1 Physical properties of material are identified

3.2 Performance characteristics of material are identified and described

3.3 Types of surfaces finishes used on materials are described as applicable

- 3.3.1 Velvety
- 3.3.2 Glazed
- 3.3.3 Oily
- 3.3.4 Patent
- 3.3.5 Crimped
- 3.3.6 Embossed
- 3.3.7 Smooth
- 3.3.8 Film coated
- 3.3.9 Fur leather

## LO4. Identify Common faults, problems and surface defects

4.1 Common faults, problems and surface defects of material are identified

- 4.1.1 Looseness
- 4.1.2 Thickness
- 4.1.3 Pippins
- 4.1.4 Growth marks

- 4.2 Possible cause of problem, causes and surface defects are described
- 4.3 Work place quality practices relating to the faults, problems and surface defects are identified
- Looseness
  - Thickness
  - Paleness
  - Scratch marks
  - Scar marks
  - Brand marks

**Learning Methods:****Reasonable Adjustments for Trainees with Disabilities****Visual impaired****Low vision****Hearing impaired****Hard- of-Hearing****Physical disability****Lecture**

-Transcribed the lecture into Braille

-Present the lecture verbally with short and clear sentences

-Facilitate the trainee to record the lecture

-Spell the vocabularies if necessary

-Prepare the lecture in audio format

-Use large texts in writing of the points of the lecture

-Encourage trainees to record the lecture in audio format

-Organize the class room seating

- Arrange seating set to be convenient for Eye to eye contact

- assign sign language interpreter

- Use video record information

- Use short and clear sentences and summarize

- Introduce new and relevant vocabulary

- Avoid over-movement of trainer

- Follow the attention of the trainees

- Use gesture

-Facilitate trainees to seat in the front line rows of trainees seating arrangement

-Speak loudly

-Ensure the attention of the trainees

-Present the lecture in video format

-Repeat the comment of other students

- organize the class room seating arrangement to be accessible to wheelchair user

- Facilitate and support the trainees having severe upper limbs impairment to take notes.

- Writing main points briefly

|                       |  |  |   |  |  |
|-----------------------|--|--|---|--|--|
|                       |  |  |   |  |  |
| Group Discussion      | <ul style="list-style-type: none"> <li>- Introduce the trainees with their peers without</li> <li>-Close follow up</li> <li>-Briefing the thematic issues of the discussion</li> </ul>                       | -Close follow up   | <ul style="list-style-type: none"> <li>-Use sign language interpreter</li> </ul> <p>Integrated trainee in the group work -Close follow up</p> <ul style="list-style-type: none"> <li>-Facilitate to know the name of their group members</li> </ul>                 | <ul style="list-style-type: none"> <li>-Conduct close follow up</li> <li>-Speak loudly</li> </ul>  |  |
| Demonstration         | <ul style="list-style-type: none"> <li>-Touch &amp; work with assistance(tactile )</li> <li>-prepare and use simulation</li> <li>-Encourage and facilitate the trainee to learn in tactile method</li> </ul> | <ul style="list-style-type: none"> <li>- Conducting Close follow up</li> <li>- Use verbal description</li> <li>- Provide special attention in the process of guidance</li> </ul> | <ul style="list-style-type: none"> <li>- Use Sign language interpreter</li> <li>- Use d/t video film</li> <li>- Follow attention of the trainees</li> <li>- Provide structured training</li> <li>- Use jester</li> <li>- Tutorial support (if necessary)</li> </ul> | <ul style="list-style-type: none"> <li>- Show clear &amp; short method</li> <li>- Use Video recorded material</li> <li>- Ensure the attention of the trainee</li> <li>- Tutorial support (if necessary)</li> </ul> | <ul style="list-style-type: none"> <li>- Facilitate and support the trainees having severe upper limbs impairment to operate equipment/ machines</li> <li>- Assigned peer trainees</li> <li>- Conduct close follow up</li> </ul> |
| Individual assignment | <ul style="list-style-type: none"> <li>-Make available the assignment questions in audio mat.</li> </ul>   | <ul style="list-style-type: none"> <li>- prepare the assignment questions in large text</li> </ul>   | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual</li> </ul>  | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual</li> </ul>   |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | -Provide clear and short instructions<br>-Transcribe the assignment question into Braille<br>-Facilitate the trainee to submit the assignment questions in recorded format<br>-Facilitate the trainee to prepare and submit the assignment in soft/hard copies | - Encourage the trainees to prepare and submit the assignment in large texts | recorded material<br>- Tutorial support (if necessary) | recorded material<br>- Tutorial support (if necessary) |  |
|--|--|--|--|--|--|

**ASSESSMENT METHODS:**

|                    |   |   |   |                             |  |
|--------------------|---|---|---|-----------------------------|--|
| ➤ Oral questioning |   |   | ➤ Sign language interpreter<br>➤ Answer in written form | ➤ Sign language interpreter |  |
| ➤ Written test     | ➤ Braille printed test or Reader (peer)<br>➤ Guide /assistant | ➤ Braille printed test or Reader (peer)<br>➤ Guide /assistant |   |                             |  |
| ➤ Demonstration    |   |   | ➤ Sign language interpreter                             | ➤ Sign language interpreter | ➤ Assign in group with trainees without disability |

**ASSESSMENT CRITERIA:****LO1 Identify the footwear materials**

- 1.1 *Materials* used in footwear production are identified.
- 1.2 Types and sources of materials are identified.
- 1.3 *Characteristics* of materials are identified.

1.4 Generic and trade names for materials are identified.

**LO2 Determine uses of material for footwear production**

2.1 Uses of materials for footwear production are identified.

2.2 Handling and care requirements for materials are identified.

2.3 Common problems and faults of materials are identified.

2.4 *OHS practices* relevant to materials uses are identified

**LO3 Determine performance of materials for footwear**

3.1 Physical properties of materials are identified.

3.2 *Performance characteristics* of materials are identified and described.

3.3 Types of surface finishes used on materials are described as applicable

**LO4 Identify common faults, problems and surface defects of materials**

4.1 Common faults, problems and surface defects of materials are identified.

4.2 Possible causes for common faults, problems and surface defects are described.

4.3 Workplace quality practices relating to faults, problems and surface defects are identified

## Resource Requirements

| IND BFP1 M02 0616: Understanding the material used in footwear Industry |   |  |  |          |                                   |
|---|---|--|--|----------|-----------------------------------|
| Item No.  | Category/Item                                   | Description/ Specifications                        | Description/ Specifications for TWD                              | Quantity | Recommended Ratio (Item: Learner) |
| <b>A.</b>   | <b>Learning Materials</b>                       |  |  |          |                                   |
| 1.  | TTLM  | Prepared by trainer                                | Braille written<br><br>Soft copy/Bold, In audio and video format | 25       | 1:1                               |
| 2.  | Reference books/material                        |  | Braille printed/large text printed                               |          |                                   |
| 2.1   | Handout of leather technology                   | Ministry of commerce, Gov't of India(version 2002) | In the form of Audio, braille , soft copy                        | 5        | 1:5                               |
| 2.2   | Introduction to footwear production process     | Leather industries development institute           |  | 5        | 1:5                               |
| 2.3   | Hand book of leather finishing                  |  |  | 5        | 1:5                               |
| <b>B.</b>   | <b>Learning Facilities &amp; Infrastructure</b> |  |  |          |                                   |
|   | Lecture Room                                    | equipped with multi-media                          | Specially arranged   | 1        | 1:25                              |
| 2.  | Library   | Sound proof room                                   | braille library  | 1        | 1:25                              |
| 3.  | Work shop                                       |  |  | 1        | 1:25                              |
| 4.  | Laboratory                                      |  |  |          |                                   |
| <b>c.</b>   | <b>Consumable Materials</b>                     |  |  |          |                                   |
| 2   | Paper   | Pattern paper, hard paper                          |  |          |                                   |

|          |                                     |                                    |               |   |         |
|----------|-------------------------------------|------------------------------------|---------------|---|---------|
| 3        | Pen                                 | Bic                                |               |   |         |
| 4.       | Marking pencil                      | Standard                           |               |   |         |
| 5        | Adhesives                           | Polyester vinyl,polyamide,latex    |               |   |         |
| 6.       | Stiffener                           | Counter stiffener                  |               |   |         |
| 7.       | Leather (Skin &Hide)                | Chrome tanned and vegetable tanned |               |   |         |
| 8        | Insole                              |                                    |               |   |         |
| 9        | Sole                                |                                    |               |   |         |
| <b>D</b> | <b>Consumable materials for TWD</b> |                                    |               |   |         |
| 1.       | CD                                  |                                    | RW            |   |         |
| 2.       | Video films                         |                                    |               |   |         |
| 3.       | Braille                             | 4                                  | Braille       | 4 | Braille |
| <b>E</b> | <b>Tools and Equipments</b>         |                                    |               |   |         |
| <b>1</b> | Cutter                              | Straight knife, blade              |               |   |         |
| <b>2</b> | Cutting table                       | Standard                           |               |   |         |
| <b>3</b> | Scissor                             | Leather cutting                    |               |   |         |
| <b>4</b> | Lasting mold                        | Wood, rubber, metal                |               |   |         |
| <b>5</b> | Measuring tools                     | ,metal ruler                       |               |   |         |
| <b>6</b> | Shank                               | Steel,wood,hardpaper               |               |   |         |
| <b>7</b> | Punching tool                       | Leather punching                   |               |   |         |
| <b>F</b> | <b>Tools and equipments for TWD</b> |                                    |               |   |         |
| 1.       | CD player                           |                                    | 3Disk changer |   | 1:5     |
| 2.       | Sound recorder                      |                                    |               | 1 | 1:5     |
| 3.       | Computer                            |                                    |               | 1 | 1:1     |
| 4.       | Audio Recorder                      |                                    |               | 1 |         |
| 5.       | Video tape                          |                                    |               | 1 |         |



| LEARNING MODULE 3   | LOG |
|---|-----|
| <b>TVET-PROGRAMME TITLE:</b> Basic Footwear Production Operation Level 1  |     |
| <b>MODULE TITLE:</b> Using hand tools and equipments  |     |
| <b>MODULE CODE:</b> IND BFP1M03 0616  |     |
| <b>NOMINAL DURATION:</b> 30 Hours   |     |
| <b>MODULE DESCRIPTION:</b> This module aims to covers the knowledge, attitudes and skills required to identify, use and proper handling of tools and equipment.   |     |
| <b>LEARNING OUTCOMES</b><br><br><b>At the end of the module the learner will be able to:</b><br><br><b>LO1. Plan and prepare for work</b><br><br><b>LO2. Select and use hand tools</b><br><br><b>LO3. Clean up</b>  |     |
| <b>MODULE CONTENTS:</b><br><br><b>LO1. Plan and prepare for work</b><br><br>1.1. Work instruction, including plans, specifications, quality requirements and operations details relevant to the task are obtained, confirmed and applied to the allotted task. <ul style="list-style-type: none"> <li>1.1.1 Plans <ul style="list-style-type: none"> <li>➤ Monthly plan</li> <li>➤ Weekly plan</li> <li>➤ Daily plans</li> </ul> </li> <li>1.1.2 Specification <ul style="list-style-type: none"> <li>➤ Standard specification of article</li> <li>➤ Special instruction from buyer</li> </ul> </li> </ul> 1.2 Quality requirements <ul style="list-style-type: none"> <li>1.2.1 Quality specification sheet</li> <li>1.2.2 Material</li> <li>1.2.3 Cutting area</li> <li>1.2.4 Cutting directions</li> </ul> |     |

1.2.5 Bundling of components

1.2.6 Quality show boards

1.3 Operational details

1.3.1 Cutter's ticket

1.3.2 Daily production report of cutting

1.3.3 Stamping details

1.3.4 Daily material consumption report of cutting

1.3.5 Daily feeding and output report of stitching & lasting

1.4 Safety requirements

1.5 Tools and equipments

1.5.1 Cutting Handles

1.5.2 Cutting Dies

1.5.3 Sharpening file

1.5.4 Cutting boards

1.5.5 Bell knife

1.5.6 Steel ruler

1.5.7 Grinding stones for skiving machines

1.5.8 Grinding knife for splitting machine

1.5.9 Bend knife

1.5.10 Leather measuring gauge

1.5.11 Grading tool

1.5.12 Knife for the strap cutting machine

1.5.13 Tin patterns

**LO2. Select and use of hand tools**

2.1 Hand tools as per the need of the job

2.1.1 Cutting handle/knife

2.1.2 Grading tool

2.1.3 Ruler

2.2 Check the tools

2.1.4 Breakage

2.1.5 Sharpness

2.1.6 Accuracy

2.3 Safety measures while using the hand tools

2.1.7 Method of holding

2.1.8 Method operating

2.1.9 Clothing requirements

2.1.10 Precautions

2.4 Location of hand tools

2.1.11 Location

2.1.12 Safety

2.1.13 Systematically arrangement

**LO3. Clean up**

3.1 Work area to be cleaned as per standard procedure

- 3.1.1 Dust bins for bio-degradable materials
- 3.1.2 Dust bins for non-biodegradable materials
- 3.1.3 Cleaning of workshop
- 3.1.4 Housekeeping of cutting department
- 3.1.5 Housekeeping of leather stores

3.2 Hand tools and equipments are cleaned, checked, maintained, and stored as per the manufactures specifications and standard work practices

- 3.2.1 Cleaning
- 3.2.2 Oiling
- 3.2.3 Sharpening of cutting dies
- 3.2.4 Plaining of cutting boards
- 3.2.5 Calibration of leather thickness measuring gauge

#### Learning Methods:

|         | Reasonable Adjustments for Trainees with Disabilities  |   |   |  |  |
|---------|--|---|---|--|--|
|         | Visual impaired  | Low vision  | Hearing impaired  | Hard- of-Hearing   | Physical disability  |
| Lecture | <ul style="list-style-type: none"> <li>-Transcribed the lecture into Braille</li> <li>-Present the lecture verbally with short and clear sentences</li> <li>-Facilitate the trainee to record the lecture</li> <li>-Spell the vocabularies if necessary</li> <li>-Prepare the lecture in audio format</li> </ul> | <ul style="list-style-type: none"> <li>-Use large texts in writing of the points of the lecture</li> <li>-Encourage trainees to record the lecture in audio format</li> <li>-Organize the class room seating</li> </ul> | <ul style="list-style-type: none"> <li>- Arrange seating set to be convenient for Eye to eye contact</li> <li>- assign sign language interpreter</li> <li>- Use video record information</li> <li>- Use short and clear sentences and summarize</li> <li>- Introduce new and relevant vocabulary</li> <li>- Avoid over-movement of</li> </ul> | <ul style="list-style-type: none"> <li>-Facilitate trainees to seat in the front line rows of trainees seating arrangement</li> <li>-Speak loudly</li> <li>-Ensure the attention of the trainees</li> <li>-Present the lecture in video format</li> <li>-Repeat the comment of other students</li> </ul> | <ul style="list-style-type: none"> <li>- organize the class room seating arrangement to be accessible to wheelchair user</li> <li>- Facilitate and support the trainees having severe upper limbs impairment to take notes.</li> <li>- Writing main</li> </ul> |

|                       |  |  |   |  |  |
|-----------------------|--|--|---|--|--|
|                       |  |  | trainer<br>- Follow the attention of the trainees<br>- Use gesture  |  | points briefly   |
| Group Discussion      | - Introduce the trainees with their peers without<br>-Close follow up<br>-Briefing the thematic issues of the discussion                   | -Close follow up   | -Use sign language interpreter<br>Integrated trainee in the group work<br>-Close follow up<br>-Facilitate to know the name of their group members                                   | -Conduct close follow up<br>-Speak loudly  |  |
| Demonstration         | -Touch & work with assistance(tactile )<br>-prepare and use simulation<br>-Encourage and facilitate the trainee to learn in tactile method | - Conducting Close follow up<br>- Use verbal description<br>- Provide special attention in the process of guidance | - Use Sign language interpreter<br>- Use d/t video film<br>- Follow attention of the trainees<br>- Provide structured training<br>- Use jester<br>- Tutorial support (if necessary) | - Show clear & short method<br>- Use Video recorded material<br>- Ensure the attention of the trainee<br>- Tutorial support (if necessary) | - Facilitate and support the trainees having severe upper limbs impairment to operate equipment/ machines<br>- Assigned peer trainees<br>- Conduct close follow up |
| Individual assignment | -Make available the assignment questions in audio mat.<br>-Provide clear and   | - prepare the assignment questions in large text   | - Provide briefing /orientation/ on the assignment  | - Provide briefing /orientation/ on the assignment   |  |

|  |   |  |   |   |  |
|--|---|--|---|---|--|
|  | short instructions<br>-Transcribe the assignment question into Braille<br>-Facilitate the trainee to submit the assignment questions in recorded format<br>-Facilitate the trainee to prepare and submit the assignment in soft/hard copies | - Encourage the trainees to prepare and submit the assignment in large texts | - Provide visual recorded material<br>- Tutorial support (if necessary) | - Provide visual recorded material<br>- Tutorial support (if necessary) |  |
|--|---|--|---|---|--|

**ASSESSMENT METHODS:**

|                    |  |  |   |                             |  |
|--------------------|--|--|---|-----------------------------|--|
| ➤ Oral questioning |  |  | ➤ Sign language interpreter<br>➤ Answer in written form | ➤ Sign language interpreter |  |
| ➤ Written test     | ➤ Braille printed test or<br>➤ Reader (peer) | ➤ Braille printed test or<br>➤ Reader (peer) |   |                             |  |
| ➤ Demonstration    | ➤ Guide /assistant                           | ➤ Guide /assistant                           | ➤ Sign language interpreter                             | ➤ Sign language interpreter | ➤ Assign in group with trainees without disability |

**ASSESSMENT CRITERIA:****LO1 Plan and prepare for work**

- 1.1 Work instructions, including plans, specifications, *quality requirements* and operational details relevant to the tasks are obtained, confirmed and applied to the allotted task.
- 1.2 Safety requirements are obtained from the organizational policies and procedures, confirmed and applied to the allotted task.
- 1.3 Tools and equipment selected to carry out tasks are consistent with the requirements

of the job checked for serviceability and any faults are rectified or reported.

### **LO2 Select the use of hand tool**

- 2.1. Hand tools are selected consistent with needs of the job.
- 2.2. Tools are checked for serviceability and safety, and faults reported.
- 2.3. Materials are clamped or fixed in position.
- 2.4. Hand tools are used safely and effectively according to their intended use.
- 2.5. Hand tools are safely located when not in immediate use.

### **LO3 Clean up**

- 3.1 Work area is cleared following workplace standard procedures.
- 3.2 Hand tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers specifications and standard work practices.

## **Resource Requirements**

| <b>IND BFP1M03 0616: Using hand tools and equipments</b> |   |  |  |          |                                   |
|--|---|--|--|----------|-----------------------------------|
| Item No.   | Category/Item                               | Description/ Specifications                        | Description/ Specifications for TWD                              | Quantity | Recommended Ratio (Item: Learner) |
| <b>A.</b>  | <b>Learning Materials</b>                   |  |  |          |                                   |
| 1.   | TTLM  | Prepared by trainer                                | Braille written<br><br>Soft copy/Bold, In audio and video format | 25       | 1:1                               |
| 2.   | Reference books/material                    |  | Braille printed/large text printed                               |          |                                   |
| 2.1  | Handout of leather technology               | Ministry of commerce, Gov't of India(version 2002) | In the form of Audio, braille , soft copy                        | 5        | 1:5                               |
| 2.2  | Introduction to footwear production process | Leather industries development institute           |  | 5        | 1:5                               |
| 2.3  | Hand book of leather finishing              |  |  | 5        | 1:5                               |

|           |   |                           |                    |         |         |
|-----------|---|---------------------------|--------------------|---------|---------|
|           |   |                           |                    |         |         |
| <b>B.</b> | <b>Learning Facilities &amp; Infrastructure</b> |                           |                    |         |         |
|           | Lecture Room                                    | equipped with multi-media | Specially arranged | 1       | 1:25    |
| 2.        | Library   | Sound proof room          | braille library    | 1       | 1:25    |
| 3.        | Work shop                                       |                           |                    | 1       | 1:25    |
| 4.        | Laboratory                                      |                           |                    |         |         |
| <b>c.</b> | <b>Consumable Materials</b>                     |                           |                    |         |         |
| 2         | Paper   | Pattern paper, hard paper |                    | 2packet | 1:12    |
| 3         | Pen   | Bic                       |                    | 2packet | 1:12    |
| 4.        | Marking pencil                                  | Standard                  |                    | 2pccket | 1:12    |
| <b>D</b>  | <b>Consumable materials for TWD</b>             |                           |                    |         |         |
| 1.        | CD  |                           | RW                 |         |         |
| 2.        | Video films                                     |                           |                    |         |         |
| 3.        | Braille   | 4                         | Braille            | 4       | Braille |
| <b>E</b>  | <b>Tools and Equipments</b>                     |                           |                    |         |         |
| <b>1</b>  | Cutter  | Straight knife,blade      |                    | 5packet | 1:5     |
| <b>2</b>  | Cutting table                                   | Standard                  |                    | 25pc    | 1:1     |
| <b>3</b>  | Scissor   | Leather cutting           |                    | 2packet | 1:12    |
| <b>4</b>  | Lasting mold                                    | Wood, ruber, metal        |                    | 25pair  | 1pair:1 |
| <b>5</b>  | Shank   | Steel,wood,hardpaper      |                    | 25pc    | 1:1     |
| <b>6</b>  | Punching tool                                   | Leather punching          |                    | 5pc     | 1:1     |
| <b>F</b>  | <b>Tools and equipments for TWD</b>             |                           |                    |         |         |
| 1.        | CD player                                       |                           | 3Disk changer      | 5packet | 1:5     |

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|    |                |  |               |       |     |
|----|----------------|--|---------------|-------|-----|
| 2. | Sound recorder |  | Sony          | 5pc   | 1:5 |
| 3. | Computer       |  | DEL           |       | 1:1 |
| 4. | Audio Recorder |  | Philips       | 5pc   | 1:5 |
| 5. | Video tape     |  | Sony ,dVd,mp3 | 5pack | 1:5 |



|   |  |
|---|--|
| <b>LEARNING MODULE 4</b>  |  |
| <b>TVET-PROGRAMME TITLE:</b> Basic Footwear Production Operation Level I  |  |
| <b>MODULE TITLE:-</b> Cutting material by Hand  |  |
| <b>MODULE CODE:</b> IND BFP1M04 061   |  |
| <b>NOMINAL DURATION:</b> 120Hours   |  |
| <b>MODULE DESCRIPTION:</b> This module aims at development of skills and knowledge required for carrying out the preparation activities, selection of materials and cutting of materials by hand to the specifications and workplace standards.   |  |
| <b>LEARNING OUTCOMES</b><br><br><b>At the end of the module the learner will be able to:</b><br><br><b>LO1. Setup work station</b><br><br><b>LO2. Assess material</b><br><br><b>LO3. Cut material manually</b><br><br><b>LO4. Check cut components</b>  |  |
| <b>MODULE CONTENTS:</b><br><br><b>LO1. Set up work station</b><br><br>1.1. Work station is to be setup and arranged according to work specifications<br>1.1.1 Leathe<br>1.1.2 Synthetics<br>1.1.3 Textile<br>1.1.4 Toe puff and counter stiffener sheets<br>1.1.5 Insole board<br>1.1.6 Shank board<br><br>1.2. Cutting equipments and patterns are selected and are prepared according to work specification and manufacturer's instructions<br>1.1.7 Cutting blades<br>1.1.8 Scissors<br>1.1.9 Searing machine<br>1.1.10 Textile and foam cutting equipments<br>1.1.11 Selection of patterns for cutting<br>➤ Upper<br>➤ Lining |  |

- Foam
- Textile
- Insole board
- Shank board
- Elastics
- Inter-lining
- Re-enforcements

1.3. Materials are collected sorted and laid out in preparation of cutting

- 1.3.2 Upper leather
- 1.3.3 Lining leather
- 1.3.3 Textiles
- 1.3.4 Re-enforcement
- 1.3.5 Bottom components

1.4. Records are maintained

- 1.4.1 Upper material consumption
- 1.3.6 Number of pairs cut
- 1.3.7 Lining material consumption
- 1.3.8 Number of pairs cut
- 1.3.9 Other material consumption
- 1.3.10 Productivity of upper cutting
- 1.3.11 Productivity of lining cutting

**LO2. Assess materials**

2.1 Materials are assessed against job specifications

2.1.1 Upper leather

- Colour
- Thickness
- Finish
- Feel

2.1.2 Lining leather

- Colour
- Thickness

2.1.3 Textile

- Polyester
- Cotton
- Non-woven
- Hosiery
- Sugar coated

2.1.4 Toe-puff and counter stiffener material

- Woven material
- Non-woven material
- Colour
- Thickness

2.2 Materials are checked for defects that may impact to cutting

2.2.1 Upper leather

### 2.2.2 Lining Leather

#### 2.2.3 Toe-puff & Counter stiffener

- Thickness
- Material

2.3 Material are sorted according to size, colour, grain, shade, nap and other specifications.

### **LO3. Cut material manually**

3.1 Problems or faults with patterns are identified and referred for correction/repair

3.2 Cutting knives with handle to be used to minimize cutting wastage

3.2.1 Paper cutting exercises

3.2.2 Synthetic cutting exercises

3.2.3 Cutting of different types of designs

- Derby
- Oxford
- Court shoe
- Slip-on

3.2.4 Cutting of different types of leather

- Corrected grain cutting
- Nubuck cutting
- Sheep Nappa
- Goat glazed

3.3 Scar marks and fault areas of leather are identified and patterns are positioned accordingly

3.4 Patterns are positioned to allow for identified flaws, naps of suede or other grain or print characteristics of leather.

3.4.1 Cutting pair-wise

- Grain matching
- Colour matching
- Nap matching in suede and Nubuck

3.5 Cutting techniques are used to match pattern shapes, size and leather qualities

3.5.1 Mix cutting of different sizes

3.5.2 Pattern size and skin size relationship

3.5.3 Inter-locking of components

3.5.4 Quality regions of leather

3.5.5 Line of stretches of leather

- 3.5.6 Line of tightness of leather
- 3.6 Pieces are cut precisely to size and are colour coded and size and colour code matched
  - 3.6.1 The coding system of sizes
  - 3.6.2 Colour coding of sizes
  - 3.6.3 Colour coding system of the whole factory
- 3.7 Work is carried out as per the OHS practice

**LO4. Check the cut components**

- 4.1 Cut component are arranged and tied grain to grain as per ticket number
- 4.2 Finished cut products are checked against job specifications and enterprise quality standard
- 4.3 Necessary record and report are accomplished in accordance with work procedures and standard format.

| Learning Methods: |  |   |  |  |   |
|-------------------|--|---|--|--|---|
|                   | Reasonable Adjustments for Trainees with Disabilities  |   |  |  |   |
|                   | Visual Impaired  | Low vision  | Hearing Impaired   | Hard- of- Hearing  | Physical disability   |
| Lecture           | <ul style="list-style-type: none"> <li>-Transcribed the lecture into Braille</li> <li>-Present the lecture verbally with short and clear sentences</li> <li>-Facilitate the trainee to record the lecture</li> <li>-Spell the vocabularies if necessary</li> <li>-Prepare the lecture in audio format</li> </ul> | <ul style="list-style-type: none"> <li>-Use large texts in writing of the points of the lecture</li> <li>-Encourage trainees to record the lecture in audio format</li> <li>-Organize the class room seating</li> </ul> | <ul style="list-style-type: none"> <li>- Arrange seating set to be convenient for Eye to eye contact</li> <li>- assign sign language interpreter</li> <li>- Use video record information</li> <li>- Use short and clear sentences and summarize</li> <li>- Introduce new and relevant vocabulary</li> <li>- Avoid over-movement of trainer</li> <li>- Follow the attention of the trainees</li> <li>- Use gesture</li> </ul> | <ul style="list-style-type: none"> <li>-Facilitate trainees to seat in the front line rows of trainees seating arrangement</li> <li>-Speak loudly</li> <li>-Ensure the attention of the trainees</li> <li>-Present the lecture in video format</li> <li>-Repeat the comment of other students</li> </ul> | <ul style="list-style-type: none"> <li>- organize the class room seating arrangement to be accessible to wheelchair user</li> <li>- Facilitate and support the trainees having severe upper limbs impairment to take notes.</li> <li>- Writing main points briefly</li> </ul> |
| Group Discussion  | <ul style="list-style-type: none"> <li>- Introduce the trainees with their peers without</li> <li>-Close follow up</li> <li>-Briefing the thematic issues of the discussion</li> </ul>   | <ul style="list-style-type: none"> <li>-Close follow up</li> </ul>  | <ul style="list-style-type: none"> <li>-Use sign language interpreter</li> <li>Integrated trainee in the group work -</li> <li>Close follow up</li> <li>-Facilitate to know the name of their group members</li> </ul>   | <ul style="list-style-type: none"> <li>-Conduct close follow up</li> <li>-Speak loudly</li> </ul>  |   |
| Demonstration     | <ul style="list-style-type: none"> <li>-Touch &amp; work with assistance(tactile )</li> <li>-prepare and use simulation</li> <li>-Encourage and facilitate the</li> </ul>  | <ul style="list-style-type: none"> <li>- Conducting Close follow up</li> <li>- Use verbal description</li> <li>- Provide special attention in the process of guidance</li> </ul>  | <ul style="list-style-type: none"> <li>- Use Sign language interpreter</li> <li>- Use d/t video film</li> <li>- Follow attention of the trainees</li> <li>- Provide</li> </ul>   | <ul style="list-style-type: none"> <li>- Show clear &amp; short method</li> <li>- Use Video recorded material</li> <li>- Ensure the attention of</li> </ul>  | <ul style="list-style-type: none"> <li>- Facilitate and support the trainees having severe upper limbs impairment to operate equipment/</li> </ul>  |

|                           |  |  |   |   |   |
|---------------------------|--|--|---|---|---|
|                           | trainee to learn in tactile method   |  | structured training<br>- Use jester<br>- Tutorial support (if necessary)  | the trainee<br>- Tutorial support (if necessary)  | machines<br>- Assigned peer trainees<br><br>- Conduct close follow up |
| Individual assignment     | -Make available the assignment questions in audio mat.<br>-Provide clear and short instructions<br>-Transcribe the assignment question into Braille<br>-Facilitate the trainee to submit the assignment questions in recorded format<br>-Facilitate the trainee to prepare and submit the assignment in soft/hard copies | - prepare the assignment questions in large text<br>- Encourage the trainees to prepare and submit the assignment in large texts | - Provide briefing /orientation/ on the assignment<br>- Provide visual recorded material<br>- Tutorial support (if necessary) | - Provide briefing /orientation/ on the assignment<br>- Provide visual recorded material<br>- Tutorial support (if necessary) |   |
| <b>ASSESSMENT METHODE</b> |  |  |   |   |   |
| oral questioning          |  |  | ➤ Sign language interpreter<br>➤ Answer in written form   | ➤ Sign language interpreter   |   |
| Written test              | ➤ Braille printed test or<br><br>➤ Reader (peer)   | ➤ Braille printed test or<br>➤ Reader (peer)   |   |   |   |

|               |                    |                    |                             |                             |  |
|---------------|--------------------|--------------------|-----------------------------|-----------------------------|--|
|               | )                  |                    |                             |                             |  |
| Demonstration | ➤ Guide /assistant | ➤ Guide /assistant | ➤ Sign language interpreter | ➤ Sign language interpreter | Assign in group with trainees without disability |

**ASSESSMENT CRITERIA:****LO1 Set up work station**

- 1.1 Workstation is set-up and arranged according to work specifications.
- 1.2 Cutting equipment and patterns are selected and prepared according to work specifications and manufacturer instructions.
- 1.3 Materials are collected, sorted and laid out in preparation for cutting.
- 1.4 Records are maintained.

**LO2 Assess material**

- 2.1 *Materials* are assessed against job specifications.
- 2.2 Finishing of materials is checked for defects that may impact to cutting.
- 2.3 Materials are sorted according to color, grain or shade and other specifications.

**LO3 Cut material manually**

- 3.1 Problems or faults with patterns are identified and referred for repair.
- 3.2 Cutting knives with handles and patterns are used to minimize waste.
- 3.3 Scars, marks and fault areas of leather are identified and patterns are positioned accordingly.
- 3.4 Patterns are positioned to allow for identified flaws, nap of suede or other grain or print characteristics of leather.
- 3.5 Cutting techniques are used to match pattern shape, size and leather quality.
- 3.6 Pieces are cut precisely to size and are color coded and size and color matched.
- 3.7 Work is carried out according to OHS practices

**LO4 Check the cut components**

- 4.6 Cut component are arranged and tied grain to grain as per ticket number
- 4.7 Finished cut products are checked against job specifications and enterprise quality standards.
- 4.3 Faults and irregularities are addressed following company

### Resource Requirements

| IND BFP1M04 0616 : Cutting material by Hand |   |  |  |          |                                   |
|---|---|--|--|----------|-----------------------------------|
| Item No.                                    | Category/Item                                   | Description/ Specifications                        | Description/ Specifications for TWD                              | Quantity | Recommended Ratio (Item: Learner) |
| <b>A.</b>                                   | <b>Learning Materials</b>                       |  |  |          |                                   |
| 1.  | TTLM  | Prepared by trainer                                | Braille written<br><br>Soft copy/Bold, In audio and video format | 25       | 1:1                               |
| 2.  | Reference books/material                        |  | Braille printed/large text printed                               |          |                                   |
| 2.1   | Handout of leather technology                   | Ministry of commerce, Gov't of India(version 2002) | In the form of Audio, braille , soft copy                        | 5        | 1:5                               |
| 2.2   | Introduction to footwear production process     | Leather industries development institute           |  | 5        | 1:5                               |
| 2.3   | Hand book of leather finishing                  |  |  | 5        | 1:5                               |
| <b>B.</b>                                   | <b>Learning Facilities &amp; Infrastructure</b> |  |  |          |                                   |
|   | Lecture Room                                    | equipped with multi-media                          | Specially arranged   | 1        | 1:25                              |



|           |                                     |                                    |                 |           |         |
|-----------|-------------------------------------|------------------------------------|-----------------|-----------|---------|
| 2.        | Library                             | Sound proof room                   | braille library | 1         | 1:25    |
| 3.        | Work shop                           | damnation                          |                 | 1         | 1:25    |
| 4.        | Laboratory                          | damnation                          |                 | 1         | 1:25    |
| <b>c.</b> | <b>Consumable Materials</b>         |                                    |                 |           |         |
| 2         | Paper                               | Pattern paper, hard paper          |                 | 2packet   | 1:12    |
| 3         | Pen                                 | Bic                                |                 | 2packet   | 1:12    |
| 4.        | Marking pencil                      | Standard                           |                 | 2pccket   | 1:12    |
| 5.        | Stiffener                           | Counter stiffener                  |                 |           |         |
| 6.        | Leather (Skin &Hide)                | Chrome tanned and vegetable tanned |                 |           |         |
| 7         | Insole                              | Pvc;pu;rubber                      |                 | 25pc      | 1:25    |
| 8         | Sole                                | Pvc;pu;rubber                      |                 | 25pair pc | 1:25    |
|           | <b>Consumable materials for TWD</b> |                                    |                 |           |         |
| 1.        | CD                                  |                                    | RW              |           |         |
| 2.        | Video films                         |                                    |                 |           |         |
| 3.        | Braille                             | 4                                  | Braille         | 4         | Braille |
| <b>D.</b> | <b>Tools and Equipments</b>         |                                    |                 |           |         |
| <b>1</b>  | Cutter                              | Straight knife,blade               |                 | 5packet   | 1:5     |
| <b>2</b>  | Cutting table                       | Standard                           |                 | 25pc      | 1:1     |
| <b>3</b>  | Scissor                             | Leather cutting                    |                 | 2packet   | 1:12    |
| <b>4</b>  | Lasting mold                        | Wood, ruber, metal                 |                 | 25pair    | 1pair:1 |
| <b>5</b>  | Shank                               | Steel,wood,hardpaper               |                 | 25pc      | 1:1     |
| <b>6</b>  | Punching tool                       | Leather punching                   |                 | 5pc       | 1:1     |
|           | <b>Tools and equipments for TWD</b> |                                    |                 |           |         |

|    |                |  |               |  |     |
|----|----------------|--|---------------|--|-----|
| 1. | CD player      |  | 3Disk changer |  | 1:5 |
| 2. | Sound recorder |  |               |  | 1:5 |
| 3. | Computer       |  |               |  | 1:1 |
| 4. | Audio Recorder |  |               |  |     |
| 5. | Video tape     |  |               |  |     |

| LEARNING MODULE 5   |  |
|---|--|
| <b>TVET-PROGRAMME TITLE:</b> Basic Footwear Production Operations Level I   |  |
| <b>MODULE TITLE:</b> Operating footwear cutting machine   |  |
| <b>MODULE CODE:</b> IND BFP1 M05 0616   |  |
| <b>NOMINAL DURATION:</b> 80 Hours   |  |
| <b>MODULE DESCRIPTION:</b> The objective of this module is to develop the skills and knowledge required for carrying out the preparation activities, selection of materials and cutting of materials by machine to specifications and workplace standards   |  |
| <b>LEARNING OUTCOMES</b><br><br><b>At the end of the module the learner will be able to:</b><br><br><b>LO1.</b> Setup work station<br><b>LO2.</b> Assess material<br><b>LO3.</b> Prepare tool and equipments/machines<br><b>LO4.</b> Cut material by machine<br><b>LO5.</b> Check cut components                      |  |
| <b>MODULE CONTENTS:</b><br><br><b>LO1.</b> Set up work station<br><br>1.1. Work station is to be setup and arranged according to work specifications<br><br>1.2. Cutting equipments and patterns are selected and are prepared according to work specification and manufacturer's instructions<br>1.2.1. Cutting dies |  |

- 1.2.2. Layer cutting motorized knife
- 1.2.3. Selection of dies for cutting
- 1.3. Materials are collected sorted and laid out in preparation of cutting
- 1.4. Records are maintained

## **LO2. Assess materials**

- 2.1 Materials are assessed against job specifications
  - 2.1.1 Upper leather
  - 2.1.2 Lining leather
  - 2.1.3 Textile
  - 2.1.4 Toe-puff and counter stiffener material
- 2.2 Materials are checked for defects that may impact to cutting

### **3 Lining Leather**

- 2.2.1 Colour
- 2.2.2 Thickness

### **4 Toe-puff & Counter stiffener**

- 2.2.1 Thickness
- 2.2.2 Material

- 2.3 Material are sorted according to size, colour, grain, shade, nap and other specifications

## **LO3. Prepare tools and equipments/machine**

- 3.1 Machine, accessories and tools are checked for functionalities any defect reported for defect
  - 3.3.1 Check lighting of the cutting area of the swing arm cutting machine
  - 3.3.2 Check the pressure knobs of the cutting machine and adjust as per
  - 3.3.3 Check cutting board for plaining
  - 3.3.4 Check the clicking/Cutting knives/dies for
- 3.2 Clicking/cutting knives/dies are selected according to job specification and size requirements
  - 3.2.1 Check the article number of the dies/knives
  - 3.2.2 Check number of components to be cut from each die/knife
  - 3.2.3 Check the sizes of the dies/knives
- 3.3 Pressure on cutting press are adjusted on knife/die size and shape
  - 3.3.1 Machine adjustments

## **LO4. Cut material by machine**

- 4.1 Work ticket specifications are followed according to pieces and pairs
- 4.2 Dies/knives are positioned according to design for optimum material utilization
- 4.3 Dies/knives are positioned to cut for color or grain matched to workplace quality standards.

|  |  |   |   |  |
|--|--|---|---|--|
| <p>4.3.1 Cutting pair-wise</p> <p>4.4 Work is carried out following OHS practices.</p> <p><b>LO5. Check the cut components</b></p> <p>5.1 Cut component are arranged and tied grain to grain as per ticket number</p> <p>5.1.1 Bundling method</p> <p>5.1.2 Pair numbering</p> <p>5.2 Finished cut products are checked against job specifications and enterprise quality standards</p> <p>5.2.1 Inspection method for cut components.</p> <p>5.3 Necessary record and report are accomplished in accordance with work procedures and standard format.</p> |  |   |   |  |
| <b>Learning Methods:</b>   |  |   |   |  |
| <b>Reasonable Adjustments for Trainees with Disabilities</b>   |  |   |   |  |
|  | <b>Blind</b>   | <b>Low vision</b>   | <b>Deaf</b>   | <b>Hard-</b>   |
| Lecture  | <ul style="list-style-type: none"> <li>-Transcribed the lecture into Braille</li> <li>-Present the lecture verbally with short and clear sentences</li> <li>-Facilitate the trainee to record the lecture</li> <li>-Spell the vocabularies if necessary</li> <li>-Prepare the lecture in audio format</li> </ul> | <ul style="list-style-type: none"> <li>-Use large texts in writing of the points of the lecture</li> <li>-Encourage trainees to record the lecture in audio format</li> <li>-Organize the class room seating</li> </ul> | <ul style="list-style-type: none"> <li>- Arrange seating set to be convenient for Eye to eye contact</li> <li>- assign sign language interpreter</li> <li>- Use video record information</li> <li>- Use short and clear sentences and summarize</li> <li>- Introduce new and relevant vocabulary</li> <li>- Avoid over- movement of trainer</li> <li>- Follow the attention of the trainees</li> <li>- Use gesture</li> </ul> | <ul style="list-style-type: none"> <li>-Facilitate the front seating</li> <li>-Speak</li> <li>-Ensure trainee</li> <li>-Present format</li> <li>-Repeat student</li> </ul> |
| Group Discussion   | <ul style="list-style-type: none"> <li>- Introduce the trainees with their peers without</li> <li>-Close follow up</li> <li>-Briefing the thematic issues of the discussion</li> </ul>   | <ul style="list-style-type: none"> <li>-Close follow up</li> </ul>  | <ul style="list-style-type: none"> <li>-Use sign language interpreter</li> <li>Integrated trainee in the group work</li> <li>-Close follow up</li> <li>-Facilitate to know the name of their group members</li> </ul>   | <ul style="list-style-type: none"> <li>-Conduct</li> <li>-Speak</li> </ul>   |
| Demonstration  | <ul style="list-style-type: none"> <li>-Touch &amp; work with assistance(tactile )</li> <li>-prepare and use simulation</li> <li>-Encourage and</li> </ul>   | <ul style="list-style-type: none"> <li>- Conducting Close follow up</li> <li>- Use verbal description</li> <li>- Provide special attention in the process</li> </ul>  | <ul style="list-style-type: none"> <li>- Use Sign language interpreter</li> <li>- Use d/t video film</li> <li>- Follow attention of the trainees</li> </ul>   | <ul style="list-style-type: none"> <li>- Show</li> <li>- Use</li> <li>- Ensure</li> </ul>  |

|  |  |  |   |   |
|--|--|--|---|---|
|  | facilitate the trainee to learn in tactile method  | of guidance  | - Provide structured training<br>- Use jester<br>- Tutorial support (if necessary)  | trainee<br>- Tutor<br>neces                                       |
| Individual assignment  | -Make available the assignment questions in audio mat.<br>-Provide clear and short instructions<br>-Transcribe the assignment question into Braille<br>-Facilitate the trainee to submit the assignment questions in recorded format<br>-Facilitate the trainee to prepare and submit the assignment in soft/hard copies | - prepare the assignment questions in large text<br>- Encourage the trainees to prepare and submit the assignment in large texts | - Provide briefing /orientation/ on the assignment<br>- Provide visual recorded material<br>- Tutorial support (if necessary) | - Prov<br>/orien<br>assign<br>- Prov<br>mater<br>- Tutor<br>neces |
| <b>ASSESSMENT METHODE</b>  |  |  |   |   |
| Oral questioning   |  |  | ➤ Sign language interpreter<br>➤ Answer in written form   | ➤ Si  |
| Written test   | ➤ Braille printed  | ➤ Braille printed  | ➤ Sign language interpreter   | ➤ Si  |
| Demonstration  | ➤ Guide /assistant   | ➤ Guide /assistant   | ➤ Sign language interpreter   | ➤ Sig   |
|  |  |  |   |   |
| <b>ASSESSMENT CRITERIA:</b><br><br><b>LO1. Set up work station</b><br><br>1.1 Workstation is set up according to job specifications.<br>1.2 Cutting equipment and patterns are selected and prepared according to work specifications and manufacturer instructions.<br>1.3 Materials are collected, sorted and laid out in preparation for cutting.<br>1.4 Cutting board is routinely cleaned and maintained.<br>1.5 Records are maintained |  |  |   |   |

**LO2. Assess materials**

- 2.1 Materials are assessed against job specifications.
- 2.2 Finishing of materials is checked for defects that may impact to cutting.
- 2.3 Materials are sorted according to color or shade and other specifications.

**LO3. Prepare tools and equipments/machine**

- 3.1 *Machine and its accessories* and the necessary *tools* are checked for functionality and any defects reported for repair
- 3.2 Clicking knives are selected according to job specifications and size requirements
- 3.3 Pressures on press are adjusted to knife sizes and shapes
- 3.4 Problems or faults with press, patterns, knives and cutting boards are recognized and referred for repair or correction

**LO4. Cut material by machine**

- 4.1 Work ticket specifications are followed according to pieces and pairs
- 4.2 Clicking knives are used to gain optimal material utilization
- 4.3 Dies are positioned accordingly
- 4.4 Parts are cut to achieve best yield according to appropriate allowance and workplace quality standards
- 4.5 Pieces are selected, color or grain matched to workplace quality standards.
- 4.6 Distortion and defects on press cutting boards are identified and appropriate action taken
- 4.7 Work is carried out following *OHS practices*.

**LO5. Check the cut components**

- 5.1 Cut component are arranged and tied grain to grain as per ticket number
- 5.2 Finished cut products are checked against job specifications and enterprise quality standards
- 5.3 Appropriate record and report are accomplished in accordance with workplace procedures and standard format

**Resource Requirements**

| IND BFP1M05 0616: Operating footwear cutting machine |               |                             |                                     |          |                                   |
|--|---------------|-----------------------------|-------------------------------------|----------|-----------------------------------|
| Item No.   | Category/Item | Description/ Specifications | Description/ Specifications for TWD | Quantity | Recommended Ratio (Item: Learner) |

|           |   |  |  |    |      |
|-----------|---|--|--|----|------|
| <b>A.</b> | <b>Learning Materials</b>                       |  |  |    |      |
| 1.        | TTLM  | Prepared by trainer                                | Braille written<br>Soft copy/Bold, In audio and video format | 25 | 1:1  |
| 2.        | Reference books/material                        |  | Braille printed/large text printed                           |    |      |
| 2.1       | Handout of leather technology                   | Ministry of commerce, Gov't of India(version 2002) | In the form of Audio, braille , soft copy                    | 5  | 1:5  |
| 2.2       | Introduction to footwear production process     | Leather industries development institute           |  | 5  | 1:5  |
| 2.3       | Hand book of leather finishing                  |  |  | 5  | 1:5  |
| <b>B.</b> | <b>Learning Facilities &amp; Infrastructure</b> |  |  |    |      |
|           | Lecture Room                                    | equipped with multi-media                          | Specially arranged   | 1  | 1:25 |
| 2.        | Library   | Sound proof room                                   | braille library  | 1  | 1:25 |
| 3.        | Work shop                                       |  |  | 1  | 1:25 |
| 4.        | Laboratory                                      |  |  |    |      |
| <b>c.</b> | <b>Consumable Materials</b>                     |  |  |    |      |
| 2         | Paper   | Pattern paper, hard paper                          |  |    |      |
| 3         | Pen   | Bic  |  |    |      |
| 4.        | Marking pencil                                  | Standard   |  |    |      |
| 5.        | Leather (Skin & Hide)                           | Chrome tanned                                      |  |    |      |
| <b>D</b>  | <b>Consumable materials for</b>                 |  |  |    |      |
| 1.        | CD  |  | RW   |    |      |
| 2.        | Video films                                     |  |  |    |      |

|          |                                     |                      |               |         |         |
|----------|-------------------------------------|----------------------|---------------|---------|---------|
| 3.       | Braille                             | 4                    | Braille       | 4       | Braille |
| <b>E</b> | <b>Tools and Equipments</b>         |                      |               |         |         |
| <b>1</b> | Cutter                              | Straight knife,blade |               | 5packet | 1:5     |
| <b>2</b> | Cutting table                       | Standard             |               | 25pc    | 1:1     |
| <b>3</b> | Scissor                             | Leather cutting      |               | 2packet | 1:12    |
| <b>4</b> | Overhead traveling cutting m/c      | Standard             |               | 2       | 1:12    |
| <b>5</b> | Shank                               | Steel,wood,hardpaper |               | 25pc    | 1:1     |
| <b>6</b> | Hydraulic leather cutting m/c       | Standard             |               | 5pc     | 1:5     |
| <b>F</b> | <b>Tools and equipments for TWD</b> |                      |               |         |         |
| 1.       | CD player                           |                      | 3Disk changer | 5packet | 1:5     |
| 2.       | Sound recorder                      |                      | Sony          | 5pc     | 1:5     |
| 3.       | Computer                            |                      | Del           | 5pc     | 1:5     |
| 4.       | Audio Recorder                      |                      | Sony          | 5packet | 1:5     |
| 5.       | Video tape                          |                      | DVD,MP3       | 5pc     | 1:5     |

|   |  |
|---|--|
| <b>LEARNING MODULE 6</b>  |  |
| <b>TVET-PROGRAMME TITLE:</b> Basic Footwear Production Operations Level I |  |
| <b>MODULE TITLE:</b> Performing pre-fabrication operations                |  |
| <b>MODULE CODE:</b> IND BFP1M06 0616                                      |  |
| <b>NOMINAL DURATION:</b> 120Hours   |  |



**MODULE DESCRIPTION:** This Module aims at the development of skills, attitudes and knowledge to split, stamp, mark, skive and fold leather components by using a splitting, skiving and folding machine.

## **LEARNING OUTCOMES**

**At the end of the module the learner will be able to:**

**LO1.** Setup machine and associated equipments/accessories

**LO2.** Conduct sample run

**LO3.** Adjust machine setting

LO4. Split components

LO5. Stamp and mark components

LO6. Skive components

LO7.Types of skiving

## **MODULE CONTENTS:**

**LO1.** Setup machine and associated equipments/accessories

1.1. Product and/or work specifications is determined and confirmed Operations requirements

1.1.1. Splitting

1.1.2. Stamping

1.1.3. Marking

1.1.4. Skiving

1.1.5. Inter-lining attaching

1.1.6. Edge colouring

1.2. Machines requirement for pre-fabrication operations

1.2.1. Splitting machine

1.2.2. Stamping machine

1.2.3. Skiving machine

1.2.4. Inter-lining attaching machine

1.2.5. Spray gun

1.3. Manual operations associated with pre-fabrication

1.3.1 Marking

1.3.2 Edge colouring

1.3.3 Attaching self-adhesive re-enforcements

1.3.4 Insole covering

1.4. Work station is setup applying the ergonomics of work environment

**LO2. Conduct sample run**

2.1 Material for sample run are obtained following work place procedures

2.2 Machines are run according to specified sample product and follow the standard procedures

2.3 Machine outputs are tested in accordance with company procedures to ensure

- the required quality standards are met
- 2.4 Machine outputs are organized to interpret the test results are organized to interpret test results according to company procedures

### **LO3. Adjust machine settings**

- 3.1 Importance of machine adjustment in relation to product specification

### **LO4. Split Components**

- 4.1 Components are assessed against job specifications.
- 4.2 Various types of components are checked according to work ticket specifications.
- 4.3 Thickness gauge is adjusted to specifications and correctly used
- 4.3.1** Manual thickness gauge
- 4.4 Work ticket specifications are followed according to pairs and pieces.
- 4.4.1** Upper components
- 4.4.2** Lining components
- 4.5 Parts are split to quality standards and checked against specifications..

### **LO5. Stamp and mark component**

- 5.1 Components are assessed against job specifications.
- 5.2 Dies for the stamping machine is adjusted to specification.
- 5.3 Parts are stamped to quality standards
- 5.3.1 Location of stamping
- 5.3.2 Colour of stamping
- 5.4 Parts are marked to specification either by hand or by marking device.
- 5.4.1 Hand
- 5.4.2 Machine

### **LO6. Skive the components**

- 6.1 The component to be skived is selected
- 6.2 Machine is adjusted to the required skive different leather, thickness and width.
- 6.2.1 Guide adjustment
- 6.2.2 Pressure foot
- 6.2.3 Feed rollers
- Adjustments
- Types
- Grinding stone
- Bell knife adjustment
- 6.3 The component is skived as per work specification
- 6.4 Work ticket specifications are followed according to pairs and pieces.
- 6.5 Parts are skived to quality standards and checked against specifications.

### **LO7 Various Types of Skiving**

- 7.1 Skiving operation suitable for various upper closing operations
- 7.1.1 Raw edge skiving
- 7.1.2 Underlay skiving

## 7.1.3 Folding skiving

**Learning Methods:**

|                  | Reasonable Adjustments for Trainees with Disabilities  |   |  |  |   |
|------------------|--|---|--|--|---|
|                  | Visual impaired  | Low vision  | Hearing impaired   | Hard- of-Hearing   | Physical disability   |
| Lecture          | <ul style="list-style-type: none"> <li>-Transcribed the lecture into Braille</li> <li>-Present the lecture verbally with short and clear sentences</li> <li>-Facilitate the trainee to record the lecture</li> <li>-Spell the vocabularies if necessary</li> <li>-Prepare the lecture in audio format</li> </ul> | <ul style="list-style-type: none"> <li>-Use large texts in writing of the points of the lecture</li> <li>-Encourage trainees to record the lecture in audio format</li> <li>-Organize the class room seating</li> </ul> | <ul style="list-style-type: none"> <li>- Arrange seating set to be convenient for Eye to eye contact</li> <li>- assign sign language interpreter</li> <li>- Use video record information</li> <li>- Use short and clear sentences and summarize</li> <li>- Introduce new and relevant vocabulary</li> <li>- Avoid over-movement of trainer</li> <li>- Follow the attention of the trainees</li> <li>- Use gesture</li> </ul> | <ul style="list-style-type: none"> <li>-Facilitate trainees to seat in the front line rows of trainees seating arrangement</li> <li>-Speak loudly</li> <li>-Ensure the attention of the trainees</li> <li>-Present the lecture in video format</li> <li>-Repeat the comment of other students</li> </ul> | <ul style="list-style-type: none"> <li>- organize the class room seating arrangement to be accessible to wheelchair user</li> <li>- Facilitate and support the trainees having severe upper limbs impairment to take notes.</li> <li>- Writing main points briefly</li> </ul> |
| Group Discussion | <ul style="list-style-type: none"> <li>- Introduce the trainees with their peers without</li> <li>-Close follow up.</li> <li>-Briefing the thematic issues of the discussion</li> </ul>  | <ul style="list-style-type: none"> <li>-Close follow up</li> </ul>  | <ul style="list-style-type: none"> <li>-Use sign language interpreter</li> <li>Integrated trainee in the group work</li> <li>-Close follow up</li> <li>-Facilitate to know the name of their group members</li> </ul>  | <ul style="list-style-type: none"> <li>-Conduct close follow up</li> <li>-Speak loudly</li> </ul>  |   |

|                       |  |  |   |  |  |
|-----------------------|--|--|---|--|--|
| Demonstration         | <ul style="list-style-type: none"> <li>-Touch &amp; work with assistance(tactile )</li> <li>-prepare and use simulation</li> <li>-Encourage and facilitate the trainee to learn in tactile method</li> </ul>   | <ul style="list-style-type: none"> <li>- Conducting Close follow up</li> <li>- Use verbal description</li> <li>- Provide special attention in the process of guidance</li> </ul>         | <ul style="list-style-type: none"> <li>- Use Sign language interpreter</li> <li>- Use d/t video film</li> <li>- Follow attention of the trainees</li> <li>- Provide structured training</li> <li>- Use jester</li> <li>- Tutorial support (if necessary)</li> </ul> | <ul style="list-style-type: none"> <li>- Show clear &amp; short method</li> <li>- Use Video recorded material</li> <li>- Ensure the attention of the trainee</li> <li>- Tutorial support (if necessary)</li> </ul> | <ul style="list-style-type: none"> <li>- Facilitate and support the trainees having severe upper limbs impairment to operate equipment/ machines</li> <li>- Assigned peer trainees</li> <li>- Conduct close follow up</li> </ul> |
| Individual assignment | <ul style="list-style-type: none"> <li>-Make available the assignment questions in audio mat.</li> <li>-Provide clear and short instructions</li> <li>-Transcribe the assignment question into Braille</li> <li>-Facilitate the trainee to submit the assignment questions in recorded format</li> <li>-Facilitate the trainee to prepare and submit the assignment in soft/hard copies</li> </ul> | <ul style="list-style-type: none"> <li>- prepare the assignment questions in large text</li> <li>- Encourage the trainees to prepare and submit the assignment in large texts</li> </ul> | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul>   | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul>                        |  |

**ASSESSMENT METHODS:**

|               |  |  |   |   |   |
|---------------|--|--|---|---|---|
| Oral question |  |  | <ul style="list-style-type: none"> <li>➤ Sign language interpreter</li> <li>➤ Answer in written form</li> </ul> | <ul style="list-style-type: none"> <li>➤ Sign language interpreter</li> <li>➤ Answer in written form</li> </ul> |   |
| Written tests | <ul style="list-style-type: none"> <li>➤ Braille printed test</li> </ul> | <ul style="list-style-type: none"> <li>➤ Braille printed test</li> </ul> | <ul style="list-style-type: none"> <li>➤ Sign language interpreter</li> </ul>                                   | <ul style="list-style-type: none"> <li>➤ Sign language interpreter</li> </ul>                                   | <ul style="list-style-type: none"> <li>➤ Provide additional time</li> </ul> |

|               |   |   |  |  |                           |
|---------------|---|---|--|--|---------------------------|
| Demonstration | ➤ Guide assistant /peer during presentation | ➤ Guide assistant /peer during presentation | ➤ Sign language interpreter<br>➤ Provide additional time | ➤ Sign language interpreter<br>➤ Provide additional time | ➤ Provide additional time |
|---------------|---|---|--|--|---------------------------|

**ASSESSMENT CRITERIA:****LO1 Setup machine and associated equipments/accessories**

- 1.1 Product and/or work specification is determined and confirmed.
- 1.2 Machine is checked for functionality and adjusted to work specifications
- 1.3 Machine is started up and shut down following standard procedures and according to safety requirements.
- 1.4 Band knife/ bell knife sharpening procedures are followed to manufacturer's specifications.
- 1.5 Stamping foil is checked and changed/ replaced as required.
- 1.6 Blade alignment is checked and adjusted as needed.
- 1.7 Splitting, stamping and folding machines are regularly lubricated, cleaned and maintained as per maintenance schedule.
- 1.8 Workstation is set-up applying the ergonomics of the work environment

**LO2 Conduct sample run**

- 2.1 Materials for sample run are obtained following workplace procedure.
- 2.2 Machines are run according to specified sample products and following standard procedures.
- 2.3 Machine outputs are tested in accordance with company procedures to ensure required standards of quality are met.
- 2.4 Machine outputs are organized to interpret test results according to company procedures.

**LO3 Adjust machine settings**

- 3.1 Test results are interpreted to determine machine adjustment requirements.
- 3.2 Adjustment changes are assessed in accordance with product and machine specifications.
- 3.3 Availability of the newly setup machine is reported to concerned personnel.

**LO4 Split components**

- 4.1 Components are assessed against job specifications.
- 4.2 Various types of components are checked according to work ticket specifications.

- 4.3 Thickness gauge is. adjusted to specifications and correctly used
- 4.4 Work ticket specifications are followed according to pairs and pieces.
- 4.5 Parts are split to quality standards and checked against specifications..

#### **LO5Stamp and mark the components**

- 5.4 Components are assessed against job specifications.
- 5.5 Various types of components are checked according to work ticket.
- 5.6 Dies for the stamping machine is adjusted to specification.
- 5.7 Work ticket specifications are followed according to pairs and pieces.
- 5.8 Parts are stamped to quality standards
- 5.9 Parts are marked to specification either by hand or by marking device.

#### **LO6Skive the components**

- 6.1 The component to be skived is selected
- 6.2 Machine is adjusted to the required skive thickness and width.
- 6.3 The component is skived as per work specification
- 6.4 Work ticket specifications are followed according to pairs and pieces.
- 6.5 Parts are skived to quality standards and checked against specifications.

#### **LO7 Various types of skiving**

- 7.1 Raw edge skiving.
- 7.2 Underlay skiving.
- 7.3 Folding skiving
- 7.4 Skiving of toe-puff and counter-stiffener skiving
- 7.5 Purpose of skiving.

### **Resource Requirements**

|  |  |
|--|--|
|  |  |
|--|--|

| IND BFP1M06 0616 : Performing pre-fabrication operations |   |  |  |          |                                   |
|--|---|--|--|----------|-----------------------------------|
| Item No.   | Category/Item                                   | Description/ Specifications                        | Description/ Specifications for TWD                          | Quantity | Recommended Ratio (Item: Learner) |
| <b>A.</b>  | <b>Learning Materials</b>                       |  |  |          |                                   |
| 1.   | TTLM  | Prepared by trainer                                | Braille written<br>Soft copy/Bold, In audio and video format | 25       | 1:1                               |
| 2.   | Reference books/material                        |  | Braille printed/large text printed                           |          |                                   |
| 2.1  | Handout of leather technology                   | Ministry of commerce, Gov't of India(version 2002) | In the form of Audio, braille , soft copy                    | 5        | 1:5                               |
| 2.2  | Introduction to footwear production process     | Leather industries development institute           |  | 5        | 1:5                               |
| 2.3  | Hand book of leather finishing                  |  |  | 5        | 1:5                               |
| <b>B.</b>  | <b>Learning Facilities &amp; Infrastructure</b> |  |  |          |                                   |
|  | Lecture Room                                    | equipped with multi-media                          | Specially arranged   | 1        | 1:25                              |
| 2.   | Library   | Sound proof room                                   | braille library  | 1        | 1:25                              |
| 3.   | Work shop                                       | Damnation  |  | 1        | 1:25                              |
| 4.   | Laboratory                                      | Diminution   |  | 1        | 1:25                              |
| <b>c.</b>  | <b>Consumable Materials</b>                     |  |  |          |                                   |
| 2  | Paper   | Pattern paper, hard paper                          |  |          |                                   |
| 3  | Pen   | Bic  |  |          |                                   |

|    |                                     |   |               |                   |         |
|----|-------------------------------------|---|---------------|-------------------|---------|
| 4. | Marking pencil                      | Standard                                  |               |                   |         |
| 5  | Adhesives                           | Polyester vinyl,polyamide,latex           |               | 25 packet: gallon | 1:12    |
| 6. | Stiffener                           | Counter stiffener                         |               |                   |         |
| 7. | Leather (Skin & Hide)               | Chrome tanned and vegetable tanned(sqfft) |               | 25 roll           | 1:25    |
| 8  | Insole                              | Pvc;pu:rubber                             |               | 25pc              | 1;25    |
| 9  | Sole                                | Pvc: pu :rubber                           |               | 25pair pc         | 1:25    |
| D  | <b>Consumable materials for TWD</b> |   |               |                   |         |
| 1. | CD                                  |   | RW            |                   |         |
| 2. | Video films                         |   |               |                   |         |
| 3. | Braille                             | 4   | Braille       | 4                 | Braille |
| E  | <b>Tools and Equipments</b>         |   |               |                   |         |
| 1  | Cutter                              | Straight knife,blade                      |               | 25pc              | 1:1     |
| 2  | Cutting table                       | Standard                                  |               | 25pc              | 1:1     |
| 3  | Scissor                             | Leather cutting                           |               | 25                | 1:1     |
| 4  | Lasting mold                        | Wood, ruber, metal                        |               | 25pc              | 1;5     |
| 5  | Measuring tools                     | ,metal ruler                              |               | 25                | 1:1     |
| 6  | Shank                               | Steel,wood,hardpaper                      |               |                   | 1:5     |
| 7  | Punching tool                       | Leather punching                          |               | 5pc               | 1:5     |
| F  | <b>Tools and equipments for TWD</b> |   |               |                   |         |
| 1. | CD player                           |   | 3Disk changer | 5pc               | 1:5     |
| 2. | Sound recorder                      |   | sony          | 5pc               | 1:5     |
| 3. | Computer                            |   | dell          | 5pc               | 1:1     |



|    |                |  |         |     |     |
|----|----------------|--|---------|-----|-----|
| 4. | Audio Recorder |  | sony    | 5pc | 1:1 |
| 5. | Video tape     |  | philphs | 5pc | 1:1 |

| LEARNING MODULE 07  |  |
|---|--|
| <b>TVET-PROGRAMME TITLE:</b> Basic Footwear Production Operations Level I   |  |
| <b>MODULE TITLE:</b> Applying quality standards   |  |
| <b>MODULE CODE:</b> IND BFP1M07 061   |  |
| <b>NOMINAL DURATION:</b> 20 Hrs   |  |
| <b>MODULE DESCRIPTION:</b> This module aims at development of knowledge, attitudes & skills required in applying quality control in Footwear  |  |
| <b>LEARNING OUTCOMES</b><br><br><b>At the end of the module the learner will be able to:</b><br><br><b>LO1.</b> Assess quality of received article<br><b>LO2.</b> Assses own work<br><b>LO3</b> Record information<br><b>LO4</b> Study cause of quality deviation<br><b>LO5</b> Complete Documentation  |  |
| <b>MODULE CONTENTS:</b><br><br><b>LO1.</b> Assess quality of received article<br>1.1 Basics of Quality<br>1.1.1 Definition<br>1.1.2 Elements of quality of product<br><br>1.2 Inspection<br>1.2.1. Work Area Inspection<br>1.2.2. Inspection of Incoming material as per specification.<br>1.2.3. Identify and report non conformity of specification<br><br><b>LO2.</b> Asses Own work<br><br>2.1 Sample production as per standard<br>2.2 Confirmation of sample shoe<br>2.3 Pilot production of new design<br>2.4 Inspection of incoming goods |  |

- 2.5 Record distribution of frequency of defects in process
- 2.6 Analysis of distribution of defects
- 2.7 Record and report replacement and repairs as per procedure.

**LO3** Record information

- 3.1 Documentation of various quality requirements of product
- 3.2 Preparation of quality standard as per product
- 3.3 Monitoring of process and product quality as per company procedure.

**LO4** Study causes of quality deviation

4.1 Deviations

- 4.1.1 Specification
- 4.1.2 Substandard material
- 4.1.3 Mechanical fault
- 4.1.4 Skill related deviation
- 4.1.5 Preventive measures

**LO5** Complete Documentation

- 5.1 Record Documents of product quality and performance
- 5.2 Maintain test record
- 5.3 Record outcomes

| Learning Methods: |  |   |  |  |   |
|-------------------|--|---|--|--|---|
|                   | Reasonable Adjustments for Trainees with Disabilities  |   |  |  |   |
|                   | Visual impaired  | Low vision  | Hearing impaired   | Hard- of-<br>Hearing   | Physical disability   |
| Lecture           | <ul style="list-style-type: none"> <li>-Transcribed the lecture into Braille</li> <li>-Present the lecture verbally with short and clear sentences</li> <li>-Facilitate the trainee to record the lecture</li> <li>-Spell the vocabularies if necessary</li> <li>-Prepare the lecture in audio format</li> </ul> | <ul style="list-style-type: none"> <li>-Use large texts in writing of the points of the lecture</li> <li>-Encourage trainees to record the lecture in audio format</li> <li>-Organize the class room seating</li> </ul> | <ul style="list-style-type: none"> <li>- Arrange seating set to be convenient for Eye to eye contact</li> <li>- assign sign language interpreter</li> <li>- Use video record information</li> <li>- Use short and clear sentences and summarize</li> <li>- Introduce new and relevant vocabulary</li> <li>- Avoid over-movement of trainer</li> <li>- Follow the attention of the trainees</li> <li>- Use gesture</li> </ul> | <ul style="list-style-type: none"> <li>-Facilitate trainees to seat in the front line rows of trainees seating arrangement</li> <li>-Speak loudly</li> <li>-Ensure the attention of the trainees</li> <li>-Present the lecture in video format</li> <li>-Repeat the comment of other students</li> </ul> | <ul style="list-style-type: none"> <li>- organize the class room seating arrangement to be accessible to wheelchair user</li> <li>- Facilitate and support the trainees having severe upper limbs impairment to take notes.</li> <li>- Writing main points briefly</li> </ul> |
| Group Discussion  | <ul style="list-style-type: none"> <li>- Introduce the trainees with their peers without</li> <li>-Close follow up</li> <li>-Briefing the thematic issues of the discussion</li> </ul>   | <ul style="list-style-type: none"> <li>-Close follow up</li> </ul>  | <ul style="list-style-type: none"> <li>-Use sign language interpreter</li> <li>Integrated trainee in the group work -</li> <li>Close follow up</li> <li>-Facilitate to know the name of their group members</li> </ul>   | <ul style="list-style-type: none"> <li>-Conduct close follow up</li> <li>-Speak loudly</li> </ul>  |   |
| Demonstration     | <ul style="list-style-type: none"> <li>-Touch &amp; work with assistance(tactile)</li> <li>-prepare and use simulation</li> <li>-Encourage and facilitate the</li> </ul>   | <ul style="list-style-type: none"> <li>- Conducting Close follow up</li> <li>- Use verbal description</li> <li>- Provide special attention in the process of</li> </ul>   | <ul style="list-style-type: none"> <li>- Use Sign language interpreter</li> <li>- Use d/t video film</li> <li>- Follow attention of the trainees</li> <li>- Provide structured</li> </ul>  | <ul style="list-style-type: none"> <li>- Show clear &amp; short method</li> <li>- Use Video recorded material</li> <li>- Ensure the</li> </ul>   | <ul style="list-style-type: none"> <li>- Facilitate and support the trainees having severe upper limbs impairment to operate equipment/</li> </ul>  |

|                       |  |  |   |   |  |
|-----------------------|--|--|---|---|--|
|                       | trainee to learn in tactile method   | guidance   | training <ul style="list-style-type: none"> <li>- Use jester</li> <li>- Tutorial support (if necessary)</li> </ul>  | attention of the trainee <ul style="list-style-type: none"> <li>- Tutorial support (if necessary)</li> </ul>  | machines <ul style="list-style-type: none"> <li>- Assigned peer trainees</li> <li>- Conduct close follow up</li> </ul> |
| Individual assignment | <ul style="list-style-type: none"> <li>-Make available the assignment questions in audio mat.</li> <li>-Provide clear and short instructions</li> <li>-Transcribe the assignment question into Braille</li> <li>-Facilitate the trainee to submit the assignment questions in recorded format</li> <li>-Facilitate the trainee to prepare and submit the assignment in soft/hard copies</li> </ul> | <ul style="list-style-type: none"> <li>- prepare the assignment questions in large text</li> <li>- Encourage the trainees to prepare and submit the assignment in large texts</li> </ul> | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul> | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul> |  |

**ASSEMENT METHODE**

|                 |           |           |  |  |           |
|-----------------|-----------|-----------|--|--|-----------|
| ➤ Written tests | ➤ Braille | ➤ Braille | ➤ Sign language interpreter                      | ➤ Sign language interpreter                      |           |
| ➤ Oral question |           |           | ➤ Sign language interpreter<br>➤ In written form | ➤ Sign language interpreter<br>➤ In written form |           |
| ➤ Demon         | ➤ Provide | ➤ Provide | ➤ Sign language                                  | ➤ Sign   | ➤ Provide |

---

|          |                     |                     |             |                         |                                 |
|----------|---------------------|---------------------|-------------|-------------------------|---------------------------------|
| stration | Guide/as<br>sistant | Guide/as<br>sistant | interpreter | language<br>interpreter | necessar<br>y<br>assistanc<br>e |
|----------|---------------------|---------------------|-------------|-------------------------|---------------------------------|

### Assessment criteria

**LO1. Assess quality of received articles**

- 1.1 Received materials or articles are checked against workplace standards and specifications.
- 1.2 Materials or articles are measured using the appropriate measuring instruments in accordance with workplace procedures.
- 1.3 Causes of any identified faults are identified and corrective actions are taken in accordance with workplace procedures.

**LO2. Assess own work**

- 2.1 Completed work is checked against workplace standards relevant to the operations being undertaken.
- 2.2 An understanding is demonstrated on how the work activities and completed work relate to the next production process and to the final appearance of the product.
- 2.3 Faulty pieces or final products are identified and isolated in accordance with company policies and procedures.
- 2.4 Faults and any identified causes are recorded and reported in accordance with workplace procedures.

**LO 3 Record information**

- 3.1 Basic information on the quality performance is recorded in accordance with workplace procedures.
- 3.2 Records of work quality are maintained according to the requirements of the company.

**LO4 Study causes of quality deviations**

- 4.1 Causes of deviations from final outputs are investigated and reported in accordance with organization procedures
- 4.2 Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output

**LO 5 Complete documentation**

- 5.1 Information on quality and other indicators of production performance is recorded.
- 5.2 All production processes and outcomes are recorded.

## Resource Requirements

| IND BFP1M07 0616: Applying Quality Standards |   |  |  |          |                                   |
|--|---|--|--|----------|-----------------------------------|
| Item No.                                     | Category/Item                                   | Description/ Specifications                        | Description/ Specifications for TWD                              | Quantity | Recommended Ratio (Item: Learner) |
| <b>A.</b>                                    | <b>Learning Materials</b>                       |  |  |          |                                   |
| 1.   | TTLM  | Prepared by trainer                                | Braille written<br><br>Soft copy/Bold, In audio and video format | 25       | 1:1                               |
| 2.   | Reference books/material                        |  | Braille printed/large text printed                               |          |                                   |
| 2.1  | Handout of leather technology                   | Ministry of commerce, Gov't of India(version 2002) | In the form of Audio, braille , soft copy                        | 5        | 1:5                               |
| 2.2  | Introduction to footwear production process     | Leather industries development institute           |  | 5        | 1:5                               |
| 2.3  | Hand book of leather finishing                  |  |  | 5        | 1:5                               |
| <b>B.</b>                                    | <b>Learning Facilities &amp; Infrastructure</b> |  |  |          |                                   |
|  | Lecture Room                                    | equipped with multi-media                          | Specially arranged   | 1        | 1:25                              |
| 2.   | Library   | Sound proof room                                   | braille library  | 1        | 1:25                              |
| 3.   | Work shop                                       | Damnation  |  | 1        | 1:25                              |
| 4.   | Laboratory                                      | Damnation  |  | 1        | 1:25                              |
| <b>c.</b>                                    | <b>Consumable Materials</b>                     |  |  |          |                                   |
| 1  | Paper   | Pattern paper, hard paper                          |  | 2packet  | 1:12                              |

|    |                                     |                  |               |         |         |
|----|-------------------------------------|------------------|---------------|---------|---------|
| 2  | Libratory                           | Standard         |               | 1       | 1:5     |
| 3  | Leather tester machine              | Standard         |               | 1       | 1:5     |
| d  | <b>Consumable materials for TWD</b> |                  |               |         |         |
| 1. | CD                                  |                  | RW            |         |         |
| 2. | Video films                         |                  |               |         |         |
| 3. | Braille                             | 4                | Braille       | 4       | Braille |
| e. | <b>Tools and Equipments</b>         |                  |               |         |         |
| 1  | Leather iroing m/c                  | Standard         |               | 2pc     | 1:5     |
| 2  | Leather brushing                    | Standard         |               | 2pc     | 1:5     |
| 3  | Sole molding m/c                    | Standard         |               | 2pc     | 1:5     |
| 4  | Skiving m/c                         | Standard         |               | 2pc     | 1:5     |
| 5  | Stamping m/c                        | Standard         |               | 2pc     | 1:5     |
| 6  | Leather embossing m/c               | Standard         |               | 2pc     | 1:5     |
| 7  | Heat setting m/c                    | Standard         |               | 2pc     | 1:5     |
| 8  | Punching tool                       | Leather punching |               |         |         |
| f  | <b>Tools and equipments for TWD</b> |                  |               |         |         |
| 1. | CD player                           |                  | 3Disk changer | 5pc     | 1:5     |
| 2. | Sound recorder                      |                  | Sony          | 5pc     | 1:5     |
| 3. | Computer                            |                  | Del           | 2pc     | 1:12    |
| 4. | Audio Recorder                      |                  | Sony          | 5pc     | 1:5     |
| 5. | Video tape                          |                  | Dvd,mp4       | 5packet | 1:5     |



|   |   |            |                 |
|---|---|------------|-----------------|
| LEARNING MODULE 8   |   |            | LOG             |
| TVET PROGRAM TITLE: Basic Footwear Production Operations Level I  |   |            |                 |
| MODULE TITLE: Working with Others   |   |            |                 |
| MODULE CODE: IND BFP1M08 0616   |   |            |                 |
| NOMINAL DURATION: 20 hours.   |   |            |                 |
| MODULE DESCRIPTION: This module covers the skills, knowledge and attitudes required to develop workplace relationship and contribute in workplace activities.   |   |            |                 |
| LEARNING OUTCOMES:<br>At the end of this module the trainee will be able to:<br><br>L01 Develop effective workplace relationship<br><br>L02 Contribute to work group activities   |   |            |                 |
| MODULE CONTENTS:<br><br>L01 Develop effective workplace relationship<br><br>1.1 Concept and ethics of team work and cooperation<br>1.2 Positive relationship in the work place<br>1.3 Group discussion in the team<br><br>L02 Contribute to work group activities<br><br>2.1 Team member support and cooperation<br>2.2 Information sharing with team members<br>2.3 Importance of individual participation in group activities |   |            |                 |
| Learning Methods:   |   |            |                 |
|   | Reasonable Adjustments for Trainees with Disabilities |            |                 |
|   | Visual impaired                                       | Low vision | Hared Hearing s |

|                       |  |   |   |  |  |
|-----------------------|--|---|---|--|--|
| Lecture               | <ul style="list-style-type: none"> <li>-Transcribed the lecture into Braille</li> <li>-Present the lecture verbally with short and clear sentences</li> <li>-Facilitate the trainee to record the lecture</li> <li>-Spell the vocabularies if necessary</li> <li>-Prepare the lecture in audio format</li> </ul> | <ul style="list-style-type: none"> <li>-Use large texts in writing of the points of the lecture</li> <li>-Encourage trainees to record the lecture in audio format</li> <li>-Organize the class room seating</li> </ul> | <ul style="list-style-type: none"> <li>- Arrange seating set to be convenient for Eye to eye contact</li> <li>- assign sign language interpreter</li> <li>- Use video record information</li> <li>- Use short and clear sentences and summarize</li> <li>- Introduce new and relevant vocabulary</li> <li>- Avoid over- movement of trainer</li> <li>- Follow the attention of the trainees</li> <li>- Use gesture</li> </ul> |  | <ul style="list-style-type: none"> <li>-Facilitate the trainee to be seated</li> <li>-Spelling the vocabularies</li> <li>-Encourage the trainee to record the lecture</li> <li>-Prepare the lecture in audio format</li> <li>-Replicate the movement of other</li> </ul>           |
| Group Discussion      | <ul style="list-style-type: none"> <li>- Introduce the trainees with their peers without</li> <li>-Close follow up</li> <li>-Briefing the thematic issues of the discussion</li> </ul>   | <ul style="list-style-type: none"> <li>-Close follow up</li> </ul>  | <ul style="list-style-type: none"> <li>-Use sign language interpreter</li> <li>Integrated trainee in the group work</li> <li>-Close follow up</li> <li>-Facilitate to know the name of their group members</li> </ul>   |  | <ul style="list-style-type: none"> <li>-Coordinate the group</li> <li>-Spelling the vocabularies</li> </ul>  |
| Demonstration         | <ul style="list-style-type: none"> <li>-Touch &amp; work with assistance(tactile )</li> <li>-prepare and use simulation</li> <li>-Encourage and facilitate the trainee to learn in tactile method</li> </ul>   | <ul style="list-style-type: none"> <li>- Conducting Close follow up</li> <li>- Use verbal description</li> <li>- Provide special attention in the process of guidance</li> </ul>  | <ul style="list-style-type: none"> <li>- Use Sign language interpreter</li> <li>- Use d/t video film</li> <li>- Follow attention of the trainees</li> <li>- Provide structured training</li> <li>- Use jester</li> <li>- Tutorial support (if necessary)</li> </ul>   |  | <ul style="list-style-type: none"> <li>- Show the trainee the tactile method</li> <li>- Use the tactile method</li> <li>- Encourage the trainee to learn in tactile method</li> <li>- Tutorial support (if necessary)</li> </ul>   |
| Individual assignment | <ul style="list-style-type: none"> <li>-Make available the assignment questions in audio mat.</li> <li>-Provide clear and short instructions</li> <li>-Transcribe the assignment question into Braille</li> <li>-Facilitate the trainee to submit the assignment questions</li> </ul>                            | <ul style="list-style-type: none"> <li>- prepare the assignment questions in large text</li> <li>- Encourage the trainees to prepare and submit the assignment in large texts</li> </ul>                                | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul>   |  | <ul style="list-style-type: none"> <li>- Prepare the assignment questions in large text</li> <li>- Provide clear and short instructions</li> <li>- Transcribe the assignment question into Braille</li> <li>- Facilitate the trainee to submit the assignment questions</li> </ul> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | in recorded format<br>-Facilitate the trainee to prepare and submit the assignment in soft/hard copies |  |  |  |  |
| <b>ASSESSMENT METHODS:</b>   |  |  |  |  |  |
| ➤ <b>Written tests</b>   | ➤ <b>Braille</b>   | ➤ <b>Sign language interpreter</b>                             | ➤ <b>Sign language interpreter</b>                             |  |  |
| ➤ <b>Oral question</b>   |  | ➤ <b>Sign language interpreter</b><br>➤ <b>In written form</b> | ➤ <b>Sign language interpreter</b><br>➤ <b>In written form</b> |  |  |
| ➤ <b>Demonstration</b>   | ➤ <b>Provide Guide/assistant</b>   | ➤ <b>Sign language interpreter</b>                             | ➤ <b>Sign language interpreter</b>                             |  |  |
| <b>ASSESSMENT CRITERIA:</b>  |  |  |  |  |  |
| <b>L01 Develop effective workplace relationship</b>  |  |  |  |  |  |
| 1.1 Duties and responsibilities are done in a positive manner to promote cooperation and good relationship.    |  |  |  |  |  |
| 1.2 Assistance is sought from workgroup when difficulties arise and addressed through discussions.             |  |  |  |  |  |
| 1.3 Feedback provided by others in the team is encouraged, acknowledged and acted upon.                        |  |  |  |  |  |
| 1.4 Differences in personal values and beliefs are respected and acknowledged in the development.              |  |  |  |  |  |
| <b>L02 Contribute to work group activities</b>   |  |  |  |  |  |
| 2.1 Support is provided to team members to ensure workgroup goals are met.                                     |  |  |  |  |  |
| 2.2 Constructive contributions to workgroup goals and tasks are made according to organizational requirements. |  |  |  |  |  |
| 2.3 Information relevant to work is shared with team members to ensure designated goals are met.               |  |  |  |  |  |

**IND BFP1M08 0616: Working with Others**

| Item No.  | Category/Item                                   | Description/ Specifications                        | Description/ Specifications for TWD                       | Quantity | Recommended Ratio (Item: Learner) |
|-----------|---|--|---|----------|-----------------------------------|
| <b>A.</b> | <b>Learning Materials</b>                       |  |   |          |                                   |
| 1.        | TTLM  | Prepared by trainer                                | Braille written Soft copy/Bold, In audio and video format | 25       | 1:1                               |
| 2.        | Reference books/material                        |  | Braille printed/large text printed                        |          |                                   |
| 2.1       | Handout of leather technology                   | Ministry of commerce, Gov't of India(version 2002) | In the form of Audio, braille , soft copy                 | 5        | 1:5                               |
| 2.2       | Introduction to footwear production process     | Leather industries development institute           |   | 5        | 1:5                               |
| 2.3       | Hand book of leather finishing                  |  |   | 5        | 1:5                               |
| <b>B.</b> | <b>Learning Facilities &amp; Infrastructure</b> |  |   |          |                                   |
|           | Lecture Room                                    | equipped with multi-media                          | Specially arranged  | 1        | 1:25                              |
| 2.        | Library   | Sound proof room                                   | braille library   | 1        | 1:25                              |
| 3.        | Work shop                                       |  |   | 1        | 1:25                              |
| <b>c.</b> | <b>Consumable Materials</b>                     |  |   |          |                                   |
| 2         | Paper   | A4   |   | 2pack    | 1:12                              |
| 3         | Pen   | Bic  |   | 2pack    | 1:12                              |
| 4.        | Pencil  | HB   |   | 2pack    | 1:12                              |
|           | <b>Consumable materials for TWD</b>             |  |   |          |                                   |
| 1.        | CD  |  | RW  |          |                                   |
| 2.        | Video films                                     |  |   |          |                                   |
| 3.        | Braille   | 4  | Braille   | 4        | Braille                           |

|           |                                     |                |               |     |      |
|-----------|-------------------------------------|----------------|---------------|-----|------|
| <b>D.</b> | <b>Tools and Equipments</b>         |                |               |     |      |
| <b>1</b>  | White board                         | Dimension 2/1m |               | 2pc | 1:12 |
| <b>2</b>  | Computer                            | Standard,Del   |               | 2pc | 1:12 |
|           | <b>Tools and equipments for TWD</b> |                |               |     |      |
| 1.        | CD player                           |                | 3Disk changer | 5pc | 1:5  |
| 2.        | Sound recorder                      |                | Sony          | 5pc | 1:5  |
| 4.        | Audio Recorder                      |                | Sony          | 5pc | 1:5  |
| 5.        | Video tape                          |                |               | 5pc | 1:5  |

|   |  |
|---|--|
| <b>LEARNING MODULE 09</b>   |  |
| <b>TVET PROGRAM TITLE: Basic Footwear Production Operations Level I</b>   |  |
| <b>MODULE TITLE: Receiving and Responding to Workplace Communication</b>  |  |
| <b>MODULE CODE: IND BFP1M09 0616</b>  |  |
| <b>NOMINAL DURATION: 25 hrs.</b>  |  |
| <b>MODULE DESCRIPTION:</b> This module aims to provide trainees the knowledge, skills and attitudes required to effectively participate in workplace communications.  |  |
| <b>LEARNING OUTCOMES:</b><br>At the end of this module the trainee will be able to:<br><b>LO1 Follow routine spoken messages</b><br><b>LO2 Perform workplace duties following routine written notices</b><br><b>LO3 Obtain and provide information in response to workplace requirements</b><br><b>LO4 Complete relevant work related documents</b><br><b>LO5 Participate in workplace meetings and discussions</b> |  |

**MODULE CONTENTS:****L01. Follow routine spoken messages**

- 1.1 Concepts and modes of communication
- 1.2 Information gathering and interpretation
- 1.3 Instructions are acted upon immediately in accordance with information received.
- 1.4 Receiving information
- 1.5 Procedure of Seeking clarification

**L02. Perform workplace duties following routine written notices**

- 2.1 Reading and interpreting work place notices
- 2.2 Method of Following routine instructions

**L03. Obtain and provide information in response to workplace requirements**

- 3.1 Obtaining and interpreting information
- 3.2 How to check Sources and Document of information
- 3.3 Planning and organizing activities
- 3.4 Concise personal interaction

**L04 Complete relevant work related documents**

- 4.1 Utilization of employment work related documents
- 4.2 Data recording and keeping
- 4.3 Basic mathematical concepts
- 4.4 Identifying and rectifying errors
- 4.5 Method of Reporting

**L05 Participate in workplace meetings and discussions**

- 5.1 Concepts of meeting
- 5.2 Meeting inputs and following protocols
- 5.3 Appropriate conduction of interactions
- 5.4 Interpreting meeting outcomes

**Learning Methods:****Reasonable Adjustments for Trainees with Disabilities****Visual impaired****Low vision****Hearing Impaired****Hard- of-Hearing****Physical disability**

|                       |   |  |   |  |  |
|-----------------------|---|--|---|--|--|
| Group Discussion      | <ul style="list-style-type: none"> <li>- Introduce the trainees with their peers without</li> <li>-Close follow up</li> <li>-Briefing the thematic issues of the discussion</li> </ul>  | <ul style="list-style-type: none"> <li>-Close follow up</li> </ul>   | <ul style="list-style-type: none"> <li>-Use sign language interpreter</li> <li>Integrated trainee in the group work -</li> <li>Close follow up</li> <li>-Facilitate to know the name of their group members</li> </ul>  | <ul style="list-style-type: none"> <li>-Conduct close follow up</li> <li>-Speak loudly</li> </ul>  |  |
| Demonstration         | <ul style="list-style-type: none"> <li>-Touch &amp; work with assistance(tactile )</li> <li>-prepare and use simulation</li> <li>-Encourage and facilitate the trainee to learn in tactile method</li> </ul>  | <ul style="list-style-type: none"> <li>- Conducting Close follow up</li> <li>- Use verbal description</li> <li>- Provide special attention in the process of guidance</li> </ul>         | <ul style="list-style-type: none"> <li>- Use Sign language interpreter</li> <li>- Use d/t video film</li> <li>- Follow attention of the trainees</li> <li>- Provide structured training</li> <li>- Use jester</li> <li>- Tutorial support (if necessary)</li> </ul> | <ul style="list-style-type: none"> <li>- Show clear &amp; short method</li> <li>- Use Video recorded material</li> <li>- Ensure the attention of the trainee</li> <li>- Tutorial support (if necessary)</li> </ul> | <ul style="list-style-type: none"> <li>- Facilitate and support the trainees having severe upper limbs impairment to operate equipment/ machines</li> <li>- Assigned peer trainees</li> <li>- Conduct close follow up</li> </ul> |
| Individual assignment | <ul style="list-style-type: none"> <li>-Make available the assignment questions in audio mat.</li> <li>-Provide clear and short instructions</li> <li>-Transcribe the assignment question into Braille</li> <li>-Facilitate the trainee to submit the assignment questions in recorded format</li> <li>-Facilitate the trainee to prepare and submit the assignment in soft/hard</li> </ul> | <ul style="list-style-type: none"> <li>- prepare the assignment questions in large text</li> <li>- Encourage the trainees to prepare and submit the assignment in large texts</li> </ul> | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul>   | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul>                        |  |

|                            |                           |                           |  |  |                              |
|----------------------------|---------------------------|---------------------------|--|--|------------------------------|
|                            |                           |                           |  |  |                              |
| <b>ASSESSMENT METHODS:</b> |                           |                           |  |  |                              |
| <b>Written tests</b>       | ➤ Braille                 | ➤ Braille                 | ➤ Sign language interpreter<br>➤                 | ➤ Sign language interpreter<br>➤                 |                              |
| <b>Oral question</b>       |                           |                           | ➤ Sign language interpreter<br>➤ In written form | ➤ Sign language interpreter<br>➤ In written form |                              |
| <b>Demonstration</b>       | ➤ Provide Guide/assistant | ➤ Provide Guide/assistant | ➤ Sign language interpreter                      | ➤ Sign language interpreter                      | Provide necessary assistance |

**ASSESSMENT CRITERIA:****LO1 Follow routine spoken messages**

- 1.1 Required information is gathered by listening, and is correctly interpreted.
- 1.2 Instructions/procedures are followed in appropriate sequence for tasks and in accordance with information received.
- 1.3 Clarification is sought from workplace supervisor on all occasions when any instruction/procedure is not understood.

**LO2 Perform workplace duties following routine written notices**

- 2.1 Written workplace notices and instructions are read and interpreted correctly.
- 2.2 Routine written instructions/procedures are followed in sequence.
- 2.3 Clarification is sought from workplace supervisor on all occasions when any instruction/procedure is not understood.

**LO3 Obtain and provide information in response to workplace requirements**

- 3.1 Specific, relevant information is obtained.
- 3.2 Important information is interpreted correctly.
- 3.3 Information is written completely, accurately and legibly.
- 3.4 Sources of required information are identified and appropriate contact established.
- 3.5 Personal interaction is courteous and inquiries carried out clearly and concisely.
- 3.6 Defined workplace procedures for the location and storage of information are used.

**LO4 Complete relevant work related documents**

- 4.1 Range of forms relating to conditions of employment is completed accurately and legibly.
- 4.2 Workplace data is recorded on standard workplace forms and documents.



- 4.3 Basic mathematical processes are used for routine calculations.
- 4.4 Errors in recording information on forms/documents are identified and rectified.
- 4.5 Reporting requirements to supervisor are completed according to enterprise guidelines.

**L05 Participate in workplace meetings and discussions**

- 5.1 Team meetings are attended on time.
- 5.2 Own opinions are clearly expressed and those of others are listened to without interruption.
- 5.3 Meeting inputs are consistent with the meeting purpose and established protocols.
- 5.4 Workplace interactions are conducted in a courteous manner appropriate to cultural background and authority in the enterprise procedures.
- 5.5 Questions about simple routine workplace procedure and matters concerning conditions of employment are asked and responded to.
- 5.6 Meeting outcomes are interpreted and implemented.

**Resource requirement**

| IND BFP1M09 0616: Receiving and Responding to Workplace Communication |   |  |  |          |                                   |
|---|---|--|--|----------|-----------------------------------|
| Item No.  | Category/Item                               | Description/ Specifications                        | Description/ Specifications for TWD                              | Quantity | Recommended Ratio (Item: Learner) |
| <b>A.</b>   | <b>Learning Materials</b>                   |  |  |          |                                   |
| 1.  | TTLM  | Prepared by trainer                                | Braille written<br><br>Soft copy/Bold, In audio and video format | 25       | 1:1                               |
| 2.  | Reference books/material                    |  | Braille printed/large text printed                               |          |                                   |
| 2.1   | Handout of leather technology               | Ministry of commerce, Gov't of India(version 2002) | In the form of Audio, braille , soft copy                        | 5        | 1:5                               |
| 2.2   | Introduction to footwear production process | Leather industries development institute           |  | 5        | 1:5                               |
| 2.3   | Hand book of leather finishing              |  |  | 5        | 1:5                               |
| <b>B.</b>   | <b>Learning Facilities &amp;</b>            |  |  |          |                                   |

|     |                                     |                           |                    |       |         |
|-----|-------------------------------------|---------------------------|--------------------|-------|---------|
|     | <b>Infrastructure</b>               |                           |                    |       |         |
|     | Lecture Room                        | equipped with multi-media | Specially arranged | 1     | 1:25    |
| 2.  | Library                             | Sound proof room          | braille library    | 1     | 1:25    |
| 3.  | Work shop                           | dimension                 |                    | 1     | 1:25    |
| C.  | <b>Consumable Materials</b>         |                           |                    |       |         |
| 1   | Paper                               | A4                        |                    | 2pack | 1:12    |
| 2   | Pen                                 | Bic                       |                    | 2pack | 1:12    |
| 3   | Pencil                              | HB                        |                    | 2pack | 1:12    |
| D   | <b>Consumable materials for TWD</b> |                           |                    |       |         |
| 1   | CD                                  |                           | RW                 |       |         |
| 2   | Video films                         |                           |                    |       |         |
| 3.  | Braille                             | 4                         | Braille            | 4     | Braille |
| C   | <b>Tools and Equipments</b>         |                           |                    |       |         |
| 1   | White board                         | Dimension 2/1m            |                    | 2pc   | 1:12    |
| 2 . | Computer                            | Standard,Del              |                    | 2pc   | 1:12    |
| D.  | <b>Tools and equipments for TWD</b> |                           |                    |       |         |
| 2.  | CD player                           |                           | 3Disk changer      | 5pc   | 1:5     |
| 3.  | Sound recorder                      |                           | Sony               | 5pc   | 1:5     |
| 4   | Audio Recorder                      |                           | Sony               | 5pc   | 1:5     |
| 5   | Video tape                          |                           |                    | 5pc   | 1:5     |

|   |  |
|---|--|
| <b>LEARNING MODULE 10</b>   |  |
| <b>TVET PROGRAM TITLE: Basic Footwear Production Operations Level I</b>   |  |
| <b>MODULE TITLE: Demonstrating Work Values</b>  |  |
| <b>MODULE CODE: IND BFP1M1 0 0616</b>   |  |
| <b>NOMINAL DURATION: 20 hrs.</b>  |  |
| <b>MODULE DESCRIPTION:</b> This module aims to provide trainees the knowledge, skills, and attitude in demonstrating proper work values.  |  |
| <b>LEARNING OUTCOMES:</b><br><b>At the end of this module the trainee will be able to:</b><br><b>LO1 Define the purpose of work</b><br><b>LO2 Apply work values/ethics</b><br><b>LO3 Deal with ethical problems</b><br><b>LO4 Maintain integrity of conduct in the workplace</b>  |  |
| <b>MODULE CONTENTS:</b><br><b>LO1 Define the purpose of work</b><br>1.1 Concepts of work<br>1.2 Organization as an enterprise<br>1.3 Individual's vs. company's mission<br><b>LO2 Apply work values/ethics</b><br>2.1 Concepts and classification of work values/ethics<br>2.2 Organizational work ethics and value<br>2.3 Personal behavior<br>2.4 Resource utilization<br><b>LO3 Deal with ethical problems</b><br>3.1 Application of company ethical standards<br>3.2 Company policies and guidelines compliance<br>3.3 Reports on ethical problems<br><b>LO4 Maintain integrity of conduct in the workplace</b><br>4.1 Personal work practices and ethical conducts |  |

- 4.2 Following instruction and directives
- 4.3 Fundamental rights and gender issues
- 4.4 Communication skills

**Learning Methods:**

|                  | Reasonable Adjustments for Trainees with Disabilities  |   |  |  |   |
|------------------|--|---|--|--|---|
|                  | Visual impaired  | Low vision  | Hearing impaired   | Hard- of-<br>Hearing   | Physical disability   |
| Lecture          | <ul style="list-style-type: none"> <li>-Transcribed the lecture into Braille</li> <li>-Present the lecture verbally with short and clear sentences</li> <li>-Facilitate the trainee to record the lecture</li> <li>-Spell the vocabularies if necessary</li> <li>-Prepare the lecture in audio format</li> </ul> | <ul style="list-style-type: none"> <li>-Use large texts in writing of the points of the lecture</li> <li>-Encourage trainees to record the lecture in audio format</li> <li>-Organize the class room seating</li> </ul> | <ul style="list-style-type: none"> <li>- Arrange seating set to be convenient for Eye to eye contact</li> <li>- assign sign language interpreter</li> <li>- Use video record information</li> <li>- Use short and clear sentences and summarize</li> <li>- Introduce new and relevant vocabulary</li> <li>- Avoid over-movement of trainer</li> <li>- Follow the attention of the trainees</li> <li>- Use gesture</li> </ul> | <ul style="list-style-type: none"> <li>-Facilitate trainees to seat in the front line rows of trainees seating arrangement</li> <li>-Speak loudly</li> <li>-Ensure the attention of the trainees</li> <li>-Present the lecture in video format</li> <li>-Repeat the comment of other students</li> </ul> | <ul style="list-style-type: none"> <li>- organize the class room seating arrangement to be accessible to wheelchair user</li> <li>- Facilitate and support the trainees having severe upper limbs impairment to take notes.</li> <li>- Writing main points briefly</li> </ul> |
| Group Discussion | <ul style="list-style-type: none"> <li>- Introduce the trainees with their peers without</li> <li>-Close follow up</li> <li>-Briefing the thematic issues of the discussion</li> </ul>   | <ul style="list-style-type: none"> <li>-Close follow up</li> </ul>  | <ul style="list-style-type: none"> <li>-Use sign language interpreter</li> <li>Integrated trainee in the group work -</li> <li>Close follow up</li> <li>-Facilitate to know the name of their group members</li> </ul>   | <ul style="list-style-type: none"> <li>-Conduct close follow up</li> <li>-Speak loudly</li> </ul>  |   |

|                            |   |  |  |  |  |
|----------------------------|---|--|--|--|--|
| Demonstration              | <ul style="list-style-type: none"> <li>-Touch &amp; work with assistance(tactile )</li> <li>-prepare and use simulation</li> <li>-Encourage and facilitate the trainee to learn in tactile method</li> </ul>  | <ul style="list-style-type: none"> <li>- Conducting Close follow up</li> <li>- Use verbal description</li> <li>- Provide special attention in the process of guidance</li> </ul>         | <ul style="list-style-type: none"> <li>- Use Sign language interpreter</li> <li>Use d/t video film</li> <li>- Follow attention of the trainees</li> <li>- Provide structured training</li> <li>- Use jester</li> <li>- Tutorial support</li> </ul> | <ul style="list-style-type: none"> <li>- Show clear &amp; short method</li> <li>- Use Video recorded material</li> <li>- Ensure the attention of the trainee</li> <li>- Tutorial support (if necessary)</li> </ul> | <ul style="list-style-type: none"> <li>- Facilitate and support the trainees having severe upper limbs impairment to operate equipment/ machines</li> <li>- Assigned peer trainees</li> <li>- Conduct close follow up</li> </ul> |
| Individual assignment      | <ul style="list-style-type: none"> <li>-Make available the assignment questions in audio mat.</li> <li>-Provide clear and short instructions</li> <li>-Transcribe the assignment question into Braille</li> <li>-Facilitate the trainee to submit the assignment questions in recorded format</li> <li>-Facilitate the trainee to prepare and submit the assignment in soft/hard</li> </ul> | <ul style="list-style-type: none"> <li>- prepare the assignment questions in large text</li> <li>- Encourage the trainees to prepare and submit the assignment in large texts</li> </ul> | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul>  | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul>                        |  |
| <b>ASSESSMENT METHODS:</b> |   |  |  |  |  |
| Written tests              | ➤ Braille   | ➤ Braille  | ➤ Sign language interpreter  | ➤ Sign language interpreter  |  |

|                      |                           |                           |  |  |                              |
|----------------------|---------------------------|---------------------------|--|--|------------------------------|
| <b>Oral question</b> |                           |                           | ➤ Sign language interpreter<br>➤ In written form | ➤ Sign language interpreter<br>➤ In written form |                              |
| <b>Demonstration</b> | ➤ Provide Guide/assistant | ➤ Provide Guide/assistant | ➤ Sign language interpreter                      | ➤ Sign language interpreter                      | Provide necessary assistance |

**ASSESSMENT CRITERIA:****LO1 Define the purpose of work**

- 1.1 One's unique sense of purpose for working and the 'whys' of work are identified, reflected on and clearly defined for one's development as a person and as a member of society.
- 1.2 Personal mission is demonstrated in harmony with company's values

**LO2 Apply work values/ethics**

- 2.1 Work values/ethics/concepts are classified and reaffirmed in accordance with the transparent company ethical standards, policies and guidelines.
- 2.2 Work practices are undertaken in compliance with industry work ethical standards, organizational policy and guidelines
- 2.3 Personal behavior and relationships with co-workers and/or clients are conducted in accordance with ethical standards, policy and guidelines.
- 2.4 Company resources are used in accordance with transparent company ethical standard, policies and guidelines.

**LO3 Deal with ethical problems**

- 3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct are accessed and applied in accordance with transparent company ethical standard, policies and guidelines.
- 3.2 Work incidents/situations are reported and/or resolved in accordance with company protocol/guidelines.
- 3.3 Resolution and/or referral of ethical problems identified are used as learning opportunities.

**LO4 Maintain integrity of conduct in the workplace**

- 4.1 Personal work practices and values are demonstrated consistently with acceptable ethical conduct and company's core values.
- 4.2 Instructions to co-workers are provided based on ethical, lawful and reasonable directives.
- 4.3 Company values/practices are shared with co-workers using appropriate behavior and language.

**Resource requirement**

| IND BFP1M1 0 0616: Demonstrating Work Values |   |  |  |          |                                   |
|--|---|--|--|----------|-----------------------------------|
| Item No.                                     | Category/Item                               | Description/ Specifications                        | Description/ Specifications for TWD                              | Quantity | Recommended Ratio (Item: Learner) |
| <b>A.</b>                                    | <b>Learning Materials</b>                   |  |  |          |                                   |
| 1.   | TTLM  | Prepared by trainer                                | Braille written<br><br>Soft copy/Bold, In audio and video format | 25       | 1:1                               |
| 2.   | Reference books/material                    |  | Braille printed/large text printed                               |          |                                   |
| 2.1  | Handout of leather technology               | Ministry of commerce, Gov't of India(version 2002) | In the form of Audio, braille , soft copy                        | 5        | 1:5                               |
| 2.2  | Introduction to footwear production process | Leather industries development institute           |  | 5        | 1:5                               |
| 2.3  | Hand book of leather finishing              |  |  | 5        | 1:5                               |

|           |   |                           |                    |     |         |
|-----------|---|---------------------------|--------------------|-----|---------|
| <b>B.</b> | <b>Learning Facilities &amp; Infrastructure</b> |                           |                    |     |         |
| 1         | Lecture Room                                    | equipped with multi-media | Specially arranged | 1   | 1:25    |
| 2.        | Library   | Sound proof room          | braille library    | 1   | 1:25    |
| 3.        | Work shop                                       | dimension                 |                    | 1   | 1:25    |
| 4.        | Laboratory                                      | Dimension                 |                    | 1   | 1:25    |
| <b>C</b>  | <b>Consumable materials for TWD</b>             |                           |                    |     |         |
| 1         | CD  |                           | RW                 |     |         |
| 2         | Video films                                     |                           |                    |     |         |
| 3.        | Braille   | 4                         | Braille            | 4   | Braille |
| <b>D</b>  | <b>Tools and Equipments</b>                     |                           |                    |     |         |
| 1         | White board                                     | Dimension 2/1m            |                    | 2pc | 1:12    |
| 2 .       | Computer  | Standard,Del              |                    | 2pc | 1:12    |
| <b>E</b>  | <b>Tools and equipments for TWD</b>             |                           |                    |     |         |
| 2.        | CD player                                       |                           | 3Disk changer      | 5pc | 1:5     |
| 3.        | Sound recorder                                  |                           | Sony               | 5pc | 1:5     |
| 4         | Audio Recorder                                  |                           | Sony               | 5pc | 1:5     |
| 5         | Video tape                                      |                           |                    | 5pc | 1:5     |



| LEARNING MODULE 11  | LOG |
|---|-----|
| TVET PROGRAM TITLE: Basic Footwear Production Operations Level I  |     |
| MODULE TITLE: Developing Understanding of Entrepreneurship  |     |
| MODULE CODE: IND BFP1M11 0616   |     |
| NOMINAL DURATION: 40 hrs.   |     |
| <b>MODULE DESCRIPTION:</b> This module aims to provide trainees the skills, knowledge and attitude required to understand the principles, functions, strategies and methods of entrepreneurship.  |     |
| <b>LEARNING OUTCOMES:</b><br>At the end of this module the trainee will be able to:<br><b>LO1 Describe and explain the principles, concept and scope of entrepreneurship</b><br><b>LO2 Discuss how to become entrepreneur</b><br><b>LO3 Discuss how to organize an enterprise</b><br><b>LO4 Discuss how to operate an enterprise</b><br><b>LO5 Develop one's own business plan</b>  |     |
| <b>MODULE CONTENTS:</b><br><b>LO1Describe and explain the principles, concept and scope of entrepreneurship</b><br>1.1 Concepts and terminologies of entrepreneurship<br>1.2 Types and classification of entrepreneurship<br>1.3 Roles of entrepreneurship<br><b>LO2Discuss how to become entrepreneur</b><br>2.1 Concepts of self-employment and motivation<br>2.2 Advantages and disadvantages of self-employment<br>2.3 Characteristics and traits of entrepreneurship<br>2.4 Method of Identifying successful entrepreneurship<br><b>LO3Discuss how to organize an enterprise</b><br>3.1 Principles of Ranking Entrepreneurship<br>3.2 Business Opportunities |     |

- 3.3 Techniques of Generating Business Ideas
- 3.4 Procedures of Market Assessment
- 3.5 Factors Considered In Selecting Business Location
- 3.6 Types of Business Ownership
- 3.7 Determination Of Initial Capital For Launching Business
- 3.8 Sources of Capital

#### **L04 Discuss how to operate an enterprise**

- 4.1 Advantages and disadvantages of entrepreneur alternatives
- 4.2 Procedures of hiring and managing people
- 4.3 Time management
- 4.4 Sales management
- 4.5 Factors and steps to be considered in selecting suppliers
- 4.6 Effects and Characteristics of new technologies on business
- 4.7 Types of cost management
- 4.8 Factors affecting enterprise cost
- 4.9 Financial record keeping
- 4.10 Self-management and negotiation skills
- 4.11 Business Risk management

#### **L05 Develop one's own business plan**

- 5.1 Preparing simple business plan
- 5.2 Application of structure and format on business plan
- 5.3 Assessment and analysis of business plan
- 5.4 Feasibility study of business
- 5.5 Business problem identification
- 5.6 Techniques and procedures of searching for information

#### **Learning Methods:**

|         | <b>Reasonable Adjustments for Trainees with Disabilities</b>  |   |  |   |  |
|---------|---|---|--|---|--|
|         | <b>Visual impaired</b>  | <b>Low vision</b>   | <b>Hearing impaired</b>  | <b>Hard- of-Hearing</b>   | <b>Physical disability</b>   |
| Lecture | -Transcribed the lecture into Braille<br>-Present the lecture verbally with short and clear sentences<br>-Facilitate the trainee to | -Use large texts in writing of the points of the lecture<br>-Encourage trainees to record the lecture in audio format | - Arrange seating set to be convenient for Eye to eye contact<br>- assign sign language interpreter<br>- Use video record information<br>- Use short and clear sentences and | -Facilitate trainees to seat in the front line rows of trainees seating arrangement<br>-Speak loudly<br>-Ensure the attention of the trainees<br>-Present the lecture in video format | - organize the class room seating arrangement to be accessible to wheelchair |

|                  |   |  |   |  |   |
|------------------|---|--|---|--|---|
|                  | record the lecture<br>-Spell the vocabularies if necessary<br>-Prepare the lecture in audio format  | -Organize the class room seating   | summarize<br>- Introduce new and relevant vocabulary<br>- Avoid over-movement of trainer<br>- Follow the attention of the trainees<br>- Use gesture                               | -Repeat the comment of other students  | user<br>- Facilitate and support the trainees having severe upper limbs impairment to take notes.<br><br>- Writing main points briefly                                    |
| Group Discussion | - Introduce the trainees with their peers without<br>-Close follow up<br>-Briefing the thematic issues of the discussion                  | -Close follow up   | -Use sign language interpreter<br>Integrated trainee in the group work -<br>Close follow up<br>-Facilitate to know the name of their group members                                | -Conduct close follow up<br>-Speak loudly  |   |
| Demonstration    | -Touch & work with assistance(tactile)<br>-prepare and use simulation<br>-Encourage and facilitate the trainee to learn in tactile method | - Conducting Close follow up<br>- Use verbal description<br>- Provide special attention in the process of guidance | - Use Sign language interpreter<br>Use d/t video film<br>- Follow attention of the trainees<br>- Provide structured training<br>- Use jester<br>- Tutorial support (if necessary) | - Show clear & short method<br>- Use Video recorded material<br>- Ensure the attention of the trainee<br>- Tutorial support (if necessary) | - Facilitate and support the trainees having severe upper limbs impairment to operate equipment/machines<br><br>- Assigned peer trainees<br><br>- Conduct close follow up |

|                       |   |  |   |   |  |
|-----------------------|---|--|---|---|--|
| Individual assignment | <ul style="list-style-type: none"> <li>-Make available the assignment questions in audio mat.</li> <li>-Provide clear and short instructions</li> <li>-Transcribe the assignment question into Braille</li> <li>-Facilitate the trainee to submit the assignment questions in recorded format</li> <li>-Facilitate the trainee to prepare and submit the assignment in soft/hard</li> </ul> | <ul style="list-style-type: none"> <li>- prepare the assignment questions in large text</li> <li>- Encourage the trainees to prepare and submit the assignment in large texts</li> </ul> | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul> | <ul style="list-style-type: none"> <li>- Provide briefing /orientation/ on the assignment</li> <li>- Provide visual recorded material</li> <li>- Tutorial support (if necessary)</li> </ul> |  |
|                       |   |  |   |   |  |

**ASSESSMENT CRITERIA****LO1 Describe and explain the principles, concept and scope of entrepreneurship**

- 1.1 The principles, concept and terminology of entrepreneurship are analyzed and discussed
- 1.2 The different / various forms of enterprises in the community are identified and their roles understood
- 1.3 The identified enterprises are categorized and classified
- 1.4 The terms and elements involved in the concept of enterprising, both on a personal level and in the context of being enterprising in business are identified and interpreted
- 1.5 Functions of entrepreneurship in business and how the entrepreneurs improved business and economic environment are explained

**LO2 Discuss how to become entrepreneur**

- 2.1 Self-employment as an alternative option for an individual economic independence and personal growth is discussed and analyzed
- 2.2 Advantages and disadvantages of self-employment are discussed and explained
- 2.3 Entrepreneurial characteristics and traits are identified and discussed
- 2.4 Self-potential is assessed to determine if qualified to become future entrepreneur
- 2.5 Major competences of successful entrepreneurship are identified and explained

**LO3 Discuss how to organize an enterprise**

- 3.1 The importance and role of business entrepreneurship in the society are discussed and correlated to the operations of the economy
- 3.2 Facts about small and medium enterprises are discussed, clarified and understood
- 3.3 Key success factor in setting up small and medium business are identified and explained
- 3.4 Business opportunities are identified and assessed
- 3.5 Business ideas are generated using appropriate tools, techniques and steps
- 3.6 Procedures for identifying suitable market for business are discussed and understood
- 3.7 Major factors to consider in selecting a location for a business are identified and discussed
- 3.8 Basic types of business ownership are identified and explained
- 3.9 Amount of money needed to start an enterprise estimated and distinction between pre operations and initial operation payments clarified
- 3.10 Advantages and disadvantages of using various sources of capital to start an enterprise are identified

**LO4. Discuss how to operate an enterprise**

- 4.1 Disadvantages and advantages of *three alternative* means of becoming an entrepreneur are identified and understood
- 4.2 Process of hiring and managing people is discussed and explained
- 4.3 The importance and techniques of managing time are discussed and understood
- 4.4 The techniques and procedures of managing sales are discussed and explained
- 4.5 Factors to consider in selecting suppliers and the steps to follow when doing

|   |
|---|
| business with them are identified and discussed   |
| 4.6 Awareness of how new technologies can affect small and medium business are developed                          |
| 4.7 Characteristics of appropriate technology for use in small and medium business are identified and explained   |
| 4.8 Different types of cost that occur in a business and how to manage them are discussed and understood          |
| 4.9 Factors and procedures in knowing the cost of the enterprise are discussed and understood                     |
| 4.10 Importance of financial record keeping and preparing simple financial statement are explained and understood |
| 4.11 The application of self-management skills and negotiation skills are discussed in operating a business       |
| 4.12 Risk assessment and management of business enterprise are performed  |
| <b>LO5 Develop one's own business plan</b>  |
| 5.1 Process of preparing/ writing a business plan is discussed and applied  |
| 5.2 Standard structure and format are applied in preparing business plan  |
| 5.3 Findings of the business plan are interpreted, assessed and analyzed  |
| 5.4 Feasibility of the business idea is made clear and understandable   |
| 5.5 Problems that may arise or encounter when starting a business are identified and understand                   |
| 5.6 Techniques and procedures in obtaining and sourcing information are discussed and understood                  |

### Resource requirement

| IND BFP1M11 0616 Developing Understanding of Entrepreneurship |                           |                             |  |          |                                   |
|---|---------------------------|-----------------------------|--|----------|-----------------------------------|
| Item No.  | Category/Item             | Description/ Specifications | Description/ Specifications for TWD                              | Quantity | Recommended Ratio (Item: Learner) |
| <b>A.</b>   | <b>Learning Materials</b> |                             |  |          |                                   |
| 1.  | TTLM                      | Prepared by trainer         | Braille written<br><br>Soft copy/Bold, In audio and video format | 25       | 1:1                               |
| 2.  | Reference books/material  |                             | Braille printed/large  |          |                                   |

|           |   |                           |                    |     |         |
|-----------|---|---------------------------|--------------------|-----|---------|
|           |   |                           | text printed       |     |         |
| 2.1       | Introduction to accounting                      | Business book             |                    | 5   | 1:5     |
| 2.2       | Reference of entrepreneur book                  | Business book             |                    | 5   | 1:5     |
| <b>B.</b> | <b>Learning Facilities &amp; Infrastructure</b> |                           |                    |     |         |
| 1         | Lecture Room                                    | equipped with multi-media | Specially arranged | 1   | 1:25    |
| 2.        | Library   | Sound proof room          | braille library    | 1   | 1:25    |
| 3.        | Work shop                                       |                           |                    | 1   | 1:25    |
| <b>c.</b> | <b>Consumable Materials</b>                     |                           |                    |     |         |
| 2         | Paper   | A4                        |                    |     |         |
| 3         | Pen   | Bic,lexi                  |                    |     |         |
| 4.        | Pencil  | HB.5                      |                    |     |         |
| 5         | Marker  | Whiteboard marker         |                    |     |         |
|           | <b>Consumable materials for TWD</b>             |                           |                    |     |         |
| 1.        | CD  |                           | RW                 |     |         |
| 2.        | Video films                                     |                           |                    |     |         |
| 3.        | Braille   | 4                         | Braille            | 4   | Braille |
| <b>D.</b> | <b>Tools and Equipments</b>                     |                           |                    |     |         |
| <b>1</b>  | Computer  | Del                       |                    | 5pc | 1:5     |
| <b>2</b>  | Projector                                       | Sony                      |                    | 2pc | 1:12    |
| <b>3</b>  | White board                                     | Dimension 2/1m            |                    | 2pc | 1:12    |
|           | <b>Tools and equipments for TWD</b>             |                           |                    |     |         |
| 1.        | CD player                                       |                           | 3Disk changer      | 5pc | 1:5     |
| 2.        | Sound recorder                                  |                           | Sony               | 5pc | 1:5     |

|    |                |  |      |     |      |
|----|----------------|--|------|-----|------|
| 3. | Computer       |  | del  | 2pc | 1:12 |
| 4. | Audio Recorder |  | Sony | 5pc | 1:5  |
| 5. | Video tape     |  | Sony | 5pc | 1:5  |

| LEARNING MODULE 12  | LOG |
|---|-----|
| TVET PROGRAM TITLE: Basic Footwear Production Operations Level I  |     |
| MODULE TITLE: Applying 5S Procedures  |     |
| MODULE CODE: IND BFP1 M12 0616  |     |
| NOMINAL DURATION:25hr   |     |
| <b>MODULE DESCRIPTION:</b><br><br>This unit of competence covers the skills, attitudes and knowledge required by the trainee to apply 5S procedures (structured approach to housekeeping) to their workshop training area and maintains the housekeeping and other standards set by 5S. |     |
| <b>LEARNING OUTCOMES:</b><br><br>At the end of the module the trainees must be able to:<br><br>LO1 Develop understanding of quality system  |     |



LO2. Sort needed items from unneeded

LO3. Set workplace in order

LO4. Shine work area

LO5. Standardize activities

LO6. Sustain 5S system

## **MODULE CONTENTS:**

### **LO1 Develop understanding of quality system**

1. What is quality assurance
  - 1.1. Quality system
  - 1.2. Continuous improvement
2. Quality assurance system
3. 5S system in organization

### **LO2. Sort needed items from unneeded**

- 2.1 Identifying item
  - 2.1.1 Essential item
  - 2.1.2 Non-essential item
- 2.2 Sort item

### **LO3. Set workplace in order**

- 3.1 Identify Location
- 3.2 Assign location for item
- 3.3 Check the item location

### **LO4. Shine work area**

- 4.1 Keeping the work area
- 4.2 Cleaning scheduling
- 4.3 Checking cleaning area regularly

### **LO5. Standardize activities**

- 5.1 Procedure of 5S
- 5.2 Follow check list

|   |  |  |   |  |
|---|--|--|---|--|
| 5.3 Standard the working area<br><b>LO6. Sustain 5S system</b><br><br>6.1 Clean area<br>6.1.1 Before<br>6.1.2 After<br>6.2 Improving the work area<br>6.3 Checking and recommendation |  |  |   |  |
| <b>LEARNING STRATEGIES:</b>   |  |  |   |  |
|   | <b>Reasonable adjustment for trainee with disability (TWD)</b>   |  |   |  |
|   | Visual impaired  | Hearing impaired   | Hard of hearing   | Physical impairment  |
| LECTURE   | <ul style="list-style-type: none"> <li>-Organize the Class room setting arrangement to be conducive for trainees</li> <li>-Provide large printed material</li> <li>-Giving recorded materials Such as tape recorded video discs or films</li> <li>-Present the lecture verbally</li> <li>- Speak in a normal tone of voice</li> <li>-Ask Questions and Identify other</li> </ul> | <ul style="list-style-type: none"> <li>- Assign sign language interpreter</li> <li>-Arrange seating set to be convenient for eye to eye contact</li> <li>-Introduce new and relevant vocabularies</li> <li>-Use video record information</li> <li>-Use short and clear sentence</li> <li>-Avoid the movement of trainer</li> <li>-Write main points</li> </ul> | <ul style="list-style-type: none"> <li>Facilitate trainees seating arrangement</li> <li>Provide clear short lecture</li> <li>-Speak loudly</li> <li>-Ensure the attention of the trainees</li> <li>-Present the lecture in the - video format</li> <li>-Repeat the comment of other trainees</li> </ul> | <ul style="list-style-type: none"> <li>-Organize the class room seating arrangement to be accessible to wheelchairs user</li> <li>-Facilitate and support the trainees who having sever impairments on the their upper limbs to take notes</li> <li>-Write main point Briefly</li> </ul> |

|                            |   |   |   |   |
|----------------------------|---|---|---|---|
|                            | speakers by name  | on the black board<br><br>-Follow the attention of deaf student   |   |   |
| Exercise                   | -Guiding tutorial support<br><br>-Provide special attention in the process<br><br>-Closed follow up | -Showing close follow up<br><br>-Introduce new and relevant vocabularies                                  | -Showing close follow up  | -Assign peer trainees and<br><br>-Use electrical equipments                             |
| Group work                 | -Integrated such trainees in the group<br><br>-Close follow up                                      | -Use sign language interpreter<br><br>-Integrated such students in the group work<br><br>-Close follow up | -Integrated this trainees in the group work<br><br>-Close follow up |   |
| <b>ASSESSMENT METHODS:</b> |   |   |   |   |
| Written exam               | -Prepare the exam in large texts<br><br>- use interview as an option<br><br>- prepare the exam      | -Provide written test/<br>Time extension  |   | -Use written response as an option to give answer for trainees having severe upper limb |

|                            |   |  |   |   |
|----------------------------|---|--|---|---|
|                            | in audio format<br>- Assign human reader (if necessary)<br>- Time extension   |  |   | impairment<br>- Time extension for trainees having severe upper limb impairment |
| Demonstration/Observation/ | Briefing the instruction or providing them in large text<br>- Time extension<br>-Provide activity oriented/practical /assessment method | -Provide activity – oriented/practical / assessment method | Sign language interpreter<br>-Provide activity-based/ practical assessment method<br>- Time extension | -Assign peer trainees<br>-Use electrical equipment                              |

**ASSESSMENT CRITERIA:****LO1. Develop understanding of quality system**

- Discuss quality assurance procedures of the enterprise or organization
- Understand the relationship of quality system and continuous improvement in the workplace
- Identify and relate to workplace requirements the purpose and **elements** of quality assurance (QA) system
- Explain the **5S system** as part of the quality assurance of the work organization

**LO2. Sort needed items from unneeded**

- Identify all **items** in the work area
- Distinguish between essential and non-essential items
- Sort items to achieve deliverables and value expected by downstream and final customers
- Sort items required for regulatory or other required purposes
- Place any non-essential item in a appropriate place other than the workplace
- Regularly check that only essential items are in the work area

**LO3. Set workplace in order**

- Identify the best location for each essential item

- Place each essential item in its assigned location
- After use immediately return each essential item to its assigned location
- Regularly check that each essential item is in its assigned location

**LO4. Shine work area**

- Keep the work area clean and tidy at all times
- Conduct regular housekeeping activities during shift
- Ensure the work area is neat, clean and tidy at both beginning and end of shift

**LO5. Standardize activities**

- Follow ***procedures***
- Follow checklists for activities, where available
- Keep the work area to specified standard

**LO6. Sustain 5S system**

- Clean up after completion of job and before commencing next job or end of shift
- Identify situations where compliance to standards is unlikely and take actions specified in procedures
- Inspect work area regularly for compliance to specified standard
- Recommend improvements to lift the level of compliance in the workplace

**Resource Requirement**

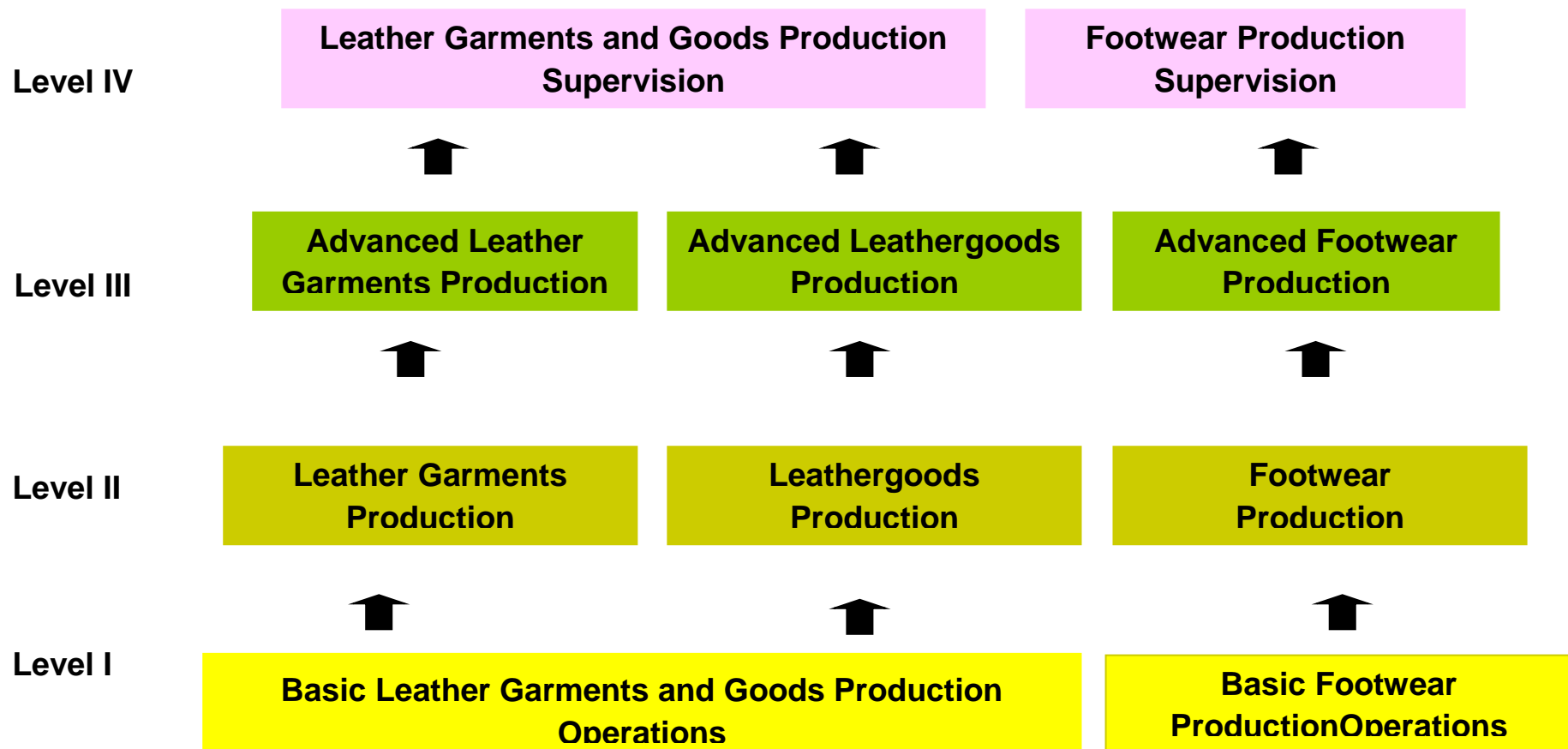
| IND BFP1 M12 0616 A 5S Procédures |                                |  |          |                                      |
|-----------------------------------|--------------------------------|--|----------|--------------------------------------|
| Category/Item                     | Description/<br>Specifications | Description/<br>Specifications for<br>TWD                    | Quantity | Recommended Ratio<br>(Item: Trainee) |
| Learning Materials                |                                |  |          |                                      |
| TTLM                              | Trainer hand<br>out            | In the form of soft<br>copy, written in<br>large text, Audio | 15       | 1:1                                  |

|   |                   |   |          |      |
|---|-------------------|---|----------|------|
|   |                   | and video   |          |      |
| Text book   | Practical cookery | In the form of soft coy, written in large text, Audio and video | 1        | 1:25 |
| Learning Facilities and Infrastructure                      |                   |   |          |      |
| Class Room  |                   |   | 1        | 1:25 |
| Library   | Computer LAB      |   |          | 1:25 |
| Consumable Materials  |                   |   |          |      |
| Paper   | A4 size           |   | 1 packet | 15:1 |
| Parker  |                   |   | 3        | 1:5  |
| Pen   |                   |   | 15       | 1:1  |
| Flip Chart Paper  | Square            |   | 15 Piece | 1:1  |
| <i>Tools and Equipments</i>                                 |                   |   |          |      |
| Tools and equipment for TWD                                 |                   |   |          |      |
| CD room video audiorecorded materials large print materials | Sony              | N   | pieces   | 1:1  |



**Sector: Industry Development**

**Sub-Sector: Leather Production**





## Acknowledgement

The **SNNPRS TVET BEURO** wishes to extend thanks and appreciation who donated their time and expertise to the development of this Outcome based Curriculum for the **TVET Program Basic Footwear production level I**

We would like also to express our appreciation **PEOPLE IN NEEDS** who facilitated the development of this curriculum –

This model curriculum was developed on the **JUNE 26, 2016** at HAWASSA

### PREPARED BY

| No | Name | Phone number | email | College | Remark |
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